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About this guide
This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic Faculty Office or local Student Centre on the details included below.

<table>
<thead>
<tr>
<th>Please enter the contact details for your Personal Tutor for your future reference:</th>
<th>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your local Academic School Office is:</td>
<td>MH Building 01902 322933</td>
</tr>
<tr>
<td>Your Student Centre (Here to Help) is:</td>
<td>HERE 2 HELP MX Building E Mail <a href="mailto:Here2Help@wlv.ac.uk">Here2Help@wlv.ac.uk</a></td>
</tr>
</tbody>
</table>

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Course Leader:
Chris Lyle
C.Lyle@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone Number</th>
<th>Email</th>
<th>Responsibilities</th>
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<tbody>
<tr>
<td>Christine Lyle</td>
<td>01902 321184</td>
<td><a href="mailto:C.Lyle@wlv.ac.uk">C.Lyle@wlv.ac.uk</a></td>
<td>Senior Lecturer</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Denise Bellingham-Young</td>
<td>01902 518760</td>
<td><a href="mailto:D.Bellingham-Young@wlv.ac.uk">D.Bellingham-Young@wlv.ac.uk</a></td>
<td>Senior Lecturer</td>
</tr>
<tr>
<td>Ranjit Khutan</td>
<td>01902 321145</td>
<td><a href="mailto:R.Khutan@wlv.ac.uk">R.Khutan@wlv.ac.uk</a></td>
<td>Principal Lecturer</td>
</tr>
<tr>
<td>Deborah Richardson</td>
<td>01902 323302</td>
<td><a href="mailto:Deborah.Richardson@wlv.ac.uk">Deborah.Richardson@wlv.ac.uk</a></td>
<td>Head of Public Health</td>
</tr>
<tr>
<td>Jenni Jones</td>
<td>01902 323763</td>
<td><a href="mailto:Jenni.jones@wlv.ac.uk">Jenni.jones@wlv.ac.uk</a></td>
<td>Senior Lecturer</td>
</tr>
<tr>
<td>Pauline Lim</td>
<td>01902 518868</td>
<td><a href="mailto:P.Lim@wlv.ac.uk">P.Lim@wlv.ac.uk</a></td>
<td>Faculty Enabling Tutor</td>
</tr>
<tr>
<td><strong>Who?</strong></td>
<td><strong>Student Advisors</strong></td>
<td><strong>Here2Help Student Centre</strong></td>
<td><strong>Personal Tutor</strong></td>
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<td></td>
<td>Dedicated staff employed within the Faculty to support your University experience</td>
<td>Each campus has a Student Centre, commonly known as ‘Here2Help’</td>
<td>An academic member of staff will act as your personal tutor for the duration of your Degree.</td>
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<tr>
<td></td>
<td>Links to our Graduate Interns</td>
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<tr>
<td><strong>What?</strong></td>
<td>Enrolment &amp; module registration Submitting work &amp; examinations Academic regulations – one week extensions &amp; extenuating circumstances Leave of absence Student finance issues Student enabling centre Careers &amp; counselling appointments</td>
<td>Support for your academic development and progression Personal (pastoral) guidance A consistent point of contact throughout your studies. Three online sessions per year.</td>
<td>Transferable support on your academic study skills: General skills guidance Academic writing support Referencing Searching for literature</td>
</tr>
<tr>
<td></td>
<td>Pre-entry support General support about study and student life Guidance – referral to University services Knowledge of the Faculty and its Courses</td>
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<tr>
<td><strong>How?</strong></td>
<td>City - MX building 01902 321150 Walsall - WA building 01902 323135</td>
<td>City - MX building 01902 321150 Walsall - WA building 01902 323135</td>
<td>Check who your tutor is on e:vision Visit SAMS to book an online appointment <a href="http://FEHWSams.wlv.ac.uk/">http://FEHWSams.wlv.ac.uk/</a></td>
</tr>
<tr>
<td></td>
<td>Log a call – e:vision helpdesk (Help&gt;contacts)</td>
<td>Log a call – e:vision helpdesk (Help&gt;contacts)</td>
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*** Visit the [Student Support homepage](#) for more information ***  
*** Also visit the Students Union [Advice and Support Centre](#) for impartial guidance ***
**Student Voice**
The Student Voice is a partnership between the University and the Students’ Union, put in place to make sure students opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management in their Schools. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: Faculty Representatives

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – Student Voice

For independent advice and guidance on all matters related to being a student eg. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail Advice and Support.

**Student Charter**
The University’s Student Charter has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we are seeking to promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.

**Engagement**
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:
- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for assessment tasks;
- Learn from and with your fellow students;
- Receive feedback from your tutors on your progress;
- Fully participate in sessions, forums, seminars and other activities;
- Develop your communication skills.

If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found here.

Contact time with teaching and associated staff is available to help shape and guide your studies. The term 'contact hours' refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.
The Wolverhampton Graduate

The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:

1. acquire, generate, interrogate and apply knowledge from a wide range of sources,
2. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
3. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning
4. present ideas clearly in an informed and persuasive manner to a variety of audiences.
5. be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner
6. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
7. prepare for the world of work through engagement with real life situations, briefs and problems
8. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

About the Course

This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Chris Lyle (Award Leader).

The educational aims of the course are:

- Conduct a surveillance and assessment of population health and well-being within an international context
- Assess best evidence in health care interventions
- Review policy and strategic developments and implementation
- Develop strategic leadership and collaborative working
- Develop public health intelligence within an international context
- Facilitate health improvement and health protection strategies to ensure Public health and social care quality.
The course learning outcomes are:

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<tr>
<td>1.</td>
<td>Demonstrate a range of transferable academic and professional skills appropriate to a career in public health; such as critical writing, the use of statistical packages and presentation skills</td>
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<tr>
<td>2.</td>
<td>Demonstrate knowledge and skills in effective planning and evaluation of public health programmes and interventions</td>
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<tr>
<td>3.</td>
<td>Develop a critical understanding of differing perspectives and theories in public health incorporating a multi-disciplinary and international focus.</td>
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<tr>
<td>4.</td>
<td>Critically assess and review policy and strategic public health development within an international context</td>
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<tr>
<td>5.</td>
<td>Demonstrate an in-depth knowledge of practical and applied aspects of public health and public health management and have an appreciation of current theory and research in these areas.</td>
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<tr>
<td>6.</td>
<td>Assess, plan, implement and evaluate a substantial piece of academic research in a selected area of public health.</td>
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These will be achieved through the following learning activities:

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<tbody>
<tr>
<td>1.</td>
<td>Access where possible to an electronic copy of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, hand-outs, and reading lists</td>
</tr>
<tr>
<td>2.</td>
<td>Formative assessment opportunities on line with appropriate meaningful electronic assessment feedback;</td>
</tr>
<tr>
<td>3.</td>
<td>The opportunity to collaborate on line with others in their learning cohort;</td>
</tr>
<tr>
<td>4.</td>
<td>The opportunity to participate in electronic Personal Development Planning (ePDP);</td>
</tr>
<tr>
<td>5.</td>
<td>submit all appropriate assessments online;</td>
</tr>
<tr>
<td>6.</td>
<td>Opportunities to engage in interactive learning.</td>
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**Lectures:** Module materials are delivered via WLV Global in discreet Learning Units which are facilitated by each Module Leader. Students are expected to engage with the online forums within the leaning units in order to extend and deepen their understanding of each module topic. The online learning experience is designed to be flexible and accommodating to the needs of the distance learning student, therefore students can engage with each module in their own time within the time-span of each module.
Debate and dialogue: The University’s virtual learning environment, WLV Global provides a forum for you and your colleagues to engage in dialogue with each other as well as with academic staff.

Formative on-line assessments: Here opportunities will be provided for you to ‘have a go’ at some summative assessment tasks before the actual (graded) assessment is submitted. This will develop your academic and practical skills through tutorial guidance and feedback.

Peer presentations: You will be required to study some aspects of specific modules independently and feedback your findings to the wider distance learning group via the module forum, which allows you to further develop your academic skills and understanding.

Independent and self-directed learning: These are essential aspects of ‘reading for a degree’. Academics responsible for module delivery will ensure essential reading material is made known to you e.g. articles, chapters in e-books, whole books, policies and web based material. In each module there will be a degree of freedom for you to explore topics of your own choice, in the context of the module specific learning outcomes. To achieve this you will be encouraged to seek out and review material additional to that recommended by module leaders to support your academic development in relation to the subject specific outcomes e.g.: topic specific articles, web sites or books.

Tutorials: Engagement with Module Leaders, the Award Leader and your Personal Tutor via email or the online forums aim to tailor academic advice to meet your individual needs. By developing your own Personal Development Plan (PDP) you can get the most out of your higher education journey, and beyond, for example when pursuing employment or further HE programmes.

The course is accredited by the following professional body/ies
N/A

Contact Hours
At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.

Contact time on this course will be based on your interaction with staff in lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.

Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.

External Examiners
Richard Cooper- Award Leader MPH/Senior Lecturer – University of Sheffield
External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their
remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader.

Academic Regulations
This course follows the University’s academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:

| Postgraduate and Masters Awards (On Campus and Distance Learning modes of study) |
|-------------------------------------------------|-------------------|-------------------|
| Full Time Students (On Campus study)           | Normal            | Maximum           |
| Master’s Degree                                | 1 year            | 2 years           |
| Postgraduate Diploma                           | 1 year            | 2 years           |
| Postgraduate Certificate                       | 1 year            | 1 year            |
| Postgraduate Certificate in Education (M)      | 1 year            | 2 years           |
| Part Time Students (Distance Learning)         | Normal            | Maximum           |
| Master’s Degree                                | 2 years           | 4 years           |

The above maximum registration periods do not include time away from study approved under the Leave of Absence procedure.

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

Course Information
Entry requirements:
A first degree or level 6 / 7 study achieved at or above a minimum 2:1 grade or equivalent.

If English is not the applicant’s first language they will need to have a TOEFL score of 550 or above, or an IELTS score of 6.0 or above, or evidence of English proficiency equivalent to these scores.

Learning through work students should be in current employment with an employer providing care in the health, social or welfare sectors.

Home students are advised that they should be in a position to pay for the first 40 credits of the course and / or be able to confirm that they or their employer is funding their course

Recognition of prior certificated learning (RPL) – students may apply for up to 80 credits of RPL (Recognition of prior certificated learning and/or Recognition of prior experiential learning) subject to the guidelines set out in the RPL Guidelines
Reference points used in designing the course were:

**QAA Master’s Degree Characteristics March 2010**
http://www.qaa.ac.uk/academicinfrastructure/benchmark/masters/default.asp

**Statement of common purpose for subject benchmark statements for the health and social care professions 2006**
http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/StatementofCommonPurpose06.pdf

http://www.qaa.ac.uk/academicinfrastructure/benchmark/masters/default.asp

**University of Wolverhampton equality and diversity action plan** (2011)
**Race Relations Act** 1976 (amended in 2000)
**SHaW Plan** (2008-2012)
**SHaW APL strategy and guidelines** (2011)
**University of Wolverhampton student voice** (2011)
**University of Wolverhampton learning and teaching and assessment strategy** (2012-2017)
**University of Wolverhampton general examination and assessment regulations** (2010-2011)
**University of Wolverhampton postgraduate academic regulations** (2011).

Faculty of Public Health
http://www.fph.org.uk/professional_standards

Public health skills and career framework

**Support for learning:**

A variety of types of support are available to you during your course
- On-line resources for each module will be readily available through WLV Global
- Tutorial support via WLV Global for each module
- Dedicated award team
- Student centred support for English Language writing skills (aimed to support international students and provided through the Student Union)
- Assessment of key study skills will be an integral component of each summative assessment in each module
- On-line activities to promote study skills within module content and also links to various sources of study support via the Learning Centres ‘Infobites’ programme and its web pages http://www.wlv.ac.uk/lib/skills_for_learning.aspx
- ASSIST at http://www.wlv.ac.uk/lib/contacts/assist.aspx – provides real-time online librarian support
- The Careers and Employment Services team offering support in finding a part-time job or volunteering whilst studying and help in preparing for perhaps different work after study.
- Counselling offering a confidential space in which you can talk to a counsellor about your concerns. Online counselling is available at Counselling Services
- The student financial support unit at money matters can help students with advice on funds available to students.
- The student enabling service centre provides a comprehensive range of support for Deaf, Dyslexic and Disabled students including; screenings and assessments, guidance on gaining financial support, various support services and enabling technologies. They can be
contacted at students with disabilities.

- Study skills advisors

**Assessment methods**

A variety of assessment methods will be used, depending on the module. These will include a range of formative and summative methods. Formative assessment will provide ample feedback opportunities on which to build summative work including: written submissions such as reports, essays, plans / strategies, on-line group exercises, an electronic personal development plan and the preparation of a research proposal for a substantive independent research project.

Underpinning the assessment policy within this course are a number of principles, including clarity (about what the assessment task involves), transparency (how grades are arrived at) validity (grades awarded are fair and appropriate), equity of treatment, performance measurement and reliability. Assessment should provide a learning opportunity for the student, through the task set, and promote improvement in performance in the future through the feedback provided.

Specific assessment tasks include:

- Written assignments (summative)
- Preparation of Research proposal (summative)
- Forum activities (to be incorporated into summative assessment)
- Completion of dissertation (summative)
- Seminar papers (formative)
- Mid module review (classroom test) (formative)
- Forum block activities (formative)

**Distinctive features of the MPH**

This programme has an established reputation for producing accomplished and highly marketable graduates in public health. The positive feedback we receive from our successful students demonstrates the value of completing the MPH at the University of Wolverhampton. Many of these graduates have achieved excellent jobs within public health and are working in powerful organisations such as WHO and the UN where they feel they can really make a difference to public health with the skills they have acquired from the programme.

- The programme is distinctive in that it promotes the social perspective of public health, an area that is currently being emphasised in national public health policy. However it also has a focused epidemiological and statistical foundation and this integration of the biomedical with social perspectives is considered to provide a more balanced approach to the complexities of dealing with public health.

- The programme has a strong international focus and this global perspective is considered to be of value to both UK and international students.

- The MPH has developed cohesive links with local authorities and health services. There are opportunities for students to be introduced to public health professionals who contribute to the programme.
**Academic Misconduct**

We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

**Support for Students**

The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:

- Visit the Learning Centre or our study skills support website at [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills)
- Download the Students’ Union guide to Avoiding Academic Misconduct (“Write Right”) - available from the Student’s Union website:
- Book a Skype appointment with study skills adviser or join the online chat service [ASSIST](http://www.wlv.ac.uk/skills) - through the Learning Centre “Skills for Learning” website.
- Contact your personal tutor or module leader.

Remember – there is help available if you need it.

**Defining Academic Misconduct**

**Cheating**

*Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.*

Other common examples of cheating would include –

- Being in possession of “revision notes” during an examination
- The purchase or commission of assignments from others
- Theft of other students’ work
- Prohibited communication during an examination

**Plagiarism**

*Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic school.*

The most common forms of plagiarism are –

- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a text book or journal
When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

**Collusion**

Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

**Plagiarism Detection**

In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.

Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

**Penalties**

Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University’s policy on Academic Misconduct and regulations and procedures for the investigation of academic misconduct are available on the conductandappeals website.

**Anonymous Marking**

Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.

When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.
Course Structure for Distance Learning MPH Course

Part-time: The DL MPH is delivered over two years (as a part-time programme), students complete their programme over 8 custom iteration blocks, with four blocks being delivered each year.
Please ensure that you are correctly registered for the modules through WLV Global.

Year One

<table>
<thead>
<tr>
<th>Block 1 6 Oct – 8 Dec</th>
<th>Block 2 12 Jan – 9 Mar</th>
<th>Block 3 13 Apr – 8 June</th>
<th>Block 4 13 Jul – 7 Sep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Health, Epidemiology and Stats 7HW080</td>
<td>Health Protection, Health improvement. 7HW081</td>
<td>Assessing Health Needs 7HW011</td>
<td>Social perspectives in Public Health 7HW013</td>
</tr>
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=80 credits

Year Two

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<tr>
<th>Block 1 12 Oct – 7 Dec</th>
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<th>Block 3 Apr - June</th>
<th>Block 4 July -19 Sep</th>
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<tr>
<td>Leading Transformation and Change 7HR006</td>
<td>Advanced research skills 7HW012</td>
<td>Research Dissertation 7HW015</td>
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= 100 credits

Total Credits for MPH Award = 180 credits

University Academic Calendar

University Academic calendar.

Timetables

Timetabling information is available to you through the following:

1) Using the teaching timetable where you can search for and view all modules online at www.wlv.ac.uk/timetable.
2) Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3) For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at www.wlv.ac.uk/ctu.
Where to get help with your course

Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

**Administration queries:**
- enrolment extension extenuating circumstances Leave of Absence Course transfer, etc

**Support for Study Skills**
- eVision helpdesk or your Student Centre

**Academic and Course related queries**
- Personal Tutor Course Leader Head of Department (by email)

**Module related queries**
- Module guide (on WOLF)
  - Module Leader
  - or Tutor

**IT Problems**
- W: [www.wlv.ac.uk/ITServices](http://www.wlv.ac.uk/ITServices)
  - T: 01902 32(2000)

**Who to Contact for help when you are studying on campus**

**Financial advice**
- W: [www.wlv.ac.uk/moneymatters](http://www.wlv.ac.uk/moneymatters)
  - E: money@wlv.ac.uk
  - T: 01902 32(1070)

**Careers & Employment Centre**
- W: [www.wlv.ac.uk/careers](http://www.wlv.ac.uk/careers)
  - E: careers@wlv.ac.uk
  - T: 01902 32(1414)

**Special Needs (Students with disabilities)**
- Special Needs Tutor or Student Enabling Centre
- W: [www.wlv.ac.uk/sec](http://www.wlv.ac.uk/sec)
  - E: sec@wlv.ac.uk
  - T: 01902 32(1074)

**Personal Issues**
- Personal Tutor (see eVision for details)
- University Counselling Service
  - W: [www.wlv.ac.uk/counselling](http://www.wlv.ac.uk/counselling)
  - E: counsellingservices@wlv.ac.uk
  - T: 01902 32(2572)

**General queries**
- eVision helpdesk or your Student Centre

**Independent academic, financial, international and housing advice**
- Students’ Union Advice and Support Centre
- W: [www.wolvesunion.org/advice](http://www.wolvesunion.org/advice)
  - E: advice.wolvesunion@wlv.ac.uk
  - T: 01902 32(2038)
Extensions, Extenuating Circumstances and Leave of Absence
The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

Extensions - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

Extenuating Circumstances – claims for extenuating circumstances are also submitted via your e: Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. Further details can be found here. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

Leave of Absence - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students' Union, particularly regarding the financial implications, before taking this step.

Health and Wellbeing whilst using your computer
As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.

Set-up and space
Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.

Taking a break
You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.
Progression for Further Study
Career opportunities and Future Study
Please discuss with the Course leader or visit the Institute of Public Health, Social work and care website

Alumni

We're proud of your success. Be proud of your connection with us.

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information please visit our Alumni website.

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