Faculty of Education, Health and Wellbeing

Institute of Public Health, Social Work and Care

BSc (Hons) Public Health

ON CAMPUS COURSE GUIDE 2016/7
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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 Faculty Office is:</td>
<td>Faculty of Education, Health and Wellbeing MC125 MC Building Wulfruna Street City Campus Wolverhampton WV1 1SB Academic Support - (01902) 518600</td>
</tr>
<tr>
<td>Your Student Centre is:</td>
<td>Student Centre Wulfruna MI Building City Campus 01902 321062</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.

Jean Brant  Senior Lecturer/Award Leader Jean.Brant@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>
</tr>
</thead>
<tbody>
<tr>
<td>Jean Brant</td>
<td>01902 321107</td>
<td><a href="mailto:Jean.Brant@wlv.ac.uk">Jean.Brant@wlv.ac.uk</a></td>
<td>Award Leader</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Denise Bellingham</td>
<td>01902 518760</td>
<td><a href="mailto:D.Bellingham-Young@wlv.ac.uk">D.Bellingham-Young@wlv.ac.uk</a></td>
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</tr>
<tr>
<td>Young</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Lecturer</td>
</tr>
<tr>
<td>Name</td>
<td>Phone Number</td>
<td>Email</td>
<td>Position</td>
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<tr>
<td>Joanna Harrison</td>
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<tr>
<td>Pauline Lim</td>
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<td>Faculty Enabling Tutor</td>
</tr>
</tbody>
</table>
# Student Support in FEHW

<table>
<thead>
<tr>
<th><strong>STUDENT ADVISORS</strong></th>
<th><strong>HERE2HELP STUDENT CENTRE</strong></th>
<th><strong>PERSONAL TUTOR</strong></th>
<th><strong>SKILLS FOR LEARNING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td>Trained and professional staff supporting your academic work</td>
</tr>
<tr>
<td>Links to our Graduate Interns</td>
<td></td>
<td></td>
<td>Based in our Learning Centres</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Online and in person support and guidance</td>
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<tr>
<td>Pre-entry support</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 meetings 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>General support about study and student life Guidance – referral to University services Knowledge of the Faculty and its Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact: <a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a> Regular drop in sessions &amp; appointments City – MC building Walsall – WN &amp; WP building Burton Campus</td>
<td>City - MX building 01902 321150 Walsall - WA building 01902 323135 Log a call – e:vision helpdesk (Help&gt;contacts)</td>
<td>Check who your tutor is on e:vision Meet with your personal tutor at regular intervals Visit SAMS to book an appointment <a href="http://FEHWSams.wlv.ac.uk/">http://FEHWSams.wlv.ac.uk/</a></td>
<td>Skills for Learning website Workshops Drop-in sessions Appointments Study guides Online resources Twitter, Facebook, Skype (wlv_skills) and YouTube</td>
</tr>
</tbody>
</table>

*** Visit the Student Support homepage for more information ***

*** Also visit the Students Union Advice and Support Centre for impartial guidance ***
Course Structure for Undergraduate courses

Students will study:

**Full-time:** normally modules worth 120 credits each academic year

**Part-time:** normally modules worth no more than 80 credits each academic year.

**All modules are 20 credits**

You will receive 48 scheduled teaching hours for each module over the 12 week semester; each weekly taught session will be four hours in length.

You will be required to attend during these times and ensure that appropriate arrangements are made for any external commitments that may impact on your ability to attend. You will also need to engage in an additional 152 hours of independent study per module.

The start and finish times of modules may be subject to change

Timetable BSc (Hons) Public Health (full-time)

<table>
<thead>
<tr>
<th>Year 1 (Level 4)</th>
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</thead>
<tbody>
<tr>
<td><strong>SEMESTER 1</strong></td>
</tr>
<tr>
<td>MONDAY</td>
</tr>
<tr>
<td>Morning 09 till 13:00</td>
</tr>
<tr>
<td>Afternoon 14:00 till 18:00</td>
</tr>
</tbody>
</table>

| **SEMESTER 2**   |
| MONDAY | TUESDAY |
| Morning 09:00 till 13:00 | 4HL002 Preparation for Volunteering and Employment within Health and Social Care |
| Afternoon 14:00 till 18:00 | 4HW003 Exploring the development and scope of public health |

<table>
<thead>
<tr>
<th><strong>Year 2 (Level 5)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEMESTER 1</strong></td>
</tr>
<tr>
<td>WEDNESDAY</td>
</tr>
<tr>
<td>Morning 09:00 till 13:00</td>
</tr>
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</tr>
</tbody>
</table>
### Year 3 (Level 6)

#### SEMESTER 1

<table>
<thead>
<tr>
<th>Morning</th>
<th>09:00 till 13:00</th>
<th>6HW109 Environmental management and sustainable health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afternoon</td>
<td>14:00 till 18:00</td>
<td>6HL004 Promoting health: assessing and addressing health needs</td>
</tr>
</tbody>
</table>

| SEMESTER 2
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>09:00 till 13:00</td>
</tr>
<tr>
<td>Afternoon</td>
<td>14:00 till 18:00</td>
</tr>
</tbody>
</table>

#### SEMESTER 2

<table>
<thead>
<tr>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>09:00 till 13:00</td>
</tr>
<tr>
<td>Afternoon</td>
<td>14:00 till 18:00</td>
</tr>
</tbody>
</table>

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**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 Jean Brant (Award Leader)

The educational aims of the course are: The educational aims of the course are: To develop the specific knowledge and skills needed for effective public health practices. Public health has always had a major role in preventing health problems, and protecting the health of the nation. Increasing government attention is focussed on improving population health, as demonstrated in current policy. Much emphasis is placed on tackling the underlying causes of ill-health, promoting health and well-being. Many agencies now having public health responsibilities; this is opening up new opportunities for innovative approaches. It also brings the need for a well-prepared public health workforce, able to
work flexibly across many disciplines and demonstrate a wide range of abilities. This course is specifically designed to fulfil these needs.

The course follows the nine competency areas defined by the Public Health Skills and Career framework (Surveillance and assessment of health, assessing the evidence for health, Policy and strategy, Leadership and collaborative working, Health improvement and protection, Public health intelligence, Academic public health, and Health and social care quality), which relate to the three domains of public health practice (health protection, health improvement and service quality). This gives the course a sound foundation for employability. The course is also able to provide the platform for individuals to become graduate professionals who are digitally literate, knowledgeable, enterprising and aware of their role within the public health arena as global citizens.

This course will enable you to gain an understanding of the inter-disciplinary and multi-disciplinary approaches to Public Health. As a Public Health student you will develop the skills necessary for the assimilation and understanding of the complex and diverse nature of the subject, as well as more general skills which will be widely transferable, enabling you to effectively prepare for and to establish a career in a wide range of health and public health related areas. A range of modules will be studied, some alongside other health and social care students, which will broaden your understanding of Public Health, and provide you with opportunities for inter-disciplinary learning.

The BSc (Hons) Public Health is one of many courses run by the Faculty of Education Health and Wellbeing, which has an established reputation for excellence in terms of the quality of its courses, particularly through the provision of innovative approaches to teaching and learning, and for the student centred-friendliness of its academic and administrative staff. You will have the benefit of being taught by very experienced staff with first-hand knowledge of working in the Public Health field in a variety of professional roles, and so can help you integrate and apply the knowledge you will gain.

The course learning outcomes are:

**Certificate in Higher Education**

<table>
<thead>
<tr>
<th>At the end of level 4 you, the student, will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study</td>
</tr>
<tr>
<td>2 Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.</td>
</tr>
<tr>
<td>3 Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work</td>
</tr>
<tr>
<td>4 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments</td>
</tr>
<tr>
<td>5 Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility</td>
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</tbody>
</table>

**Diploma in Higher Education**

<table>
<thead>
<tr>
<th>At the end of level 5 you, the student, will be able to:</th>
</tr>
</thead>
</table>
1. Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

2. Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.

3. Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.

4. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

5. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.

6. Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

**BSc Non-Honours Degree**

At the completion of **60 level 6 credits** you, the student, will be able to:

1. Demonstrate understanding of the psychological, cultural, social and political principles that underpin Public Health, and contribute to health, wellbeing, illness and disease.

2. Assess the evidence of effectiveness of health and healthcare interventions, programmes and services.

3. Critically reflect on Public Health policy, at global, national, and local levels.

4. Demonstrate understanding and appreciation of the development and implementation of Public Health strategies for health improvement and health protection.

5. Demonstrate the range of leadership skills needed for public health management and collaborative working.

6. Understand the range of public health information available, how to assess its value and how to use public health data to identify health needs and priorities.

**BSc Honours Degree**

At the end of **level 6** you, the student, will be able to:

1. Demonstrate understanding of the psychological, cultural, social and political principles that underpin Public Health, and contribute to health, wellbeing, illness and disease.

2. Assess the evidence of effectiveness of health and healthcare interventions, programmes and services.

3. Critically reflect on Public Health policy, at global, national, and local levels.

4. Demonstrate understanding and appreciation of the development and implementation of Public Health strategies for health improvement and health protection.
5. Demonstrate the range of leadership skills needed for public health management and collaborative working

6. Understand the range of public health information available, how to assess its value and how to use public health data to identify health needs and priorities.

These will be achieved through the following learning activities:

The learning activities which will support you in the achievement of the learning outcomes are wide and varied. Throughout the programme these learning activities will enable you to achieve our graduate attributes of digital literacy and global citizenship. Additionally you will become knowledgeable and enterprising in your chosen field. The types of learning experiences which will help you achieve this include:

**Lectures:** You will experience a variety of lecture formats. Both teacher- and student-centred lectures are encouraged. Within the lecture time will be provided where you are encouraged to be interactive with lecturers to aid clarification and extension of your knowledge and understanding. All lecture material will be supported by digital technology to enhance learning, and will be made available for you to access independently throughout a module on WOLF, our virtual learning environment.

**Seminars:** These are educational opportunities to extend and deepen your understanding of topics covered in a module. Seminars are important learning opportunities, and will take the form of smaller groups of students. In some seminar forums you will be encouraged to take the lead in discussing relevant articles, policies and the theoretical and evidence base that underpins health practice and all its nuances.

**Workshops:** Workshops will allow you to develop skills of interaction and critical debate with a wide variety of academic staff and students, they are essential to developing skills for working in the real environment of health practice.

**Debate and dialogue:** The University’s virtual learning environment, WOLF 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 group, 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 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 modules 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:** Face to face meetings with Module Leaders, the Award Leader and your Personal Tutor 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, endorsed or approved (depending on the professional body requirements) Not applicable for the Award

**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 some or all of the following situations: 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.

**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](http://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](http://www.wlv.ac.uk/ctu).

**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 within their Faculty. 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.

Responding to Student Feedback “You said/We did”
We have now moved to anonymous submission of assignments, in response to student feedback. Each year assignments are adjusted, based on student comments. We have included more learning activities, and seminars, as students enjoyed these. We are also moving to small teaching groups, away from large lectures.

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 may be required to sign an attendance register at lectures so that we may monitor engagement. 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.

External Examiners

Gillian Knight from the University of Derby- Module and Award external.
Sally Ann Britton from the University of South Wales - Module External.

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 via the Modules and Programmes page on e-vision 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.

Exam Regulations
The University also have regulations that specifically cover examinations. Examination Regulations

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

**Undergraduate Honours Degrees**

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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.

The above maximum registration periods do not include time away from study approved under Leave of Absence procedure (see below)

**Distinctive Features of the course:**
- Opportunities for inter-disciplinary learning which is vital for employment within the increasingly integrated healthcare arena.
- A friendly, helpful and student-focused team of academic and administrative staff.
- A module teaching team who are subject-specialists with extensive experience working within the health care arena, all of whom have additional professional and academic qualifications which they bring to the learning experience to ensure its contemporary nature for the student.
• Links and knowledge from local, national and international research initiatives undertaken in the Faculty of Education Health and Wellbeing and the wider University research institutions.

The course has been carefully designed to meet your needs, and the needs of current and potential employers. The following reference points have informed the award:

**Public health skills and career framework.** [www.healthcareers.nhs.uk](http://www.healthcareers.nhs.uk)
This is a comprehensive and detailed map of the many levels of knowledge and skills needed for public health careers. The course follows this framework throughout, at the levels needed to equip students for public health practice.

**Facility of Public Health** [http://www.fph.org.uk](http://www.fph.org.uk)
The FPH is the standard setting body for specialists in public health in the UK, it sits at the forefront of the development and transformation of the Public Health profession. The course covers the nine key areas of the FPH curriculum, which relate to the three domains of public health practice (health protection, health improvement and service quality).

**Framework for Higher Education Qualifications FHEQ**
This has been used to ensure the course facilitates learners to achieve BSc (Hons) level 6.

**Special Educational Needs Disability Act 2001 (SENDA)**
The provision of equal opportunities for students with special needs is integral to the Faculty’s commitment to equality. Referral agencies for students with special needs or disability include a Senior Lecturer in the Faculty of Education Health and Wellbeing with an assigned special needs tutor role, this is used in conjunction with the University’s well established Student Enabling Centre.

**Race Relations Amendment Act (RRAA)**
The Faculty aims to enable students from diverse backgrounds to access and complete successfully the courses it provides. The Faculty Plan identifies the importance of widening participation and the key elements of this are reflected in the Faculty’s Race Equality Action Plan, emphasising the students’ educational journey and staff experience.

**Quality Unit Subject Guides and Validation**

**Faculty Documents**
The Faculty of Education Health and Wellbeing Assessment Handbook has been utilised to guide the nature of the assessment process.

**QAA Code of practice** for the assurance of academic quality and standards in higher education has been embedded at the stage of developing the curriculum and will underpin the delivery of the new curriculum to existing and future undergraduate recruits.

NB: Collaborative provision, and flexible and distributed learning (including e-learning) are also features of the QAA code, all of which have been applied where appropriate.

**Blended Learning**
As a student at the University you are entitled to experience the opportunities afforded by blended learning, where traditional learning and teaching is enhanced with the use of a range of technological approaches, such as online and interactive learning resources.
These are provided within the UoW virtual learning environment referred to as WOLF (Wolverhampton On-line Learning Forum).

**Assessment methods**
Assessments throughout the course are varied to ensure you have the chance to experience types of assessment that suit your learning styles. The assessment tasks are graduated to ensure the use of higher level skills as you progress through the HE levels, and include both formative and summative elements. For example at level 4, you will identify relevant subject specific ideas, concepts and principles and link these to different types of evidence, linking theory to practice and developing analytical skills. At level 4, assessment is designed to develop confidence in the HE environment and orientate you to learning both independently and with others. Assessment includes group work, practical skills development in research data analysis, and coursework with a focus on ensuring you are well prepared to move into the second year. Current and future employees in health and health related arenas pay particular attention to understanding clients’ needs from a holistic perspective, which requires an understanding of contested concepts of health. Support will be provided to develop both key skills and study skills.

Some modules assessment tasks include examinations which academics and future employees see as important to demonstrate a required standard of knowledge underpinning client needs, health carer needs and public health arena employment roles and responsibilities.

At level 5, you will develop deeper skills of critical analysis and further consolidate and develop subject knowledge and a higher level of competence in academic writing skills and using interactive forums such as WOLF. You will become more skilled in the application of theory to practice.

In the final year you will engage with Level 6 work. Here you are expected to have developed a sound understanding of the body of knowledge in your subject area and continue to develop higher level skills of analysis, synthesis and research. At this level you will be expected to be more independent in your thinking and learning, drawing on a wide body of knowledge to roundly critique arguments, although there will continue to be opportunities for formative assessment. You will have a variety of assessment types including essays, reports, case studies and group work.

These examples suggest that where the same method of assessment is used it will increase in the degree of complexity and the marking criteria will reflect the higher level learning outcomes and deeper learning required. All modules will have detailed marking grids provided to help you plan what needs to go into each assessment and what we will be looking for when we mark it.

**Personal Tutor**
When you join the University you will be given a Personal Tutor. This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other aspects that affect your study. In order for personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.
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
- 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 - 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 Faculty.
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 textbook 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, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint 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.

**Where to get help with your course**

All your modules will be supported by a WOLF topic, this is a place on WOLF where module related information and learning resources are located. You will have access to electronic versions of all lecturer produced documents, as well as the opportunity to engage in online dialogue with your lecturers and fellow students.

We also provide ‘state of the art’ technological equipment and extensive access to high quality desk top computers across the University. Our learning centres and information services are also supported by high quality technology, enabling you to access a great deal of support for your learning, not just when you are on campus but also from home and work. The learning centre staff provide a comprehensive ASSIST service whereby queries regarding reference material/study skills can be made via email, followed by a ‘real-time’ response from well qualified library personnel.

The course will draw on a wide range of interactive learning methods, some enhanced with interactive technology, for example collaborative forums in WOLF and an e-portfolio in Pebble pad (another electronic resource that you can use to develop your personal and professional development plans throughout your studies).

Finally, as part of your use of blended learning opportunities we will expect you to use the technology to research your own sources of information in order to meet the course and module learning outcomes.
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
- extensions
- extenuating circumstances
- Leave of Absence
- Course transfer, etc

Support for Study Skills
W: www.wlv.ac.uk/skills  
E: skills@wlv.ac.uk  
T: 01902 32(2385)

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  
T: 01902 32(2000)

Who to Contact for help when you are studying on campus

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

Special Needs (Students with disabilities)
- Special Needs Tutor  
- or Student Enabling Centre
W: 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  
  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  
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. 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.

Taking a Leave of Absence can ensure that you have the time away from your studies you need, but it is important you understand all the implications. There are plenty of people who can advise you before you make your decision:

- Your Student Centre (either in person or you could log an e:Vision Helpdesk call).
- The Students’ Union Advice and Support Centre.
- Student Advisors in your Faculty.
- Your Personal Tutor.
- The International Support Team (based in MX Student Centre, City Campus).

Please consider before taking a Leave of Absence

- If you’re a full-time student, you could consider switching to part-time mode as an alternative.
- While on a Leave of Absence you won’t have access to University premises or resources or participate in any assessment.
- If you take a Leave of Absence after you have enrolled but before completing your module, any summative (graded) assessment submitted will be carried forward and will contribute to your assessment result for that module when you return, provided the same assessment requirements remain.
Financial impact
You should consider the implications of taking a Leave of Absence will have on your funding and finances. On approval of your Leave of Absence you must ensure that you are fully aware of the fee implications on your return to the course, as fees may be due again for the modules that you were studying when the leave of absence was agreed.

However, your individual circumstances will affect your right to funding so it is important that you seek advice from the Students’ Union Advice and Support Centre – who will also be able to advise you about the impact of any benefit entitlement.

You will not be entitled to Council Tax exemption whilst on a Leave of Absence.

Your tuition fees
In accordance with the University’s fee liability policy, you will be liable for any fees due dependent on the date that you officially apply for Leave of Absence.
If you are a full-time undergraduate UK student, tuition fees are due as follows:
• Attendance in Term 1 = 25% of the tuition fee is due.
• Attendance in Term 2 = 50% of the tuition fee is due.
• Attendance in Term 3 = 100% of the tuition fee is due.
If you are a part-time student, your fee liability is dependent on the number of modules registered in any period.

If you are an international student we take into account the fact that you will have paid a non-refundable deposit and your fee liability points will be at the start of the first term and third term (remainder of fee). We recommend you seek guidance on this from the International Student Support team in MX Student Centre.

Health & Safety issues
Specific procedures relating to your course will be explained to you during induction and at appropriate points throughout the course. The University can accept no responsibility for any injury sustained through a student's negligence, misuse of equipment or disregard of instructions. You must observe all instructions regarding accident and fire prevention. All accidents must be reported immediately to a member of staff and will be recorded on an accident report form.

If you have a medical or other condition which may endanger yourself or others in a particular situation you must inform the member of staff present, and also discuss the condition beforehand with the Faculty Enabling Tutor.

Fire notices, exits and assembly points are posted in all teaching rooms and around the buildings. Procedures to be observed when the alarm sounds are to leave as quickly as possible in a quiet and orderly manner and to assemble at the appropriate point. Do not attempt to re-enter the building until you are told it is safe to do so. You may need to show your identity card on entry to the building so ensure you have it with at all times.

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 Further study:
Many different governmental and non-governmental agencies are involved in practising public health in the UK, including the NHS, local councils and education authorities, the prison service, pharmacies, private businesses and charities. There are also international public health opportunities, working mainly in low and middle income countries or with organisations whose main focus is improving health outcomes in low or middle income settings.

There are six different categories of public health roles and jobs:

- Improving people's health
- Protecting people's health
- Working with information
- Teaching and researching
- Maintaining and raising standards
- Leadership, planning and management

Career opportunities include research, healthcare, health administration and management, communications, community practice, education, health policy, regulation and law enforcement, public or government services or voluntary and non-governmental organisations. Following initial study, where students learn a common core of knowledge, they can, with further experience and development, progress into roles including public health analysts, health service researchers, communicable disease control consultants, environmental epidemiologists, health policy advisors or directors of public health. See the www.healthcareers.nhs.uk website for more opportunities.

For those who wish to continue in further study or research, the Faculty of Education, Health and Wellbeing currently offers a Post Graduate Certificate, Post Graduate Diploma and Master's Degree in Public Health. These programmes may be studied full or part-time, along with more flexible study options for those who wish to take stand-alone modules as part of their Continuing Professional Development. (CPD)

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 on Graduation and Alumni please visit our Alumni website.