Faculty of Education Health and Wellbeing

Institute of Health Professions

MA/MSc Mental Health

ON CAMPUS COURSE GUIDE 2016/7
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.

| Please enter the contact details for your Personal Tutor for your future reference: | The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision |
| Your local Academic Faculty Office is: | Sister Dora (WP) Building Walsall Campus Telephone 01902 518934 |
| Your Student Centre is: | Here2Help WA Building Walsall Campus 01902 323135 |

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.

Jane Harvey Academic Course Leader, J.Harvey@wlv.ac.uk
Professor Safi Afghan- Clinical Course Lead

Course Management and Staff Involved with the Course
Significant amount of this course is taught by external speakers who are experts in their fields.

<table>
<thead>
<tr>
<th>Gill Maidens</th>
<th>City Campus</th>
<th>7HW060 The concept of Dementia Care</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MC building</td>
<td></td>
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<td></td>
<td>01902 518665</td>
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</tbody>
</table>

| Faculty Enabling Tutor      | WP109                                 |                                     |
|-----------------------------|---------------------------------------|                                     |
| Pauline Lim                | Walsall Campus                        |                                     |
|                            | 01902 518868                          |                                     |
|                            | P.Lim@wlv.ac.uk                       |                                     |
## 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>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>Based in our Learning Centres</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Online and in person support and guidance</td>
</tr>
<tr>
<td>Pre-entry support 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>Transferable support on your academic study skills:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>General skills guidance Academic writing support Referencing Searching for literature</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 Postgraduate Courses

Students will study:
- **Full-time:** normally modules worth 180 credits (a full masters course may be completed over one calendar year)
- **Part-time:** normally modules worth no more than 80 credits each academic year.

Enter module codes only in the following tables to reflect the proposed structure for your course. Please shade in the semesters in which your students will undertake the masters dissertation.

**Part-time structure 2016-17 Year 1**

<table>
<thead>
<tr>
<th>Semester 1 level 7</th>
<th>Core or option</th>
<th>Module code</th>
<th>Module title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td></td>
<td>7HW045</td>
<td>Mental Health – Assessment and Diagnostics</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2 level 7</th>
<th>Core or option</th>
<th>Module code</th>
<th>Module title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td></td>
<td>7HW047</td>
<td>Common Mental Health Disorders</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3 level 7</th>
<th>Core or option</th>
<th>Module code</th>
<th>Module title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td></td>
<td>7HW048</td>
<td>Severe and Enduring Mental Illness</td>
<td>20</td>
</tr>
</tbody>
</table>

**Part-time structure –2017-18 Year 2**

<table>
<thead>
<tr>
<th>Semester 1 level 7</th>
<th>Core or option</th>
<th>Module code</th>
<th>Module title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option</td>
<td></td>
<td>7HW060</td>
<td>The Concept of Dementia Care</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2 level 7</th>
<th>Core or option</th>
<th>Module code</th>
<th>Module title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option</td>
<td></td>
<td>7HW012</td>
<td>Advanced Research Skills</td>
<td>20</td>
</tr>
<tr>
<td>Option</td>
<td></td>
<td>7HW046</td>
<td>Contemporary Therapies in Mental Health Practice</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3 level 7</th>
<th>Core or option</th>
<th>Module code</th>
<th>Module title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td></td>
<td>7HW049</td>
<td>Emerging Mental Health Agendas</td>
<td>20</td>
</tr>
</tbody>
</table>
### Part-time structure – 2018-19 Year 3

<table>
<thead>
<tr>
<th>Core or option</th>
<th>Module code</th>
<th>Module title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option</td>
<td>7HW020</td>
<td>Evidence based Practice Project</td>
<td>60 credits year long</td>
</tr>
<tr>
<td>Option</td>
<td>7HW015</td>
<td>Research Dissertation</td>
<td>60 credits year long</td>
</tr>
<tr>
<td>Option</td>
<td>7SO006</td>
<td>MA Dissertation</td>
<td>60 credits year long</td>
</tr>
</tbody>
</table>

### 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 Jane Harvey, Course Leader  J.Harvey@wlv.ac.uk

The educational aims of the course are: This course aims to provide you with a master’s level education in the concepts, theories & academic skills of relevance to your role in managing mental health and wellbeing.

The course caters for professionals who may already be working in the field of mental health or those wishing to enhance skills to meet the needs of vulnerable people with complex mental health needs.

The course aims to offer a flexible approach to the subjects studied with a critical underpinning of contemporary evidence for mental health practice in the primary care setting.
It will foster independence and responsibility in managing your own learning and professional development needs, and build on your existing knowledge and experience related to mental health care.

You may study the course as a whole and receive your final award title of MA/MSc in Mental Health. However, you may prefer to study in stages starting with a Postgraduate Certificate in mental health with an option to continue to post graduate diploma and the full MA/MSc award.
The course learning outcomes are:

### Postgraduate Certificate

At the end of 60 credits at level 7 you, the student, will be able to:

1. Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student:
   - to evaluate critically current research and advanced scholarship in the discipline
   - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

2. Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

3. Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

4. Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

5. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

6. Demonstrate the qualities and transferable skills necessary for employment requiring:
   - the exercise of initiative and personal responsibility
   - decision-making in complex and unpredictable situations
   - the independent learning ability required for continuing professional development.

### Postgraduate Diploma

At the end of 120 credits at level 7 you, the student, will be able to:

1. Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student:
   - to evaluate critically current research and advanced scholarship in the discipline
   - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

2. Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

3. Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
4. Ability to deal with complex issues both systematically and creatively, make sound
   judgements in the absence of complete data, and communicate your conclusions clearly
to specialist and non-specialist audiences.

5. Demonstrate self-direction and originality in tackling and solving problems, and act
   autonomously in planning and implementing tasks at a professional or equivalent level.

6. Demonstrate the qualities and transferable skills necessary for employment requiring:
   • the exercise of initiative and personal responsibility
   • decision-making in complex and unpredictable situations
   • the independent learning ability required for continuing professional development.

Masters Degree

At the end of 180 credits at level 7 you, the student, will be able to:

1. Exhibit a range of proficient focussed mental health assessment skills within the context
   of your practice

2. Demonstrate a comprehensive awareness of common mental health disorders including
   the recognition of the range and complexity of presenting signs and symptoms.

3. Direct a person centred approach in planning, implementing and evaluating an
   appropriate care pathway based on a comprehensive knowledge and understanding of
   the available therapeutic repertoire to meet the complex needs of a diverse range of
   patient groups.

4. Demonstrate a critical understanding of differing perspectives, theories and interventions
   of mental health incorporating a bio-psychosocial approach.

5. Illustrate leadership and change management skills drawing on a comprehensive, critical
   understanding of the key drivers for change and their implications for service planning,
   provision and improvement in mental health commissioning and delivery.

6. Synthesise evidence of advanced level skills in the critical appraisal of research and
   design, implement and / or evaluate a substantial piece of academic, or evidence based
   practice, research in a selected area of mental health.

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. 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.

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
inter-professional working in health and social care.

Debate and dialogue: These learning activities are integral to lectures and seminars. 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 face to face tutorial guidance and on-line 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 critical approach.

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.

Independent and self-directed learning: These are essential aspects of becoming a Master of your chosen field. Academics responsible for module delivery will ensure essential reading material is made known to you e.g. research studies and 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 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 and professional development.

Master’s Level Independent Research: The 60 credit independent study module can be selected from three options, either an evidence based practice module containing two major assessments, usually of relevance to your current workplace, a consultancy or the research Dissertation. This module consists of an independent study designed, planned & carried out by yourself, written up into a 15,000 - 20,000 word Dissertation.

Blended Learning
In 2008, the University adopted a Blended Learning Strategy which promotes the integration of technology supported learning across all our modules. We believe this will improve the employability and, digital literacy, of our students and the effectiveness and efficiency of our learning and teaching practice.

Outline for the student how the 6 blended learning entitlements have been incorporated in this course.

<table>
<thead>
<tr>
<th>Students are entitled to:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. have 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>
<td>All students will, through access to WOLF and similar sites, be able to view and interact with electronic copies of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, handouts, and reading lists</td>
</tr>
<tr>
<td>2. formative assessment opportunities on line with appropriate meaningful electronic assessment feedback;</td>
<td>There will be opportunities for on line formative assessment and/or feedback, for example feedback on formative work will enable the development of high quality summative assessments.</td>
</tr>
</tbody>
</table>
3. have opportunities to collaborate on line with others in their learning cohort;
   The on-line forum within the module topic on WOLF will provide opportunities for students to engage with each other on line.

4. have the opportunity to participate in electronic Personal Development Planning (ePDP);
   Each student will have the opportunity to develop an electronic PDP to enhance personal learning.

5. submit all appropriate assessments online;
   Where possible and appropriate an assessment will be submitted on line. This will enable archiving of student work and allow external examiners to access this work. This archive will also form an individual resource for students to access their previous coursework.

6. opportunities to engage in interactive learning during all face to face sessions.
   Classroom activities such as debates, group discussion and seminar presentations will be developed in taught sessions. Face to face tutorials will be available with lecturers by appointment.

Assessment methods

A variety of assessment methods will be used, depending upon 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 some of: in-class tests, verbal presentations, examinations and 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 the ethical approval of a substantive independent research project or dissertation.

You may advance your course via the recognition of prior experience and learning process using challenge assignments or experiential claims. This will allow you to raise the level of any particular learning you may have already done at Level 6 to Master’s Level 7 and have this recognised and accredited towards your MSc/MA in Mental Health.

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.

The course is accredited, endorsed or approved (depending on the professional body requirements) N/A for this course

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

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.

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”

‘As a result of student feedback we have made the following improvements/changes to this course'

- Comprehensive reading lists for all modules
- Access to mental health text
- Opportunities for inter-professional discussion

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
Award – Janet Marsden Manchester Metropolitan University
Mental Health Modules – Rick Fothergill University of Central Lancashire

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:

**Postgraduate and Masters Awards**

<table>
<thead>
<tr>
<th>Part Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Degree</td>
<td>2 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>2 years</td>
<td>3 years</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>1 year</td>
<td>2 years</td>
</tr>
</tbody>
</table>

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)

**Course Information**

**Support for Learning**

- On-line resources for each module will be readily available through WOLF  
- Tutorial support both on-line and face-to-face  
- Dedicated award team  
- Student centred support for English conversational 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  
- Face to face and 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 [webpages](#)  
- A Post Graduate café meets on a regular basis to provide contact and support for postgraduate students conducting their own research studies  
- Learning Information Services (LIS) advisors offer individual support across our four campus learning centres including study skills advisors and on-line study skills.  
- LIS works in partnership with the course team to ensure that students are fully supported in their academic studies. We aim to achieve this by providing access to key sources of information; Learning Centres offering facilities to study and learn together; opportunities to develop a range of academic and employability skills; all fully supported by friendly and helpful staff. We also welcome feedback, and will use it to inform our future development to support learning and teaching in the University.  
- Learning Centres – These offer a vibrant blend of traditional library services, together with the latest learning resource technologies, wireless access, modern study facilities, and self-service options. Our Learning Centres are open seven days a week and many of our resources are accessible 24/7 via [www.wlv.ac.uk/lib](http://www.wlv.ac.uk/lib)  
- Help and advice - Our dedicated Customer Service team will welcome you and advise
on how to find the best information, from you very first visit, and continue to support you throughout your course.

- **Key texts** - We work with your module leaders to ensure that we provide access to key texts, and the latest research publications, so saving you money and time locating key sources of information. For details check our catalogue Summon [www.wlv.ac.uk/lib/search](http://www.wlv.ac.uk/lib/search)

- **Skills for Learning** - specially created to enable you to develop important academic and employability skills. Look out for our popular skills workshops, or follow us on Facebook. For more info see [http://www.wlv.ac.uk/lib/skills-for-learning/](http://www.wlv.ac.uk/lib/skills-for-learning/)

- **On-line support** – If you can’t come to us we will come to you via our online services e-books, e-journals from your Subject pages, e.g. Nursing and Midwifery and online help facilities via ASSIST

- **Find us on all campuses**: City, MD Building: Walsall, WH Building: Telford, SA Building; Queen’s Hospital Burton, BE Building

- **ASSIST** – 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. Personal appointments are available on all campuses; there is a drop-in service every weekday at City Campus and online counselling is available at [Counselling Services](http://www.wlv.ac.uk/lib/counselling/)

- **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](http://www.wlv.ac.uk/lib/disabilities/).

- **Faculty of Education Health and Wellbeing student advisors** [FEHWSupport@wlv.ac.uk](mailto:FEHWSupport@wlv.ac.uk)

### Any Distinctive Features of the course

This course aims to meet professional development needs in both the health and social care sectors, where both are undergoing significant transformation and change.

- There will be opportunities for inter-disciplinary learning; inter-disciplinary working is vital to employment within the increasingly integrated health & social care arena

- The opportunity to enhance the quality of individual or institutional/organisational care for people with mental health problems

- Focused on employment in health & social care arenas.

- A friendly, helpful and student-focused team of academic and administrative staff.

- Engagement of experts/practitioners.

- The programme is delivered by subject specialists who are involved in significant advisory roles and research within health and social care locally, regionally and nationally, and who participate in national communities of practice, developing and sharing expertise across the UK.
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 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, 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**
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
  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

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

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)

Careers & Employment Centre
  W: 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
  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 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
Students who successfully complete this Master’s course may progress to Doctoral level.

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.