Faculty of Education Health and Wellbeing

Institute of Public Health, Social Work and Care

MSc/MA Health and Wellbeing (Top Up)

ON CAMPUS COURSE GUIDE 2016/7
About this guide

Welcome

Course Management and Staff Involved with the Course

Course Structure

About the Course

Contact Hours

University Academic Calendar

Timetables

Student Voice

Student Feedback

Student Charter

Engagement

The Wolverhampton Graduate

External Examiners

Academic Regulations

Exam Regulations

Course information

Personal Tutor

Academic Misconduct

Support for Students

Anonymous Marking

Where to Get Help with your Course

Extensions, Extenuating Circumstances and Leave of Absence

Health and Safety Issues

Health and Wellbeing whilst using your computer

Progression for Further Study

Alumni
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>
</table>
| Your local Academic Faculty Office is: | Faculty of Education, Health and Wellbeing  
MC125  
MC Building  
Wulfruna Street  
City Campus  
Wolverhampton  
WV1 1SB  
Academic Support - (01902) 518600  
Student Support – (01902) 518809/323584 |
| Your [Student Centre](#) is: | Student Centre Wulfruna  
MI Building  
City Campus  
01902 321062 |

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.

Deborah Richardson,
Course Leader for MSc/MA Health and Wellbeing (Top Up)
Email: deborah.richardson@wlv.ac.uk
01902 518760

Course Management and Staff Involved with the Course
Dr Pauline Fuller,
University of Wolverhampton, City Campus, Wolverhampton, WV1 1SB
Tel: 01902 323545
Email: pauline.fuller@wlv.ac.uk

Bhawna Solanki
University of Wolverhampton, City Campus, Wolverhampton, WV1 1SB
01902 518702
email: b.solanki@wlv.ac.uk

Dr Della Sadler-Moore
University of Wolverhampton, City Campus, Wolverhampton WV1 1SB
01902 518694
Email: DellaSM@wlv.ac.uk

Ann Saxon
University of Wolverhampton, Walsall Campus, Walsall WS1 3BD
01902 518822
Email: Ann.Saxon@wlv.ac.uk
## Student Support in FEHW

<table>
<thead>
<tr>
<th>STUDENT ADVISORS</th>
<th>HERE2HELP STUDENT CENTRE</th>
<th>PERSONAL TUTOR</th>
<th>SKILLS FOR LEARNING</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></td>
<td></td>
<td></td>
<td>Based in our Learning Centres</td>
</tr>
<tr>
<td>Links to our Graduate Interns</td>
<td></td>
<td></td>
<td>Online and in person support and guidance</td>
</tr>
<tr>
<td></td>
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</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>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></td>
<td></td>
<td></td>
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</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

On completion of a 60 credit Research Dissertation, Evidence Based Practice Project or Consultancy project, you will exit with the award of MSc / MA Health & Wellbeing.

There are two intakes per year (in October & January)

Module Descriptions

7HW015 Research Dissertation

<table>
<thead>
<tr>
<th>Credit value</th>
<th>60 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Level</td>
<td>Masters level 7</td>
</tr>
<tr>
<td>Timetable Slot</td>
<td>You can register for this module in October or January.</td>
</tr>
<tr>
<td>Module Leader</td>
<td>Bhawna Solanki</td>
</tr>
<tr>
<td>Telephone</td>
<td>01902 518702</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:B.Solanki@wlv.ac.uk">B.Solanki@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Office</td>
<td>MC Building- City Campus</td>
</tr>
</tbody>
</table>

Module description
You will design and implement an original research project for your chosen discipline.

Module Assessment

1) 10% You will create an electronic webfolio of work that supports your dissertation; this will include evidence of ethical approval and work towards your dissertation (e.g. chapters with comments and feedback from supervisors). You will also produce a shorter 2,000 word article based on your research that could be submitted for publication and a research poster.

2) 90% You will produce a research report of 15,000 to 20,000 words, to include a literature review, formulation of original research question, methodology, results, discussion and conclusion.

7HW020 Evidence Based Practice Project

<table>
<thead>
<tr>
<th>Credit value</th>
<th>60 credits</th>
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</thead>
<tbody>
<tr>
<td>Module Level</td>
<td>Masters level 7</td>
</tr>
<tr>
<td>Timetable Slot</td>
<td>TBC</td>
</tr>
<tr>
<td>Module Leader</td>
<td>Dr Della Sadler-Moore</td>
</tr>
<tr>
<td>Telephone</td>
<td>01902 518694</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:DellaSM@wlv.ac.uk">DellaSM@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Office</td>
<td></td>
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</tbody>
</table>

Module description
This module develops existing knowledge and skills in relation to the evidence based health agenda to an advanced level, through the development, implementation and evaluation of a masters 'practice based' project.
Module Assessment
1) Evidence Based Proposal  2000 words  10%
2) Evidence Based Practice Project 15,000 words  90%

7HW044 Professional Consultancy Project

<table>
<thead>
<tr>
<th>Credit value</th>
<th>60 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Level</td>
<td>Masters level 7</td>
</tr>
<tr>
<td>Timetable Slot</td>
<td>Semester 1 or 2 Walsall</td>
</tr>
<tr>
<td>Module Leader</td>
<td>Ann Saxon</td>
</tr>
<tr>
<td>Telephone</td>
<td>01902 518822</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Ann.Saxon@wlv.ac.uk">Ann.Saxon@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Office</td>
<td>WP124, WP Building- Walsall Campus</td>
</tr>
</tbody>
</table>

Module description
1. To enable you to negotiate, plan, implement and evaluate a work based/ organisational consultancy project.
2. Undertake a significant piece of independent study incorporating the theories underpinning consultancy methodologies and their approach in practice/ workplace.
3. Synthesise and apply in a practical context the knowledge understanding and skills developed in the theoretical component of the module.
4. Develop a range of communication and business skills to embrace personal development in order to enhance organisational goals.

Module Assessment
1) Proposal-  2000 words, 10%: You will work with your employer or other organisation that require a consultancy project to be carried out for a particular area of development. Your proposal will outline your project and include methodology, project milestones and evaluation strategy to be used in the independent project.
2) Evidence Based Practice Project- 15,000 words, 90%: You will complete an independent piece of project work in which you will work with an employer or other organisation on an area of practice development or evaluation. You will use project management skills and consultancy skills to formulate a formal report of your findings

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 Deborah Richardson via email: Deborah.Richardson@wlv.ac.uk or by telephone on: 01902 518760

The educational aims of the course are: The MSc / MA Health and Wellbeing ‘Top Up’ course is designed to allow you to ‘top up’ your existing Post-graduate Diploma qualification (or equivalent) in any health, welfare or social care related subject to a full master’s qualification. This will be achieved by you producing a 60 credit independent study in one of three options:

1. A research dissertation - which runs in October or January
2. An evidence based practice project of relevance to your current workplace – which runs in October each year.
3. A Professional consultancy report of relevance to your current workplace - which runs in October or January.

Whichever option you choose this module will consist of an independent project designed, planned and carried out by yourself and written up in a minimum of 15,000 and a maximum of 20,000 words. You will be provided with appropriate individual supervision to support your independent study.

You will complete your Master's level education in the concepts, theories and academic skills of relevance to your work arena or chosen career path. The course caters for both students who are currently working in the health, welfare or social care fields and for students who are not currently working in these fields but hope to enhance their postgraduate skills and knowledge in order to take up such employment. The course aims to offer a flexible approach to the topic chosen for your independent study, will foster independence and responsibility in taking control of your own learning and professional development needs, and build on your existing knowledge and experience.

The course learning outcomes are:
1. Use initiative and take responsibility in order to learn independently and solve problems in creative, original and innovative ways.
2. Demonstrate a range of transferable academic and professional skills appropriate to a career in health, welfare and / or social care such as: production of an e-portfolio within the dissertation module; interpretation, critical analysis and synthesis of a range of qualitative and quantitative evidence; appropriate use of software data packages, statistical and other analytic methods.
3. Demonstrate Master's level skills in the critical appraisal of research methods and research design in the production of a substantial piece of academic or professional research in a selected area of health, welfare and / or social care.
4. Produce a clearly written and presented independent study including appropriate use of academic conventions and coherently structured arguments, evaluation and evidence

These will be achieved through the following learning activities:
**Lectures:** Student centred lectures are encouraged. Within a 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.

**Tutorials:** Face to face meetings with your research Supervisor, Module Leader, the Award Leader and your Personal Tutor aim to tailor academic advice to meet your individual needs.

**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 Professional Consultancy project or the Research Dissertation. All these modules include an independent study designed, planned and carried out by you and written up in 15 - 20,000 words.
**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.

<table>
<thead>
<tr>
<th>Students are entitled to:</th>
<th></th>
</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, handouts, 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 guide, 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 a high quality research proposal.</td>
</tr>
<tr>
<td>3. have opportunities to collaborate on line with others in their learning cohort;</td>
<td>The online forum within the module topic on WOLF will provide opportunities for students to engage with each other on line</td>
</tr>
<tr>
<td>4. have the opportunity to participate in electronic Personal Development Planning (ePDP)</td>
<td>Each Research Dissertation student will be required to complete an electronic portfolio as part of the assessment of this module</td>
</tr>
<tr>
<td>5. submit all appropriate assessments online;</td>
<td>One copy of your independent study will be handed in on line and two will be handed in as hard copies at Student Centre. This will enable archiving of student work and allow external examiners to access this work. The WOLF and / or Pebble Pad archive will also form an individual resource for students to access their previous developmental work.</td>
</tr>
<tr>
<td>6. opportunities to engage in interactive learning during all face to face sessions.</td>
<td>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 and supervisors by appointment.</td>
</tr>
</tbody>
</table>

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

**Contact Hours**

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

Students are encouraged to meet with Personal Tutor at the beginning of the course.
Additional support with writing and academic skills is now available via the Library and Information Service. Students are offered a choice of dissertation modules and topics to pursue.

**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:
1. Understand the subject area you are studying;
2. Acquire and develop the skills and knowledge needed to ensure success;
3. Prepare for assessment tasks;
4. Learn from and with your fellow students;
5. Receive feedback from your tutors on your progress;
6. Fully participate in sessions, forums, seminars and other activities;
7. 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
TBC

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:

<table>
<thead>
<tr>
<th>Postgraduate and Masters Awards</th>
<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>6 months</td>
<td>1 year</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>1 year</td>
<td>1 year</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)

Regulations for Progression
The standard University regulations together with the following specific regulations apply:

1. Each module will normally be assessed during or at the end of the Post Graduate Teaching Block in which it is studied, and in a manner appropriate to its objectives and content.
   - The means of assessment will be reviewed by the Examinations Board to ensure:
     - That the overall loading on students is not excessive
     - Comparability of standards
     - That the assessment reflects the educational aims of the course as well as those of the particular module.

2. Dates for the submission of assignments (assessed coursework and practical work) will be published for each module or fractional module. Work submitted later than the published date will be subject to regulations under ‘Submission of Course Work Assignments’

3. To pass a module the student must normally achieve a minimum grade pass for each component of the module. A pass in one component will not compensate for a failure in another component. Recoverable Fail grades may be resubmitted at the next earliest opportunity.

Course Information
The University recognises that you have made a significant investment in both time and money in choosing to study for a postgraduate degree. Our staff are committed to helping you fulfil your potential. Your attendance at, and participation in classes is a key factor in ensuring that you do so.
Attendance will help you to:
- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for and undertake assessments;
- Learn from and with your fellow students;
- Receive feedback from teaching;
- Participate in practical and group work;
- Develop your communication skills.

If you are unable to attend a class 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 covered in the class, and what you need to do to catch up. Please do remember how important attendance is to your success. **The University considers this to be so important that it reserves the right to review the position of students who fail to attend.**

Duration of the course
It is intended at part time students should be able to complete the course within 1 year and this is the maximum period of registration.

Full time students should be able to complete the course within 6 months, although university regulations allow up to 1 year for full time students to complete this course.

Normally, if you have not studied research methods in your previous PG Diploma, or an equivalent, within the past 5 years you will need to take either the Advanced Research Skills module 7HW012 or 7HW018 Critical Awareness of Research module as an associate student **before you can apply for the MSc / MA top up course** in order to progress to the Research Dissertation.

If English is not your first language you will need to have a TOEFL score of 550 or above, or an IELTS score of 6.5 or above, or evidence of English proficiency equivalent to these scores.

Exclusions to Entry:
1. Will apply to applicants who have a Post-graduate Diploma in an award from the Faculty of Education Health and Wellbeing that includes a ‘top up’ route, such as the Postgraduate Diploma in Specialist Community Public Health Nursing and the Postgraduate Diploma in Specialist Community Nursing. Such applicants would be expected to progress to a Master’s qualification within that route / those routes.

2. Under University of Wolverhampton postgraduate academic regulations (2011) applicants who have already submitted and failed a Master’s level independent study at the resit opportunity, will be excluded from entry to this award.

3. Under University of Wolverhampton postgraduate academic regulations (2011) applicants who have failed to progress to a Master’s level independent study owing to poor academic performance during their previous course, will be excluded from entry to this award.
Assessment methods:
Summative comments will provide feedback on the final pieces of work submitted for the independent project module chosen.

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.

What Feedback Can You Expect?

What can you expect from your tutors whilst you are preparing your work?
- Normally tutors will advise you, as a group, on the assessment at or near the start of the module.
- Thereafter, you may consult your tutors by emailing them.

What should you not expect from your tutors?
- It is not the role of a tutor to read drafts of your work and correct them with a view to you obtaining a ‘good mark’. An assignment should reflect your effort and input, and the role of the tutor is to guide and offer advice. It is then your responsibility to assess this advice and guidance and use it accordingly. Tutors provide this in good faith, but its use - or lack of it - by you is not an automatic route to a good or a poor grade. Other factors, particularly those pertaining to your skills and efforts, will play a vital role in your achievement.

How You Can Comment on Learning & Teaching and Assessment

- We greatly value your feedback; students’ views are collectively influential in how we deliver Learning and Teaching and are gathered through staff-student meetings and via questionnaires, particularly the Module Evaluation Proformas (MEPs) that you are asked to complete towards the end of a module. Such feedback is analysed for annual monitoring of modules, subjects and courses.

Many modules now make provision for handing in electronically via WOLF.

An important aspect of being a student is the ability to submit coursework in a timely manner. Work handed in after the agreed submission date is to be avoided whenever possible, this could result in a fail grade. The teaching team recognises that life events can interfere with studies. Two mechanisms have therefore been devised to permit, in exceptional circumstances an extension of a deadline or an application for Extenuating Circumstances (See Section on Extensions, Extenuating Circumstances and Leave of Absence)
Assessment Boards

The process of assessment is overseen by external examiners. One of the roles of subject external examiners is to moderate module grades. The grades are considered by a Module Results Board where they are confirmed in accordance with the criteria for level 7 assessments. Membership of this Board is made up of module leaders within the subject area concerned and external examiners.

The confirmed grades then pass to an Award Board in October, February, June or July. This has no power to alter grades agreed by the Module Results Boards. Its function is to make decisions about progression, entitlement to awards, and rights of retrieval. It consists of representatives from the Module Results Boards, members of the Course Management Team, and course external examiners whose job is to ensure that Award regulations are consistently and correctly applied.

Appeal Against Assessment Decisions

If you believe you have a grievance about a published decision of an Award or Module Results Board, there are some circumstances under which you may request a review of the decision, should you wish to make such a request you should approach the chair of the Board. For advice on appeals you should consult the Appeals Office, Academic Affairs Office.

Postgraduate Taught Programmes - approved assessment grade scheme

University Performance Descriptors – Level 7

Note that these are generic descriptors which apply mainly, though not exclusively, to written academic work. The relevant performance descriptors for the appropriate level (as below) should appear in the module guide. Any further module-specific assessment criteria, such as number of words, should be clearly stated in the assignment brief.

<table>
<thead>
<tr>
<th>L7 (Masters Level)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>90-100%</strong></td>
</tr>
<tr>
<td><strong>Outstanding</strong></td>
</tr>
<tr>
<td>This work is outstanding and is of a standard which could be considered for future publication in a professional journal. The work demonstrates engagement in a focused academic debate which presents a range of evidence underpinning a deep understanding of all the issues studied and a totally justified position. The work demonstrates a high level of originality with challenges to current theory and/or practice and specific, focused examples of contestability. There is evidence of a high level of synthesis of theoretical exemplars, underpinning principles and practical interpretation.</td>
</tr>
<tr>
<td>No obvious errors in referencing or grammar or syntax as appropriate.</td>
</tr>
<tr>
<td><strong>80-89%</strong></td>
</tr>
<tr>
<td><strong>Excellent</strong></td>
</tr>
<tr>
<td>The work is of an excellent standard and has the potential for future publication in a professional context. The work demonstrates engagement in an academic debate which presents clear evidence of a considered understanding of the professional issues studied, the</td>
</tr>
<tr>
<td>Percentage</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>70-79%</td>
</tr>
<tr>
<td>60-69%</td>
</tr>
<tr>
<td>50-59%</td>
</tr>
<tr>
<td>40-49%</td>
</tr>
</tbody>
</table>

**Very good**

There is evidence of analysis and critique of concepts, models of key authors, rival theories, and major debates together with some evidence of synthesis. The work fully considers the complexity of the context in which it is situated and the impinging external factors; it takes cognisance of differing perspectives and interpretations and recognises dilemmas. Ideas are presented in a succinct manner and conclusions are well reasoned. The work shows an ability to critique the underlying assumptions upon which current views are based and to challenge received opinion. Few errors in referencing or grammar or syntax as appropriate.

**Good**

The work demonstrates a capacity to express views based on sound argument and solid evidence in an articulate and concise way, and, where relevant, to put forward and make use of criteria for the judgement of theories and issues. There is evidence of effective engagement in a critical dialogue relating to professional practice, a clearly presented overview of an area of concern, and a comparative review of key authors, rival theories and major debates. The work demonstrates a willingness to question and to explore issues and to synthesise theoretical perspectives and practical application within a given professional context. Some small repeated errors in referencing or grammar or syntax as appropriate.

**Pass**

The structure and focus are evident and relevant to the assignment task. There is evidence of engagement with pertinent issues. Key authors and major debates are clearly presented and there is evidence of suitable basic reading. The work explores and analyses issues, but is not strong on presenting synthesis or evaluations. The work is mainly descriptive, but has achieved all the learning outcomes. Some repeated errors in referencing or grammar or syntax as appropriate.

**Fail**

Whilst some of the characteristics of a pass have been demonstrated, the work does not address each of the outcomes for the specified assessment task. There may be little evidence of an ability to apply the principles of the module to a wider context. The work may be an overly descriptive account demonstrating only minimal interpretation, and very limited evidence of analysis, synthesis or evaluation. No counterarguments or alternative frames of reference are generated or considered. There is evidence of sufficient grasp of the module’s learning outcomes to suggest that the participant will be able to retrieve the module on resubmission.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-39%</td>
<td>Fail</td>
<td>The work has failed to address the outcomes of the module. There are fundamental misconceptions of the basis of the module. The work is mainly descriptive and shows little or no understanding of relevant theory. There is insufficient evidence to suggest that the author will be able to retrieve the assignment without retaking the module.</td>
</tr>
<tr>
<td>20-29%</td>
<td>Fail</td>
<td>This work shows little or no understanding of relevant theory. There is little reference to appropriate literature and no evidence of independent thought or criticality. Overall the work is unduly descriptive and presents only a superficial grasp of the essential issues.</td>
</tr>
<tr>
<td>10-19%</td>
<td>Fail</td>
<td>This work is not coherent and shows severe faults in referencing or grammar or syntax as appropriate. It includes unsubstantiated statements or assertions. It is unstructured and extremely badly presented. It is totally descriptive and lacks any attempt at analysis.</td>
</tr>
<tr>
<td>0-9%</td>
<td>Fail</td>
<td>No real attempt to address assignment brief or learning outcomes.</td>
</tr>
</tbody>
</table>

**Support for learning:**

A variety of types of support are available to you during your course:

- Online resources for each module will be readily available through WOLF
- Tutorial support both online and face to face
- Dedicated award team
- The development of a “Buddy” system for late international starters
- 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 web pages [http://www.wlv.ac.uk/lib/skills_for_learning.aspx](http://www.wlv.ac.uk/lib/skills_for_learning.aspx)
- Learning Information Services advisors offer individual support across our four campus learning centres including study skills advisors and on-line study skills.
- ASSIST at [http://www.wlv.ac.uk/lib/contacts/assist.aspx](http://www.wlv.ac.uk/lib/contacts/assist.aspx) – provides real-time online librarian support
- The [Careers and Employment Services](http://www.wlv.ac.uk/employment/) 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/skills_for_learning.aspx)
- The student financial support unit at [money matters](http://www.wlv.ac.uk/financial/) 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.

- Faculty of Education Health and Wellbeing student advisors FEHWSupport@wlv.ac.uk

**Distinctive features of the course:**
This course aims to meet professional development needs in the health, welfare and social care sectors, which are undergoing significant transformation and change.

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

- 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.

- 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.

- You will be able to choose whether you receive an MSc or an MA in Health and Wellbeing

**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:

1. Visit the Learning Centre or our study skills support website at www.wlv.ac.uk/skills
2. Download the Students’ Union guide to Avoiding Academic Misconduct (“Write Right”) - available from the Student’s Union website:
3. Book a Skype appointment with study skills adviser or join the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
4. 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 –
1. Cut or copied and pasted materials from websites
2. Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
3. 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**
**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:

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

Remember – there is help available if you need it.
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**

**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

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

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

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

**Please consider before taking a Leave of Absence**
6. If you’re a full-time student, you could consider switching to part-time mode as an alternative.
7. While on a Leave of Absence you won’t have access to University premises or resources or participate in any assessment.
8. 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:
9. Attendance in Term 1 = 25% of the tuition fee is due.
10. Attendance in Term 2 = 50% of the tuition fee is due.
11. 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
Career Opportunities

Many students will choose this course because they are already working in the health, welfare and /or social care fields. Gaining this award will enhance their professional development and promotion prospects.
Many of our students go on to achieve new posts as a result of their studies. Often this happens during their course not only after completion. Participating in academic study at any level will encourage analysis and criticality and hence will improve the opportunity for promotion and advancement. Successful completion of an academic qualification will facilitate students in providing a justification for progression through the skills escalator and will often act as a catalyst to enable the student to pass through the band gateways. Some Masters level students have used the findings from their independent research studies to make recommendations which they have gone on to implement at work.

Other students may choose this course because they wish to move into the health arena. Our past Master’s students have taken posts as public or voluntary service administrators, managers and researchers and as teachers or researchers in Further and Higher Education Institutions.

All students will be able to focus on their particular research interests in their independent research studies. This course allows students to pursue these interests in depth, to engage with current research and to carry out their own, high quality, research studies.

On completion of your Masters degree you can now progress to a Doctorate in Healthcare with the Faculty of Education Health and Wellbeing.

How Will You Develop Your Employment Skills?

At the Faculty of Education Health and Wellbeing we aim to provide you with the opportunity to develop these through the modules you will be studying. The assessments you do for your modules are designed to help you develop Subject specific skills through the research you undertake for the assignments. In addition, they are also designed to help you develop other key skills such as your written communication skills. Attending your classes regularly will further ensure that you have the opportunity to develop other skills.

Throughout your time at the University, you will develop and be able to demonstrate a number of skills, some of which are listed below:

- Effective communication
- Written (via reports etc.)
- Oral (through formal presentations and discussion)
- Problem-solving
- IT skills (which include use of basic packages for word processing, Power Point for presentations, use of the Statistical Package for Social Scientists – SPSS, Electronic literature search skills)
- Time management
- Attending classes on time
- Handing in your assignments by the deadline date
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.