# Course Specification

| Published Date: | 15-Sep-2020 |
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| Produced By: | Laura Clode |
| Status: | Validated |

# Core Information

| Awarding Body / Institution: | University of Wolverhampton | | |
| --- | --- | --- | --- |
| School / Institute: | Institute of Health | | |
| Course Code(s): | HW023P01UV | Full-time | 12 Months |
| | HW023P31UV | Part-time | 2 Years |
| Course Title: | MSc/MA Health and Social Care | | |
| Hierarchy of Awards: | Master of Science Health and Social Care<br>Postgraduate Diploma Health and Social Care<br>Postgraduate Certificate Health and Social Care<br>Postgraduate Certificate Heath and Social Care<br>University Statement of Credit University Statement of Credit | | |
| Language of Study: | English | | |
| Date of DAG approval: | 26/Jul/2017 | | |
| Last Review: | 2014/5 | | |
| Course Specification valid from: | 2012/3 | | |
| Course Specification valid to: | 2020/1 | | |

# Academic Staff

| Course Leader: | Peter Collins |
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| Head of Department: | Mr Ranjit Khutan |

# Course Information

| | |
|---|---|
| **Location of Delivery:** | University of Wolverhampton |
| **Category of Partnership:** | Not delivered in partnership |
| **Teaching Institution:** | University of Wolverhampton |
| **Open / Closed Course:** | This course is open to all suitably qualified candidates. |

## Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

A first degree or level 6 / 7 study achieved at or above a minimum pass grade or equivalent. If English is not the applicant's first language they will need to have a TOEFL score of 550 or above, or an IELTS score of 6.0 or above, or evidence of English proficiency equivalent to these scores.

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

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

Recognition of prior learning (RPL) – students may apply for up to 80 credits of RPL (accreditation of prior certificated learning and/or accreditation of prior experiential learning) subject to the guidelines set out in the FEHW RPL Guidelines.

## 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 for employed students to design and undertake units of learning based on learning needs related to their employment role. This enables a tripartite collaboration between employers, employees / students and the School of Health & Wellbeing.
- There is a direct and beneficial impact on organisations employing learning through work students.
- Focused on employment in health & social care areas.
- 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 School of Health and Wellbeing and the wider University research institutions.

## Educational Aims of the Course:

The Master's course in Health & Social Care aims to provide you with a Master's level education in the concepts, theories & academic skills of relevance to your work arena or chosen career path. The course caters for both students who are currently working in Health & Social Care and for students who are not currently working in these fields but hope to develop the skills & knowledge to take up such employment.   As such, the course aims to offer a flexible approach to the subjects studied and your mode of study – both taught and work based modules can be chosen. It will foster independence and responsibility in taking control of your own learning and professional development needs, and build on your existing knowledge and experience.

You will study six 20 credit modules and conduct a 60 credit Master's level independent project via primary research, evidence based practice or consultancy. You may also use the accreditation of prior experience and learning process to credit appropriate experience or past level 7 credits for learning, towards the course. The six core 20 credit modules enable you to develop critical awareness of research and the skills necessary for Master's level study as well as planning the rest of the course to fit with your own learning and professional development needs. Depending on your professional background and employment status 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 (under the supervision of an experienced member of staff), a professional consultancy project or the research dissertation. This module consists of an independent study designed, planned & carried out by yourself (under the supervision of a research supervisor), written up in a minimum of 15,000 words.

You may study the course as a whole and decide on your final award title of MA or MSc. Health and Social Care. However, if due to circumstance you are unable to complete the course you may exit the course with an award of Postgraduate Certificate in Health & Social Care on completion of the two core modules and one option module (60 credits) or Postgraduate Diploma in Health & Social Care on completion of the two core modules and four option modules (120 credits).

## Intakes:

September
January

## Major Source of Funding:

Office for Students (OFS)

## Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

| Year | Status | Mode | Amount |
|------|--------|------|--------|
| 2020/1 | H | Full Time | £6400.00 |
| 2020/1 | Overseas | Full Time | £13350.00 |
| 2020/1 | H | Part Time | £3200.00 |

## PSRB:

None

## Course Structure:

# January (Full-time)

### Year 1

| Module | Title | Credits | Period | Type |
|--------|-------|---------|--------|------|
| 7HW017 | Ethical Dilemmas in Health and Social Care | 20 | INYR | Core |
| 7HW016 | Innovations in Mental Health | 20 | INYR | Core |
| 7HW019 | Health Protection and Health Improvement | 20 | INYR | Core |
| 7HW015 | Research Dissertation | 60 | CRYRA | Core |
| | | | | |
| 7SH001 | Health and Social Care Perspectives on Violence | 20 | INYR | Core |
| 7HW013 | Social Perspectives on Health and Health Policy | 20 | INYR | Core |
| 7HW018 | Critical Awareness of Research | 20 | INYR | Core |

# September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 1

| Module | Title | Credits | Period | Type |
|--------|-------|---------|--------|------|
| 7SH001 | Health and Social Care Perspectives on Violence | 20 | INYR | Core |
| 7HW017 | Ethical Dilemmas in Health and Social Care | 20 | INYR | Core |
| 7HW013 | Social Perspectives on Health and Health Policy | 20 | INYR | Core |
| 7HW018 | Critical Awareness of Research | 20 | INYR | Core |
| 7HW016 | Innovations in Mental Health | 20 | INYR | Core |
| 7HW019 | Health Protection and Health Improvement | 20 | INYR | Core |
| 7HW015 | Research Dissertation | 60 | CRYRA | Core |

# September (Part-time)

### Year 1

| Module | Title | Credits | Period | Type |
|--------|-------|---------|--------|------|
| 7SH001 | Health and Social Care Perspectives on Violence | 20 | INYR | Core |
| 7HW017 | Ethical Dilemmas in Health and Social Care | 20 | INYR | Core |
| 7HW016 | Innovations in Mental Health | 20 | INYR | Core |

# September (Part-time)

### Year 2

| Module | Title | Credits | Period | Type |
|--------|-------|---------|--------|------|
| 7HW013 | Social Perspectives on Health and Health Policy | 20 | INYR | Core |
| 7HW018 | Critical Awareness of Research | 20 | INYR | Core |
| 7HW019 | Health Protection and Health Improvement | 20 | INYR | Core |
| 7HW015 | Research Dissertation | 60 | CRYRA | Core |

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

None

### Reference Points:

QAA Master's Degree Characteristics March 2010

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

Health & Social Care Bill 2010-11

http://services.parliament.uk/bills/2010-11/healthandsocialcare.html

Statement of common purpose for subject benchmark statements for the health and social care professions 2006

http://www.qaa.ac.uk/academicinfrastructure/benchmark/health/StatementofCommonPurpose06.pdf

QAA Subject Benchmark Statement Health Studies 2008 (UG)

http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/Healthstudies08.asp

QAA Subject Benchmark Statement Social Policy & Administration 2007 (UG)

http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/SocialPolicy07.asp

The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) (second edition revised August 2008)

http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHEQ08.pdf

University of Wolverhampton equality and diversity action plan (2008)

Equality Act 2010

FEHW Plan (2008-2012)

FEHW AP(E)L strategy and guidelines (2011)

University of Wolverhampton student voice (2007)

University of Wolverhampton learning and teaching strategy (2010-2012)

University of Wolverhampton general examination and assessment regulations (2010-2011)

University of Wolverhampton postgraduate academic regulations (2011).

## Learning Outcomes:

PGCert Course Learning Outcome 1 (PGCCLO1)

"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: (a) to evaluate critically current research and advanced scholarship in the discipline"

PGCert Course Learning Outcome 2 (PGCCLO2)

"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."

PGCert Course Learning Outcome 3 (PGCCLO3)

"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."

PGCert Course Learning Outcome 4 (PGCCLO4)

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

PGCert Course Learning Outcome 5 (PGCCLO5)

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

PGCert Course Learning Outcome 6 (PGCCLO6)

Demonstrate the qualities and transferable skills necessary for employment requiring: 1. the exercise of initiative and personal responsibility 2. decision-making in complex and unpredictable situations 3. the independent learning ability required for continuing professional development.

PGDip Course Learning Outcome 1 (PGDCLO1)

"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: (a) to evaluate critically current research and advanced scholarship in the discipline (b) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses."

PGDip Course Learning Outcome 2 (PGDCLO2)

"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."

PGDip Course Learning Outcome 3 (PGDCLO3)

"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."

PGDip Course Learning Outcome 4 (PGDCLO4)

"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."

PGDip Course Learning Outcome 5 (PGDCLO5)

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

PGDip Course Learning Outcome 6 (PGDCLO6)

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

Masters Course Learning Outcome 1 (MACLO1)

"Use initiative and take responsibility in order to learn independently, solve problems in creative and innovative ways."

Masters Course Learning Outcome 2 (MACLO2)

"Demonstrate a range of transferable academic and professional skills appropriate to a career in health & social care; such as critical analysis, presentation skills, appropriate use of academic conventions in the production and presentation of work and coherently structured arguments & evidence."

Masters Course Learning Outcome 3 (MACLO3)

"Use Personal Development Planning (PDP) and reflective practice, to develop autonomous self-managed learning which facilitates career and personal future planning."

Masters Course Learning Outcome 4 (MACLO4)

Develop a critical understanding of differing perspectives and theories used in health & social care services incorporating an inter-professional focus.

Masters Course Learning Outcome 5 (MACLO5)

"Demonstrate a comprehensive, critically aware understanding of the drivers of service planning, provision and improvement."

Masters Course Learning Outcome 6 (MACLO6)

"Develop 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 health & social care."

## Overview of Assessment:

| Module | Title | Course Learning Outcomes |
|---|---|---|
| 7HW013 | Social Perspectives on Health and Health Policy | MACLO1, MACLO2, MACLO4, MACLO5, PGCCLO1, PGCCLO2, PGCCLO5, PGDCLO1, PGDCLO3, PGDCLO6 |
| 7HW015 | Research Dissertation | MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, MACLO6 |
| 7HW016 | Innovations in Mental Health | MACLO1, MACLO2, MACLO4, MACLO5, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGDCLO1, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6 |
| 7HW017 | Ethical Dilemmas in Health and Social Care | MACLO1, MACLO2, MACLO4, MACLO5, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGDCLO1, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6 |
| 7HW018 | Critical Awareness of Research | MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, MACLO6, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6 |
| 7HW019 | Health Protection and Health Improvement | MACLO1, MACLO2, MACLO4, MACLO5, PGCCLO1, PGCCLO2, PGCCLO5, PGDCLO1, PGDCLO3, PGDCLO6 |
| 7SH001 | Health and Social Care Perspectives on Violence | MACLO1, MACLO2, MACLO4, MACLO5, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGDCLO1, PGDCLO3, PGDCLO4, PGDCLO5, PGDCLO6 |

## Teaching, Learning and Assessment:

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 CANVAS our virtual learning environment.

Seminars: These are educational opportunities to extend and deepen your understanding of topics covered in a module. In some seminar forums you will be encouraged to take the lead in discussing relevant articles, policies and the theoretical and evidence base that underpins the module.

Work Based Learning: The learning outcomes of which are developed via a tripartite negotiation between you, the university and your employer, and validated. The actual methods of achieving the learning will vary greatly but will always include personal tutor support.

Personal Development Plan: By developing your own Personal Development Plan (PDP) you can get the most out of your Master's course and tailor it to your own academic and professional development needs and aims

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, CANVAS 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 feed back 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 project containing two major assessments, usually of relevance to your current workplace, a professional consultancy project or the research Dissertation. This module consists of an independent study designed, planned & carried out by yourself, written up into a 15 - 20,000 word Dissertation.

## Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

## Student Support:

- Online resources for each module will be readily available through CANVAS
- Tutorial support both on-line 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
- A Post Graduate café meets on a regular basis to provide contact and support for post-graduate students conducting their own research studies
- 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 – 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 on online counselling is available at  Counselling Services
- The student financial support unit at money matters can help students with advice on funds available to students.
- The student enabling service centre provides a comprehensive range of support for Deaf, Dyslexic and Disabled students including; screenings and assessments, guidance on gaining financial support, various support services and enabling technologies. They can be contacted at students with disabilities.
- School of Health and Wellbeing student advisors FEHWAdvisor@wlv.ac.uk

- Study skills advisors.

## Employability in the Curriculum:

Many of our students have chosen this course because they are already working in the health or social care arenas. Gaining this award has aided their professional development and they have been promoted during or immediately after the course. For example, one of our graduates has recently been advising the Department of Health on Smoking Cessation provision, following her successful completion of a dissertation on this topic. Another of our graduates is now the Dean of an NHS Trust Faculty of Education.

Many of our students go on to achieve new jobs and/or promotion as a result of their studies. Often this happens during their course not only after completion. Participating in academic study at all levels 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 work based self directed units of study to recommend new posts and service provision which they have then gone on to lead as a result.

On completion of your Masters degree you can now progress to a taught doctorate in health and wellbeing, in the Faculty of Education, Health and Wellbeing.

THE UNIVERSITY OF OPPORTUNITY