

Course Specification

Published Date:	15-Apr-2019
Produced By:	Oliver Jones
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	The Institute of Community and Society		
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 Postgraduate Diploma Health and Social Care Postgraduate Certificate Health and Social Care 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:	Mrs Deborah Richardson
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:

HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

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
2017/8	H	Full Time	£6020.00
2017/8	EU	Full Time	£6020.00
2017/8	Overseas	Full Time	£12445.00
2017/8	H	Part Time	£3010.00
2017/8	EU	Part Time	£3010.00
2017/8	Overseas	Part Time	£6223.00
2018/9	H	Full Time	£6250.00
2018/9	EU	Full Time	£6250.00
2018/9	Overseas	Full Time	£13000.00
2018/9	H	Part Time	£3075.00
2018/9	EU	Part Time	£3075.00
2019/0	Overseas	Full Time	£13000.00
2019/0	H	Part Time	£3125.00
2019/0	EU	Part Time	£3125.00

PSRB:

None

Course Structure:

January (Full-Time)

Year 1

Module	Title	Credits	Period	Type
7HW017	Ethical Dilemmas in Health and Social Care	20	SEM2	Core
7HW016	Innovations in Mental Health	20	SEM2	Core
7HW019	Health Protection and Health Improvement	20	SEM2	Core

Linked Option Group Rule: Select a minimum of 60 credits and a maximum of 60 credits from the linked (*) groups.

***For this option group you must choose a minimum of 0 credits and a maximum of 60 credits**

7HW015	Research Dissertation	60	CRYRA
7HW020	Evidence Based Practice Project	60	CRYRA

***For this option group you must choose a minimum of 0 credits and a maximum of 60 credits**

7HW044	Professional Consultancy Project	60	CRYRA
--------	----------------------------------	----	-------

7SH001	Health and Social Care Perspectives on Violence	20	SEM1	Core
7HW013	Social Perspectives on Health and Health Policy	20	SEM1	Core
7HW018	Critical Awareness of Research	20	SEM1	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	SEM1	Core
7HW017	Ethical Dilemmas in Health and Social Care	20	SEM2	Core
7HW013	Social Perspectives on Health and Health Policy	20	SEM1	Core
7HW018	Critical Awareness of Research	20	SEM1	Core
7HW016	Innovations in Mental Health	20	SEM2	Core
7HW019	Health Protection and Health Improvement	20	SEM2	Core

Linked Option Group Rule: Select a minimum of 60 credits and a maximum of 60 credits from the linked (*) groups.

*** For this option group you must choose a minimum of 0 credits and a maximum of 60 credits**

7HW015	Research Dissertation	60	CRYRA
7HW020	Evidence Based Practice Project	60	CRYRA

*** For this option group you must choose a minimum of 0 credits and a maximum of 60 credits**

7HW044	Professional Consultancy Project	60	CRYRA
--------	----------------------------------	----	-------

September (Part-time)

Year 1

Module	Title	Credits	Period	Type
7SH001	Health and Social Care Perspectives on Violence	20	SEM1	Core
7HW017	Ethical Dilemmas in Health and Social Care	20	SEM2	Core
7HW016	Innovations in Mental Health	20	SEM2	Core

September (Part-time)

Year 2

Module	Title	Credits	Period	Type
7HW013	Social Perspectives on Health and Health Policy	20	SEM1	Core
7HW018	Critical Awareness of Research	20	SEM1	Core
7HW019	Health Protection and Health Improvement	20	SEM2	Core

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 (PGCCL01)

"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 (PGCCL02)

"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 (PGCCL03)

"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 (PGCCL04)

"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 (PGCCL05)

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 (PGCCL06)

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 (PGDCL01)

"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 (PGDCL02)

"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 (PGDCL03)

"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 (PGDCL04)

"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 (PGDCL05)

"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
7HW020	Evidence Based Practice Project	MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, MACLO6
7HW044	Professional Consultancy Project	MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, MACLO6
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.

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.

Complementary Therapists choose this course because it allows them to pursue their interests in much greater depth and to engage with current research in this growing area of health provision. The course also provides these students with the skills to carry out their own, high quality, research studies. A growing number of our applicants come from the Sports Science and Physiotherapy arena. Like the Complementary Therapists, these students are able to focus on their particular research interests and issues of Health Improvement, Health Promotion and Public Health. Other students decide on this course because they wish to move into the health arena. Past students have taken posts as health service administrators, managers and researchers. There is also an opportunity to study aspects of health promotion and public health in this course and some move into this growing area of work, following further specialist training. Several of our students have opted for teaching posts in Further and Higher Education Institutions.

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