Course Specification

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

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	HW040P31RC	Part-time	1 Years
Course Title:	Evidenced Professional Achievement in Emergency Planning, Resilience & Response (Credit Bearing)		
Hierarchy of Awards:	University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	11/Sep/2018		
Last Review:	2018/9		
Course Specification valid from:	2018/9		
Course Specification valid to:	2023/4		

Academic Staff

Course Leader:	Mr Stewart Mashiter
Head of Department:	Mr Peter Gregory

Course Information

Location of Delivery:	RAF Cosford
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This closed course is restricted to certain groups of people and not generally available to any suitably qualified candidate.

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

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Normally candidates for this course will hold a first degree or evidence of level 6 / 7 study achieved at or above a minimum pass grade or equivalent. However, candidates from the UK military services (civilian/uniformed) will usually be accepted based on their in-service training.

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.

Distinctive Features of the Course:

This course aims to meet professional development needs in the field of Emergency Planning Resilience and Response:

There will be opportunities for multi-agency learning; which is vital to employment within the increasingly integrated emergency planning arena.

Development of a range of strategic skills to enable the use of action learning and reflection.

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 Emergency Planning locally, regionally, nationally, internationally and who participate in national communities of practice, developing and sharing expertise.

Links and knowledge from local, national and international research initiatives undertaken in the Faculty of Education, Health & Wellbeing and the wider University research institutions.

Educational Aims of the Course:

Our standalone modules from the PGC/MSc Emergency Planning, Resilience & Response form the backbone of this course allowing you to study individual modules. You can choose whether or not you wish to undertake the module assignment giving you flexibility to learn in a way that suits you with your desired recognition.

Those undertaking and passing the module assignments can utilise the university credits achieved against either the Postgraduate Certificate and/or MSc in Emergency Planning, Resilience & Response. A certificate of attendance will be issued for those not undertaking the assignment.

The credit bearing award allows you to study one to four modules at a time to ensure you do not exceed the number of level 7 (postgraduate) credits which you can take into, through Recognition of Prior Learning, each of our postgraduate qualifications which are as follows:

PG Certificate Emergency Planning, Resilience & Response – up to 20 credits / 1 module accepted

PG Diploma Emergency Planning, Resilience & Response – up to 60 credits / 3 modules accepted

MSc Emergency Planning, Resilience & Response – up to 80 credits / 4 modules accepted

Intakes:

October

Major Source of Funding:

OTHER FUNDING

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	Part Time	£692.00

PSRB:

None

Course Structure:

October (Full-time)

Year 1

Module	Title	Credits	Period	Type
For this option group you must choose a minimum of 20 credits and a maximum of 40 credits				
7HW031	Disasters: Causation, Consequence Management & Learning	20		
7HW032	Emergency Management: Foundations and Frameworks	20		
7HW033	Communication, Information & Resilience	20		
7HW035	Contemporary Issues and the Future of Emergency Management	20		
7HW064	Business Continuity & Resilience	20		
7HW012	Advanced Research Skills	20		

October (Part-time)

Year 1

Module	Title	Credits	Period	Type
For this option group you must choose a minimum of 20 credits and a maximum of 60 credits				
7HW032	Emergency Management: Foundations and Frameworks	20		
7HW031	Disasters: Causation, Consequence Management & Learning	20		
7HW033	Communication, Information & Resilience	20		

October (Part-time)

Year 2

Module	Title	Credits	Period	Type
For this option group you must choose a minimum of 20 credits and a maximum of 60 credits				
7HW012	Advanced Research Skills	20		
7HW064	Business Continuity & Resilience	20		
7HW035	Contemporary Issues and the Future of Emergency Management	20		

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:

Section 1.2.3 - Exemption for delivery outside the standard University Academic Calendar in order to enable teaching in custom blocks for students in full-time employment as follows;

7HW012 Advanced Research Skills (20 credits)

7HW031 Disasters: Causation, Consequence Management & Learning (20 credits)

7HW032 Emergency Management: Foundations and Frameworks (20 credits)

7HW033 Communicating in Disasters (20 credits)

7HW035 Professionalism and the Future of Emergency Management (20 credits)

7HW064 Business Continuity & Resilience (20 credits).

Section 4.2.4 - Exemption for use of a Pass/Fail mark scheme at Level 7 on non-credit bearing modules as follows;

7AH003 Emergency Management: Foundations and Frameworks (0 credits)

7AH004 Disasters: Causation, Consequence Management & Learning (0 credits)

7AH005 Communicating in Disasters (0 credits)

7AH006 Business Continuity & Resilience (0 credits)

7AH008 Contemporary Issues and the Future of Emergency Management (0 credits).

Effective date: September 2018. APPROVED (by Chair's Action on 6/9/2018).

Reference Points:

Quality Code - Part A: Setting and Maintaining Academic Standards. Including :

Qualifications Frameworks

Characteristics Statements

Credit Frameworks

Subject Benchmark Statements

Quality Code - Part B: Assuring and Enhancing Academic Quality

University Policies and Regulations

Equality Act (2010)

Subject Documentation (where appropriate for Masters level study)

Civil Contingencies Act (2004) and Associated Regulations & Guidance (both Statutory & Non-Statutory)

Skills for Justice National Occupation Standards for Civil Contingencies

Emergency Planning Society's Core Competencies

NHS England Core Standards for Emergency, Preparedness, Resilience & Response

Learning Outcomes:

UG Credit Course Learning Outcome 1 (UCCLO1)

Meet the learning outcomes for each of the modules studied.

UG Credit Course Learning Outcome 2 (UCCLO2)

Passed the appropriate module assignment associated with modules.

Overview of Assessment:

Module	Title	Course Learning Outcomes
7HW012	Advanced Research Skills	UCCLO1, UCCLO2
7HW031	Disasters: Causation, Consequence Management & Learning	UCCLO1, UCCLO2
7HW032	Emergency Management: Foundations and Frameworks	UCCLO1, UCCLO2
7HW033	Communication, Information & Resilience	UCCLO1, UCCLO2
7HW035	Contemporary Issues and the Future of Emergency Management	UCCLO1, UCCLO2
7HW064	Business Continuity & Resilience	UCCLO1, UCCLO2

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. The actual methods of achieving the learning will vary greatly but will always include personal tutor support.

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 need to seek out and review material additional to that recommended by module leaders to support your academic and professional development.

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:

General University support:

University Learning Centres are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

Learning Centres also provide students with academic skills support via the Skills for Learning programme. Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills

The University Student Support website offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

Module 7HW032 specifically includes the development of academic skills for reading, writing and finding information to assist you in undertaking assignments for the other modules and should be studied before other modules if you need to develop such skills.

Each student has a personal tutor for advice and guidance and one-to-one tutorial sessions are built into the course schedule with course staff. Tutors, module leaders and course leaders are all readily contactable for queries and guidance by phone/email and additional tutorials can be booked for session either in-person, telephone or videoconferencing.

This provides support for students who are based away from campus which adds flexibility to our student support which is provided by the University Learning Centres for distance or remote learners.

Employability in the Curriculum:

Emergencies and disasters have increased globally over the past 20 years and this trend is set to remain high. Organisations across the UK including the National Health Service (NHS), the emergency services, local government, HM Armed Forces and the private sector need to develop the ability to respond to `a variety of major incidents and to manage recovery locally, regionally or nationally and internationally within the context of the UK Civil Contingencies Act (2004)and other international legislation. Each major organisation will have in place a Major Incident Plan that is built upon the principles of risk assessment and emergency planning skills. Most organisations have set up emergency planning departments and career opportunities exist in working in the field of emergency planning at local, regional and national and International levels. This course will give you the advanced underpinning theories, principles and concepts of emergency planning resilience

and response and enable you to engage with strategic and national and International guidelines in practice.

Students undertaking this course may already be working in the field of emergency planning or on the front line in accident and emergency services, etc. It is envisaged that students will develop strategic leadership skills and develop further their multi-agency working. The course is built upon best practice and will enable students to gain the knowledge and skills to implement the strategies outlined in the Civil Contingencies Act (2004) and other national policies and guidelines.

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. This may be an opportunity for you to move into this area of work on completion of your studies.