

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	HW053T01UV	Full-time	3 Years
	HW053T31UV	Part-time	6 Years
Course Title:	BSc (Hons) Health & Wellbeing with Foundation Year		
Hierarchy of Awards:	Bachelor of Science with Honours Health & Wellbeing with Foundation Year Bachelor of Science Health & Wellbeing with Foundation Year Diploma of Higher Education Health & Wellbeing with Foundation Year Certificate of Higher Education Health & Wellbeing with Foundation Year University Statement of Credit University Statement of Credit		
Language of Study:	English		
Date of DAG approval:	30/Jun/2021		
Last Review:	2015/6		
Course Specification valid from:	2022/3		
Course Specification valid to:	2028/9		

Academic Staff

Course Leader:	Dev Acharya
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)

- Level 2 English, this could be GCSE Grade 4 or above OR equivalent.
- Please note we do NOT accept GCSE Short Courses.
- You must provide a satisfactory personal statement detailing your motivation for studying this course and demonstrating how your previous experience will support you to succeed in higher education
- If you've got other qualifications or relevant experience, please contact [the](#) University for further advice before applying.
- Applicants must be 18 years old or above at the start of the course.

(Please note that completion of the Level 3 foundation year linked to the BSc Health and Wellbeing cannot be used as an entry qualification to our professionally approved clinical degree programmes such as nursing, midwifery and paramedic science. Please refer to the specific entry requirements for these courses at <https://www.wlv.ac.uk/schools-and-institutes/faculty-of-education-health-and-wellbeing/institute-of-health/>)

If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.

International entry requirements and application guidance can be found at <http://www.wlv.ac.uk/international/apply>. [English language requirements](#) also apply

Distinctive Features of the Course:

The Foundation Year has been designed to support you to develop the skills, knowledge and confidence to succeed at degree level and beyond. You will gain an appreciation of health and wellbeing in contemporary contexts and develop skills appropriate to University study such as finding and using information, working collaboratively with others, challenging and debating ideas and write using a variety of academic tools and sources to enhance your personal and professional development. Upon successful completion of the Foundation Year you will automatically progress to the 3 year BSc (Hons) Health & Wellbeing degree.

Reflecting the challenges associated with improving health and wellbeing at individual, community and population level, the BSc (Hons) Health & Wellbeing degree course is built around 5 key thematic pillars:

- **People and Place;** This theme explores the complex range of factors that influence health status. In particular, health is explored through the lens of the individual and the places in which their lives are lived. The characteristics of 'place', and the interactions between them, have an important influence on people's health and wellbeing throughout their lifetime and an exploration of these are a major focus of the programme. Throughout, you will be expected to consider your own health and wellbeing, to explore the factors that impact on health and to look in detail at the health of a local area / community that you are familiar with.

(Place is a multidimensional and interdisciplinary concept enveloping social, economic, environmental, cultural and physical factors. It is the part of people's life circumstances which relates to where they live and spend time and encompasses both the physical environment (the buildings, streets, public areas and natural spaces that make up neighbourhoods) and the social environment (the relationships, social contacts and support networks that exist in a community).

- **Partnership Working:** Partnership working is the only way in which we can tackle some of the most complex health and care challenges. Supporting individuals, groups and communities requires the involvement of many different partners, working together collaboratively. Throughout the programme you will develop a critical understanding of health and social policies and care systems, illuminating the collaborative multi-disciplinary and multi-agency settings through which impact can be understood for the individual and their wider community
- **Sustainability:** Adopting a focus on sustainability will ensure that you are able to contribute to a health

and social care system that is not only financially sustainable, but also minimises adverse impacts on society and the natural environment, which could jeopardise the ability of future generations to meet their health and social care needs. This theme reflects the University's ambition to ensure that our graduates are equipped with the skills and knowledge to address sustainability in their careers and lives, and ensures that we play a key role in shaping sustainability within and across communities.

- Academic, Personal and Professional Development; A number of dedicated modules in all three years of the programme provide you with a firm grounding in academic, professional and research/critical enquiry skills. You will be given the opportunity throughout the programme to demonstrate your understanding of the sector and develop the skill sets required to work in varied roles so as to support your own academic, personal and professional development.
- Critical Evaluation and Research: Finally, a 'Critical Evaluation and Research' theme underpins the programme. Throughout you will be expected to use research and evidence to inform and support your discussions and the evidence for health and wellbeing promoting activities will be studied. You will be expected to bring your learning together in a final project/dissertation.

The course is designed with the principles of equality and inclusion being at the heart of the programme. The very nature of an integrative approach to health and wellbeing has at its core a need for inclusive thinking and practice, social justice, participation and empowerment. Student diversity is welcomed, embraced and supported on this course and is considered to be a strength for the future development of graduates that are able to meet diverse health challenges.

A number of modules offer choice within the assessments – either in terms of the topic or area you choose to focus on *or* in terms of assessment type (where, for example, you may be offered a choice such as giving a presentation or discussing a poster you have created).

The course adopts a spiral curriculum which means that you will see some topics revisited during each year, but in your second and third years they will increase in complexity promoting more advanced applications of areas previously covered, thereby increasing your understanding and expertise. Your new learning will build upon previous learning to reinforce what you already know and to support you to develop competence and confidence.

You will be taught by a supportive and experienced teaching team who have worked in a range of health and social care roles. They'll use their expertise to bring their teaching to life with real-life case studies.

The course also benefits from:

- Citizen involvement to ensure that the experiences of individuals, carers, families and communities are integrated into the programme;
- Visiting and honorary lecturers / speakers from a wide range of health care and related fields who bring contemporary and real-world examples into the classroom;

Links and knowledge from local, national and international research initiatives undertaken in the School and the wider University research institutes

Educational Aims of the Course:

Our health and care needs are changing: our lifestyles are increasing our risk of preventable disease and are affecting our wellbeing, we are living longer with more multiple long-term conditions like asthma, diabetes and heart disease and the health inequality gap is increasing. In addition, the very terms 'health', 'illness' and 'wellbeing' are themselves contested concepts which are mediated by individuals, by society, by politics and by organisational systems and processes. People's experiences of health and wellbeing are therefore both complex and multi-faceted.

This engaging and values-led degree programme will enable you to understand and critically analyse the broad range of issues and concepts which affect the health of individuals, groups and communities locally, nationally and internationally; to consider ways of improving health and wellbeing which make best use of collective resources and develop your personal, professional and practical skills and capabilities.

Specifically, this course will:

- Provide you with a strong foundation in your first year to ensure that you get the most out of your degree-level studies
- Enable you to develop an advanced understanding of the factors that contribute to the health and wellbeing of individuals, communities and populations
- Support you to contribute to the development of effective, creative and sustainable ways of improving and promoting health and wellbeing, whether that be at individual, community, national or international levels.
- Ensure that you have a comprehensive awareness of local and national policies impacting on health and wellbeing and of future directions in health and wellbeing.
- Enable you to be confident in using an evidence-based approach to support decision making in complex situations.
- Encourage you to reflect on your own knowledge, skills and competencies and support you to develop/strengthen your personal, professional and practical skills and capabilities.
- Develop graduates who are compassionate, reflective, inclusive, collaborative and person-centred.

Intakes:

September

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 / Sandwich	£9250.00
2020/1	Overseas	Full Time / Sandwich	£12250.00
2020/1	H	Part Time	£3050.00
2020/1	Overseas	Part Time	£6125.00
2021/2	H	Full Time / Sandwich	£9250.00
2021/2	Overseas	Full Time / Sandwich	£12950.00
2021/2	H	Part Time	£3100.00
2022/3	H	Full Time / Sandwich	£9250.00
2022/3	Overseas	Full Time / Sandwich	£13450.00
2022/3	H	Part Time	£3120.00

PSRB:

None

Course Structure:

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.

Module	Title	Credits	Period	Type
3ED003	Valuing the Self & Others	20	SEM1	Core
3HW003	Perspectives on Health and Well-being	20	SEM1	Core
3ED002	Preparing for Undergraduate Study	40	YEAR	Core
3HW004	Health & Health Behaviour	20	SEM2	Core
3ED004	Interprofessional Working	20	SEM2	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.

Module	Title	Credits	Period	Type
4SH011	Introduction to Health and Wellbeing	20	SEM1	Core
4HL001	Exploring Human Physiology in Health and Illness	20	SEM1	Core
4HL006	Academic, Personal & Professional Development I: Skills for Study	20	SEM1	Core
4HW096	Health, Society & Culture	20	SEM2	Core
4HW101	Health Psychology	20	SEM2	Core
4HL003	Academic, Personal & Professional Development II– Skills for Practice	20	SEM2	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.

Module	Title	Credits	Period	Type
5HW094	Sustainable Healthy Communities	20	SEM1	Core
5HW085	Partnership and Collaborative Working in Health	20	SEM1	Core
5HW093	Research Methods for Health	20	SEM1	Core
5HL012	Mental Health and Wellbeing	20	SEM2	Core
5HW087	Health Promotion: Policy & Practice	20	SEM2	Core
5HL011	Employability in a Changing World	20	SEM2	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.

Module	Title	Credits	Period	Type
6HW162	Environmental Management and Sustainable Health	20	SEM1	Core
6HL013	Appraising Health Policy and Practice	20	SEM1	Core
6HL009	Health and Wellbeing: Global Perspectives	20	SEM1	Core
6HW157	Leadership and Management in Health	20	SEM2	Core
6HL014	Research for Health Project	20	SEM2	Core

Group 01 | Min Value: 20 | Max Value: 20

6HW161	Law and Ethics in Health	20	SEM2	
6HW156	Gender and Health	20	SEM2	

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:

- [UK Quality Code for Higher Education](#)

- [Qualifications and Credit Frameworks](#)
- [Subject Benchmark Statements](#)
- [University Policies and Regulations](#)
- Department for Education (2018) Statutory Guidance: Working Together to Safeguard Children (2018) <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Department of Health (2014) Closing the gap: priorities for essential changes in Mental Health https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/281250/Closing_the_gap_17_Feb_2014.pdf
- Department of Health and Social Care (2021) The Future of Health and Care <https://www.gov.uk/government/speeches/the-future-of-health-and-care>
- Every Child Matters (2003)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/272064/5860.pdf

- NHS long-term plan (DoH 2019) <https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf>
- NHS Interim People Plan (2019) https://www.longtermplan.nhs.uk/wp-content/uploads/2019/05/Interim-NHS-People-Plan_June2019.pdf
- Office for National Statistics (2019) Measuring national well-being in the UK <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/measuringnationalwellbeing/internationalcomparison>
- Public Health England Strategic Plan 2020 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830105/PHE_Strategic_Plan_2020_Executive_Summary.pdf
- Public Health England screening <https://www.gov.uk/government/groups/uk-national-screening-committee-uk-nsc>
- Public Health England (2018) Health Profile for England <https://publichealthmatters.blog.gov.uk/2018/09/11/health-profile-for-england-the-health-of-england-today-and-into-the-future/>
- Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry (Francis Report) (2013)

<https://www.gov.uk/government/publications/report-of-the-mid-staffordshire-nhs-foundation-trust-public-inquiry>

- The Children Act: (2004)
- The Topol Review: Preparing the healthcare workforce to deliver the digital future (HEE 2019) [file://prs-store2.unv.wlv.ac.uk/home2\\$/ex6697/home/Profile/Downloads/HEE-Topol-Review-2019.pdf](file://prs-store2.unv.wlv.ac.uk/home2$/ex6697/home/Profile/Downloads/HEE-Topol-Review-2019.pdf)

UK Legislation: Equality Act (2010)

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
FY01 Developed an independent, reflective and self-managed approach to study.	
FY02 Developed and be able to utilise skills appropriate for study in Higher Education	
FY03 Improved confidence in learning, study and approaches to finding information	
FY04 Developed an understanding and insight into a range of relevant disciplines.	
FY05 Increased awareness of your existing transferable skills and new skills and how these may be developed.	
CERTHE01 Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study	
CERTHE02 Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.	
CERTHE03 Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work	
CERTHE04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments	

CERTHE05 Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

Modules

DIPHE01 Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

DIPHE02 Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

DIPHE03 Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

DIPHE04 Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

DIPHE05 Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively

DIPHE06 Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

BHONSN01 Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge

BHONSN02 Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that you have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.

BHONSN03 Demonstrate conceptual understanding that enables you: • to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline • to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline

BHONSN04 Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

BHONSN05 Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem

BHONSN06 Demonstrate the qualities and transferable skills necessary for employment requiring: • the exercise of initiative and personal responsibility • decision-making in complex and unpredictable contexts • the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

BHONS01 Evidence an advanced understanding of the factors that contribute to the health and wellbeing of individuals, communities and populations

BHONS02 Contribute to the development of effective, creative and sustainable ways of improving and promoting health and wellbeing, whether that be at individual, community, national or international levels

BHONS03 Critically appraise local / national policies impacting on health and wellbeing and consider future

BHONS04 Exhibit the behaviours of a critical thinker, using research and evidence to inform and justify your decision making and practice

BHONS05 Promote the development of constructive working relationships using positive role modelling and leadership skills to support effective partnership working

BHONS06 Demonstrate an inclusive, compassionate and collaborative approach to improving and promoting health and well-being

Teaching, Learning and Assessment:

Teaching & Learning

Given the complex factors which impact on health and well-being, coupled with the many and varied organisations which work within this arena, it is essential that when you enter the workplace you have developed a wide range of transferable skills, can work within and across different settings and can recognise and pursue your own professional development needs. With that in mind, our approach to learning and teaching within the BSc (Hons) Health & Wellbeing supports you to explore and assess your own strengths and weaknesses, encourages you to manage your own learning, develops you as a confident and compassionate graduate and promotes critical reflection as a lifelong skill.

The course embeds the five themes of Academic, Personal and Professional Development; People and Place; Partnership Working, Sustainability and Critical Evaluation & Research throughout the three years of the programme in a coherent manner to enable you to improve and deepen your knowledge and skills in these areas and meet the programme aims.

During the course importance is placed on your ability to contextualise and apply your developing knowledge to a range of different contexts and to bring personal insights into the taught sessions. The range of teaching and learning strategies used provide you with opportunities to develop your knowledge, skills and behaviours through lectures, theme days, seminar discussions, scenario based learning. Opportunities for collaboration are embedded across the programme to enable you to understand the contribution of other professionals, agencies and organisations to improving health and wellbeing and to promote the development of team-working skills. The course is delivered in a blended format, combining scheduled sessions with self-directed study and activities.

Throughout the programme you will benefit from being part of a community of inquiry and learning where inclusivity is at the core of the subject. In practice this means that you will be taught in ways that both recognise and support your needs as an individual to reach your full potential. You are considered to be co-creators of teaching, learning and assessment, and you will be encouraged to work collaboratively in an environment that advocates for and enables participation.

Assessment

Assessment is planned from a course wide perspective and the assessments that you complete have been designed to reflect a range of different contexts. This helps you to develop confidence and prepares you for the challenges of working in what is a highly complex and challenging arena. The BSc (Hons) Health & Wellbeing course includes a range of different assessment tasks, such as case studies, presentations, reports and written assignments which all contribute to your formation as a critical thinker and as a life-long learner. Assessments build on each other and grow in complexity, enabling you to see the connections across modules and years.

All students will enter the course from different backgrounds, with different life experiences, with different abilities and varying levels of knowledge. The development of inclusive assessment opportunities which meet the needs of all learners is central to the course philosophy and our assessment strategy encourages you to take responsibility for your own learning by offering choice of assessment in some modules. For example, in some modules there is a choice of assessment topic (where you can choose your own case study, for example) whilst in other modules you can choose how you would like to be assessed (such as submitting a case study or giving a presentation).

The ways in which you will be assessed will:

- allow you to demonstrate that you have met the learning outcomes of your course and modules;
- enable you to reflect on your performance, following timely, meaningful and useful feedback;

- encourage you to identify your strengths and weaknesses so that the level of achievement can be measured and recorded.

The assessment strategy for this course has been designed to reflect the 'spiralised' nature of your learning experiences and assessments will focus on the integration of subject knowledge to different contexts. There are two types of assessment you will encounter throughout the course:-

- Formative - the marks and grades for these assessment activities do not contribute towards the module mark and grade. Formative assessment activities are useful to provide you with comments to let you know how you are doing. Sometimes the format of a formative assessment activity will be similar to the final (summative) assessment activity for the module, in order to prepare you and ensure that you are familiar with the summative assessment task
- Summative - assessment activities where the mark you receive will contribute towards the final mark for your modules

Feedback and feed forward are an integral part of teaching and learning and are crucial elements in supporting your learning experience. Feedback and feed forward comments on a formative piece of work, for example, enable you to look at the strengths and weaknesses of your work and allow you to take action to improve before you have to submit your assessment. In each module you will have opportunities to submit formative assessment and to receive feedback and feed forward advice.

Assessment throughout the three years is cumulative and incremental enabling you to build self-confidence and orientate you to university life and learning with others. At academic Level 4 you will be typically asked to discuss, demonstrate, explain and identify. At academic Level 5 you may be asked to recognise, demonstrate, respond, justify, apply, critically discuss and evaluate. At academic Level 6 you will typically be asked to construct, critically evaluate, develop, appraise and synthesise. The culmination of the programme is your independent project / dissertation module in which you are required to explore in depth a specific topic / area of interest.

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 also has a host of other services to support you, please take a look at the Student Support website: www.wlv.ac.uk/current-students/student-support/. If you have any questions, need help or advice then ASK@WLV is there for you: www.wlv.ac.uk/current-students/askwlv/.

Course Specific Support:

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you work towards achieving the course learning outcomes. Your personal tutor will meet with you on a regular basis (at least three times per academic year) in order to offer support, identify if you are making satisfactory progress and to offer support if you are at risk of withdrawal. Your personal tutor will

assist you in your personal and academic development, planning and progression as well as helping you liaise with other staff and support facilities in their Faculty and the wider University. You can find out who your personal tutor is by visiting [e:Vision](#).

Module leaders

Your module leaders are your first point of contact for everything module related whether that's help with a particular part of the module or advice on how to complete the assessment. Module leaders will usually be able to schedule a meeting with you via phone, WebEx or Skype. A list of module leaders is available in your [Course Guides](#), along with their contact details.

Course leaders

The course leader has overall responsibility for your course and the enrolled students. They monitor the quality of the course through course committees which collect feedback from staff and students. They manage the academic programme of study and are responsible for reporting any issues raised and examples of good practice.

Faculty Student Enabling Tutor

The Faculty Student Enabling Tutor (FSET) liaises with the Student Support and Wellbeing (SSW) department regarding provision for specific disabilities and disseminates information from the SSW on any identified learning needs. The FSET monitors requests for, and provision of, specific examination and assessment arrangements. The FSET takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Academic Coaches

Academic Coaches are linked to all programmes and have specific role in supporting students' transition into higher education at undergraduate Level 4 and providing advice to those at an early stage in their academic studies.

Student Transitions Tutors

Student Transition Tutors teach and support Level 3 and Level 4 students; provide advice on resources and support services available and focus on aspects of student transition, retention, progression and attainment.

Working in partnership with you

The University and the Student's Union take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience. Our student charter sets out what you are expected to give and what you gain by involving yourself in as much as possible. All of our support mechanisms are enshrined in the Student Charter: <https://www.wlv.ac.uk/about-us/student-charter/>

Employability in the Curriculum:

The University acknowledges the diversity of our student population and the need to recognise that the individual aspirations and motivations of students are distinct and varied in relation to career and personal development. Reflecting this, there are a range of approaches through which employability is fostered, either explicitly or implicitly within your course. These are not mutually exclusive and overlap to greater or lesser degrees. Approaches range from focused modules which explore working within health and care settings and develop your work related skills, through to the Wolverhampton Enterprise & Employability Award, supported personal development planning, the design of the curriculum (student-centred, active learning) and wider activities and opportunities available through the Careers, Enterprise and the Workplace service.

By actively engaging in key contemporary issues both in the classroom and the field (where appropriate) we aim to foster an approach to learning which moves beyond the mere acquisition of knowledge ('surface learning') to comprehending the significance of the subject, making sense of the concepts presented and fitting them within a 'bigger picture' ('deep learning'). This 'deep learning' involves high-level cognitive skills: the ability to distinguish between competing ideas, critically analysing, evaluating and assessing them, in order to construct new understandings. It also requires you to take greater responsibility for your own learning, becoming self-directed, reflective, and motivated. Whilst an awareness of contemporary professional contexts and techniques is desirable, these skills of initiative, personal responsibility and intellectual curiosity are the attributes which employers consistently rate highly in surveys of graduate skills.

We are committed to you achieving your career ambitions by ensuring that:

- You are supported to develop the skills and attributes expected of a University of Wolverhampton graduate. You will be expected to recognise the skills and attributes you already have and identify those you need to develop, reflect on your experiences and the value you are gaining from them and find further opportunities to develop your own set of attributes
- You have access to personalised and targeted support through your personal tutors and academic coaches and via The Workplace

In addition:

- Staff continue to widen and strengthen the University's links with employers in all sectors, involving

them in curriculum design and encouraging their participation in other aspects of the career education and guidance provision.

- The course embeds the views and experiences of services users, individuals, groups and communities throughout
- Through knowledge exchange activities, staff are provided with up-to-date data on labour market trends and employers' requirements, which inform the opportunities available to students

We envisage health and wellbeing will be a growing area of employment as a more mixed economy of providers emerges, and as the sector moves towards preventative approaches as outlined in current legislation. Armed with good communication, negotiation and leadership skills, our programme is designed to prepare you for a wide range of roles related to health and wellbeing. Students undertaking this degree could seek employment in private industry, local authority, government departments, statutory bodies, NHS Trusts, NHS England, charities, policy organisations, higher and further education.

