

## Course Specification

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## Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Health		
Course Code(s):	HW054P01UV	Full-time	1 Years
	HW054P31UV	Part-time	2 Years
Course Title:	MSc 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 Health and Social Care		
Language of Study:	English		
Date of DAG approval:	30/Jun/2021		
Last Review:			
Course Specification valid from:	2020/1		
Course Specification valid to:	2026/7		

## Academic Staff

Course Leader:	Peter Collins
Head of Department:	

## 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)

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You should have an honours degree or equivalent, although substantial professional experience will be considered. We accept graduates with an honours degree in a wide variety of subjects, and graduates from disciplines other than health may well be eligible for entry.

### International Applicants

Your qualifications need to be deemed equivalent to the above entry requirements.

English Language requirements are normally IELTS 6.5 (unless otherwise stated) or equivalent accepted qualification <https://www.wlv.ac.uk/international/international-academy/courses-at-the-international-academy/language-entry-requirements/>

Please use the following link <https://www.wlv.ac.uk/international/international-academy/courses-at-the-international-academy/> to see the range of English Language Pre-Sessional courses and related Pre-Masters courses offered by the University of Wolverhampton International Academy.

For further information relating to overseas qualification please use the following link <https://www.wlv.ac.uk/international/our-locations/your-country/>

### Distinctive Features of the Course:

The Master's course in Health and Social Care is designed to develop your knowledge and understanding of relevant theories, concepts, policies and evidence within the field of health and social care. It is also heavily focused on providing you with the opportunity to develop a range of academic and professional knowledge and skills that you can tailor and apply to your own specific career needs. The course caters for both students who are currently working in Health and Social Care and for those wanting to work in these fields.

The course will provide you with the opportunity to develop an in-depth understanding of the changing and dynamic nature of health and social care. You will explore contemporary issues in health, the health needs of individuals and groups, how they are affected and how health is experienced and improved through intervention at a local, national and global level. Students will develop the academic, personal and professional skills required for employability and professional development, with a focus on leadership and management to facilitate change and to excel in multidisciplinary and community-based environments. The course will provide students with an opportunity to focus on a particular area of interest in more detail, and for those with an interest in research, an in-depth understanding of theoretical frameworks, research methodologies and applications for a chosen discipline.

The positive feedback we receive from our successful students demonstrates the value of completing the Masters in Health and Social Care at the University of Wolverhampton. This inclusive program has a strong national and international focus, adopting a global perspective on exploring and tackling contemporary issues, challenges and opportunities within health and social care. It welcomes UK and international students from a range of relevant educational and professional health and social care backgrounds.

On this course you will be supported by an experienced academic team with a diverse range of academic and applied knowledge and expertise. 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. The academic and administrative team offer a friendly, helpful and student-centred environment for all students to maximise their potential whilst studying on the course.

The course will provide you with a multidisciplinary and inter-professional platform to inspire and enable an understanding of the social experiences of health and care, approaches to care across the sector, and collaborative working. It will enable you to critically examine the complex and diverse nature of various

concepts, assess and understand policy issues, and critically evaluate evidence and research. The course has an established reputation for producing accomplished and highly marketable graduates with the skills and knowledge needed to contribute and lead within the Health and Social Care sector.

#### Educational Aims of the Course:

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The Masters in Health and Social Care course aims to develop a breadth and depth of knowledge, understanding and professional skills that you can tailor and apply to your current or future employment within health and social care. Health and social care in the UK is undergoing rapid change, with new models of care being introduced and a need for staff with a variety of skills and knowledge who can take on a wide range of roles and who are comfortable in developing different ways of working (NHS Interim People Plan 2019). This course therefore, aims to equip you with the applicable knowledge and transferable skills that will help you succeed within the health and social care sector.

A national and international priority of Health and Social Care is to promote health and wellbeing, with the goal of helping people live longer, healthier and more independent lives (UK Department of Health and Social Care, 2021). Health promotion therefore, plays a central role in health and social care and is a core focus of the MSc Health and Social Care course. With this in mind, the educational aims of this course are informed by the International Union for Health Promotion Education (IUHPE) Core Competencies and Professional Standards for Health Promotion (2016).

The IUHPE framework of Core Competencies and Professional Standards (2016) outlines the skills and knowledge needed to be ethical, knowledgeable and effective health promotion practitioner. The aims, learning outcomes and content of the course has been mapped against the IUHPE Core Competencies and Professional Standards, so on successful completion of the course, you can use the award to fulfil part of the requirements for registration as a 'IUHPE Registered Health Promotion Practitioner'.

The course aims to equip you with the knowledge and skills to:

- Develop a critical awareness of contemporary and ethical issues in the field of Health and Social care
- Critically review evidence of practice in health care interventions
- Review policy and strategic developments and implementation in health and social care
- Develop a range of key skills applicable to health and social care settings, including strategic leadership, management and collaborative working.
- Facilitate health improvement and health protection strategies to ensure health and social care quality.
- Develop advanced level skills in the critical appraisal of research and design, implement and evaluate a substantial piece of academic research in a selected area of health & social care.
- Use initiative and take responsibility in order to learn independently and solve problems in creative and innovative ways.

#### Intakes:

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September

#### Major Source of Funding:

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Office for Students (OFS)

#### Tuition Fees:

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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
2021/2	H	Full Time	£6550.00
2021/2	Overseas	Full Time	£13950.00
2021/2	H	31	£3275.00
2022/3	H	Full Time	£7995.00
2022/3	Overseas	Full Time	£14450.00
2022/3	H	31	£3998.00

PSRB:

None

Course Structure:

## September (Full-time)

Module	Title	Credits	Period	Type
7HW148	Critical Awareness of Research	20	SEM1	Core
7HW144	Social Perspectives on Health and Health Policy	20	SEM1	Core
7HW146	Innovations in Mental Health and Wellbeing	20	SEM1	Core
7HW149	Health Protection and Health Improvement	20	SEM2	Core
7HW147	Ethics and Contemporary Issues in Healthcare	20	SEM2	Core
7HW136	Strategic management and leadership in Health	20	SEM2	Core
7HW139	Research Dissertation in Health	60	CRYRA	Core

## September (Part-time)

Module	Title	Credits	Period	Type
7HW146	Innovations in Mental Health and Wellbeing	20	SEM1	Core
7HW147	Ethics and Contemporary Issues in Healthcare	20	SEM2	Core
7HW136	Strategic management and leadership in Health	20	SEM2	Core

## September (Part-time)

Module	Title	Credits	Period	Type
7HW148	Critical Awareness of Research	20	SEM1	Core
7HW143	Advanced Research Skills	20	SEM1	Core
7HW149	Health Protection and Health Improvement	20	SEM2	Core
7HW139	Research Dissertation in Health	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:

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The MSc Health and Social Care program has been carefully designed to meet your needs, and the needs of current and potential employers. The following reference points have informed the award:

### IUHPE Core Competencies and Professional Standards

By graduating with a Masters in Health and Social Care (MSc), you will have a range of employment opportunities available to you. With a primary purpose of Health and Social Care to promote health in order to help people live longer and healthier lives, this course has been informed by and mapped against the IUHPE Core Competencies and Professional Standards Framework. The International Union for Health Promotion and Education (IUHPE) is a global professional non-governmental organisation dedicated to health promotion around the world. Post-graduates and professionals with the necessary knowledge and skills can apply to become registered in the IUHPE health promotion accreditation system, and in doing so are awarded the title of 'IUHPE Registered Health Promotion Practitioner'. The MSc Health and Social Care course enables students to demonstrate that they have achieved postgraduate knowledge and skills in key areas required to join the register. Therefore, on successful completion of the course, you can use the award to fulfil part of the requirements for registration as a 'IUHPE Registered Health Promotion Practitioner'. For more information, see: <https://www.iuhpe.org/index.php/en/> Such professional registers can enhance your employability prospects, particularly in relation to health promotion positions within the health and social care sector.

### Framework for Higher Education Qualifications (FHEQ)

The UK Quality Code for Higher Education (May 2018)

<https://www.qaa.ac.uk/quality-code>

The UK Enterprise and Entrepreneurship Education: Guidance for UK Higher Education Providers (January 2018)

[https://www.qaa.ac.uk/docs/qaas/enhancement-and-development/enterprise-and-entrepreneurship-education-2018.pdf?sfvrsn=15f1f981\\_8](https://www.qaa.ac.uk/docs/qaas/enhancement-and-development/enterprise-and-entrepreneurship-education-2018.pdf?sfvrsn=15f1f981_8)

QAA Master's Degree Characteristics (February 2020) <https://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement8019abbe03dc611ba4caff140043ed24.pdf>

QAA Subject Benchmark Statement: Health Studies (November 2019) [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-studies.pdf?sfvrsn=7a35c881\\_4](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-health-studies.pdf?sfvrsn=7a35c881_4)

QAA Subject Benchmark Statement: Social Policy (December 2019) [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-policy.pdf?sfvrsn=64e2cb81\\_4](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-policy.pdf?sfvrsn=64e2cb81_4)

### Quality Unit Subject Guides and Validation Guide

[University Policies and Regulations](#)

(University of Wolverhampton's Policies and Regulations, including for example: the Graduate Attributes Framework; Employability Framework and the Inclusivity Framework)

### Wider Reference Points

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>

NHS long-term plan (DoH 2019) <https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf>

Preparing the healthcare workforce to deliver the digital future (HEE 2019) <https://topol.hee.nhs.uk/>

UK legislation Equality Act (2010)

Department of Health & Social Care: Policy Paper - Integration and innovation: working together to improve health and social care for all (February 2021) <https://www.gov.uk/government/publications/working-together-to-improve-health-and-social-care-for-all/integration-and-innovation-working-together-to-improve-health-and-social-care-for-all-html-version>

Equality Act (2010)

Health & Social Care Bill 2010-11 <https://bills.parliament.uk/bills/817>

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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830105/PHE_Strategic_Plan_2020_Executive_Summary.pdf)

Statement of common purpose for subject benchmark statements for the health and social care professions 2006 [https://www.hpcp-uk.org/globalassets/meetings-attachments3/education-and-training-committee/2006/march/education\\_and\\_training\\_committee\\_20060329\\_enclosure15iii/](https://www.hpcp-uk.org/globalassets/meetings-attachments3/education-and-training-committee/2006/march/education_and_training_committee_20060329_enclosure15iii/)

## 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
PGCERT01 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: - to evaluate critically current research and advanced scholarship in the discipline. - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.	
PGCERT02 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.	
PGCERT03 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.	
PGCERT04 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.	
PGCERT05 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.	
PGCERT06 Demonstrate the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility decision-making in complex and unpredictable situations. - the independent learning ability required for continuing professional development.	
PGDIP01 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: - to evaluate critically current research and advanced scholarship in the discipline. - to evaluate methodologies and develop critiques of them and, where	

appropriate to propose new hypotheses.

## Learning Outcomes

## Modules

**PGDIP02** 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.

**PGDIP03** 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.

**PGDIP04** 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.

**PGDIP05** Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

**PGDIP06** Demonstrate the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility decision-making in complex and unpredictable situations. - the independent learning ability required for continuing professional development.

**MA01** Use initiative and take responsibility in order to learn independently and solve problems in creative and innovative ways.

**MA02** Demonstrate a range of transferable academic and professional skills appropriate to a career in health & social care; such as critical analysis, leadership, presentation skills and an appropriate use of academic conventions in the production and presentation of work.

**MA03** Demonstrate a critical understanding of contemporary health issues and current policies in health and social care, with a national and international focus.

**MA04** Develop a critical understanding of differing perspectives and theories used in health & social care services incorporating an inter-professional focus.

**MA05** Demonstrate a comprehensive, critically aware understanding of the drivers of health service planning, provision and improvement.

**MA06** Develop advanced level skills in the critical appraisal of research and design, implement and evaluate a substantial piece of academic research in a selected area of health & social care.

## Teaching, Learning and Assessment:

In line with the University of Wolverhampton's ethos, the course delivery style is student-centred, inclusive and inspiring. It includes a broad range of learning activities that are designed to enhance your knowledge and understanding in a range of health and social care topics, to fully address the learning outcomes of each module and your overall award. In doing so you will also achieve our graduate attributes of digital literacy, global citizenship and prepare you for employment in health and social care related disciplines.

Your learning on this course extends beyond the classroom, and whilst you will have a range of engaging, taught lectures and seminars, students are required to also engage in independent study activity. Taught materials include research informed key lectures providing you with an opportunity to acquire the appropriate knowledge and skills for the module. Each session has an aim, learning outcomes, a clarification of its link to the assessment and suggestions for further reading. Group discussions will enable you to explore specific issues and examples and apply this learning to your own role and engage in debate, self-reflection, and evaluation. Directed study between in-class sessions will provide you with opportunity to undertake reading, participate in online learning tasks, address individual learning needs and contextualise learning to your own area of interest or practice. Digital skills will be enhanced by encouraging you to search a wide range of relevant databases and engage with online resources through the virtual learning environment (lecture notes and external links to websites of interest). Blended and distributed learning models will be used as and when appropriate, and tutorials will be used to facilitate dialogue between lecturer/learner/peer and

inter-professional discussion to further develop and challenge conceptual understanding through reflection and analysis.

The course is diverse and is designed to be inclusive and flexible, to meet the needs of a diverse community. The course caters for both students who are currently working in Health and Social Care and for those wanting to work in these fields. Taught sessions are enriched by students' active participation, and they will provide you with the opportunity to share your own ideas and experiences. Therefore, active engagement in taught sessions is strongly encouraged and expected. You will also be encouraged to explore global as well as local issues through in-class content, group work, formative and summative content, and consider diversity and inclusivity in health and social care practice.

Assessment is planned from a course wide perspective and the assessments that you complete have been designed to mirror health and social care practice and real-world contexts. This helps you to develop confidence and prepares you for future employment or study within the field of health and social care. The MSc Health and Social Care course includes a range of different assessment tasks, such as case studies, group work, a video-podcast and coursework (see mapping). This enables you to demonstrate and develop a broad range of skills, allowing you to showcase your knowledge and understanding in meeting both the learning outcomes and broader graduate attributes, such as digital literacy, global citizenship and employability skills. Some assessments build on each other and grow in complexity, enabling you to see the connections across modules (for example, between your Critical Appraisal of Research module and your Research Dissertation).

All students will enter the course from different backgrounds, with different life experiences, with different abilities and varying levels of knowledge and professional experience within health and social care. 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 a 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 writing a coursework report or presenting a video podcast). This provides you with more autonomy as a learner, enabling you to focus on specific assessment modes and topic areas (within the broad health and social care sector) that are most closely aligned with your own specific interests and professional development needs. Completing a variety of assessments at L7 will prepare students for further study and employment through providing them with the opportunity to enhance graduate attributes.

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 the MSc Health and Social Care has been designed to reflect the 'spiralised' nature of your learning experiences and assessments will focus on the integration of subject knowledge with theory and practice.

Firstly, you will complete a formative assessment, the mark/grade will not contribute towards the final module mark and grade. Formative assessment activities are useful to provide you with the opportunity to demonstrate your understanding of module content, acknowledge your development and progression in the module and understand its application to the summative assessment. You will receive feedback to support and prepare you for your summative assessment.

The format of a formative assessment may be similar to the summative assessment for the module, the purpose of this is to prepare and familiarise you with the summative assessment task.

Secondly, you will be required to complete a summative assessment where the mark you will receive will contribute towards the final mark for your module. Your summative assessment must be submitted as per the University's standard academic calendar <https://www.wlv.ac.uk/current-students/academic-calendar/>.

Preparation for assessments will be ongoing throughout modules, and this is supported through detailed assessment marking criteria, assessment unpacking sessions, formative assessment opportunities and feedback/feedforward comments.



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 an opportunity to receive formative feedback that will provide feedback and feed forward advice, to support you with your summative assessment. In addition, all 20 credit modules will only include one summative assessment, and the assessment timetable is carefully managed to avoid the bunching of too many assessments over a short period of time. At academic Level 7 you will be asked to Evaluate, Appraise, Critique, Debate, Justify and Synthesise.

Teaching activities/approaches used within the module will consist of large group teaching, small group teaching, demonstration, blended learning, flipped classroom, active learning, problem-based learning, work-based learning, student-led learning, collaborative learning, inquiry-based learning, direct instruction and questioning.

### Assessment Methods:

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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:

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#### 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](http://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/](http://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/](http://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 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.

##### 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 when needed.

##### 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.

#### Dissertation Supervisor

For your 60 credit dissertation module, you will be allocated an academic supervisor. It will be your responsibility to liaise with your supervisor and keep them updated. Your supervisor is there to provide bespoke, individualised support with your dissertation project.

#### 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.

#### 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:

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The course has an established reputation for producing accomplished and highly marketable graduates with the skills and knowledge needed to contribute and lead within the Health and Social Care sector. A range of professional skills are embedded into the curriculum (such as communication, management and leadership), alongside the delivery of core theory and evidence, which is all combined to prepare graduates in enhancing their career opportunities.

Many of our students have chosen this course because they are already working in the health or social care arenas and they have been promoted during or immediately after the course. For example, one of our graduates has 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.

Other students choose this course because they wish to move into the health arena. Past students have taken posts as health service administrators, managers and researchers. Due to the theme of health promotion and public health on the course, some students move into this growing area of work. Upon completing the course, several of our students have engaged in further doctorate-level education, whilst others have taken-up teaching posts in Further and Higher Education Institutions.

Through studying this course, you will have the opportunity to share existing experiences of working with individuals, communities and populations which enhances the learning process and enables us to further develop the curriculum lens. Staff and students will engage with prospective employers at each level of study through work-based learning, activities, outreach and events including guest speakers. The programme embeds intersectionality supporting you to explore and share views and experiences through feedback in class and evaluation. You will have the opportunity to discuss your lived experiences, experience of working in the sector and explore various roles and the responsibilities of professionals within the sector.

You will be supported in achieving your career ambitions through engaging in skills workshops to enhance existing skills, engage with prospective employers and through accessing the following services:

- Careers Enterprise and The Workplace – University of Wolverhampton

Employability has been embedded into the programme through: providing you with the opportunity to apprehend the lived experiences of others through discussion and case studies; develop personal and professional attributes to respond to given situations; develop communication skills; develop self-awareness through engaging in reflection; develop confidence and motivation through identifying strengths and areas of development in own work and practice; understanding the role of an ethical practitioner; adherence to relevant codes of practice whilst on placement; working collaboratively in assessment and practice; being digitally fluid and technically skilled through using new technologies at university and within the workplace; develop

critical and analytical skills through assessment, research and observation; to progress on to each level of study with knowledge, experience and autonomy.

As you progress, whether directly into employment or further study, the modules studied in the programme will support you in being innovative through experience of facilitating change; an understanding of quality improvement; being resilient both at university and in practice; have a vision shaped by personal and professional experiences and the ability to problem solve in different settings.

Through studying on this programme, you could seek employment in the private industry, local authority, government departments, statutory bodies, NHS Trusts, NHS England, charities, policy organisations, higher and further education.



THE UNIVERSITY OF OPPORTUNITY