

## Course Specification

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<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	School of Health and Society		
<b>Course Code(s):</b>	SC018H01UM SC018H31UM	Full-time Part-time	3 Years 6 Years
<b>Course Title:</b>	BSc (Hons) Health and Social Care		
<b>Hierarchy of Awards:</b>	Bachelor of Science with Honours Health and Social Care Bachelor of Science Health and Social Care Diploma of Higher Education Health and Social Care Certificate of Higher Education Health and Social Care University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	16/Sep/2024		
<b>Last Review:</b>			
<b>Course Specification valid from:</b>	2023/4		
<b>Course Specification valid to:</b>	2029/0		

## Academic Staff

<b>Course Leader:</b>	Megan Clifford
<b>Head of Department:</b>	RACHEL GOOD

## Course Information

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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.

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### Entry Requirements:

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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)

GCSE English at grade 4+ (previously grade C) or equivalent (Key Skills Level 2 English or Functional Skills Level 2 English).

Please note we do NOT accept GCSE Short Courses.

You must provide a satisfactory personal statement detailing your motivation for studying this course. See our Personal Statement Guidance for further information.

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

Applicants must be 18 years old or above at the start of the course.

Use the UCAS Tariff calculator to check your qualifications and points

Other Requirements: Applicants must be 18 years old or above at the start of the course.

Don't have GCSE English and/or Maths? Take our Equivalency Assessments

We understand that not everyone is able to achieve GCSE Maths and English for a variety of reasons. Our equivalency assessments provide an opportunity for you to further your English and/or Maths skills ready for your studies, as well as being able to meet part of the entry requirements for many of our undergraduate and postgraduate courses. Our online equivalency assessments are free of charge and accepted as the equivalent to a GCSE for the majority of our courses, however applicants of Initial Teacher Training courses will need to sit an on-campus equivalency test which costs £35. Find out more about our equivalency tests.

(Please note that completion of the Level 3 foundation year linked to the BSc Health and Social care 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:

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This course offers the latest learning and research and the ability for you engage reflectively with current practice. Our students will be given opportunities to engage critically and confidently with practice across our region. We will provide you with the educational opportunities, support and stimulation that will facilitate you being able to demonstrate the leadership and communication skills vital to initiating and driving change and development in the health and social care sector.

We will ensure our teaching and learning opportunities reflect the communities within our region. Our teaching and learning strategies will be inclusive, welcoming and challenging; they will embrace the knowledge of those with lived experience and be open to new ideas and ways of doing things.

Health and social care are major areas of growth in the economy and require thoughtful and intelligent graduates to enable it to develop. As key sectors in the health and social care sphere, they demand dynamic graduates who will use their knowledge and skills to drive innovation and change and aim for excellence.

We are a staff team experienced in health and social care professions and who are passionate about teaching and learning, working collaboratively with partners and who are active researchers.

We encourage community engagement and will facilitate student's active engagement with partner organisations across the breadth of the health and social care sector. Our partners are local, regional, national and international and their knowledge, skills and commitment will enable you to develop, expand and deepen your own career.

We pride ourselves on our supportive and inclusive culture and are committed to providing excellent pastoral care and support.

### Educational Aims of the Course:

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Health and social care are major sectors of society today. The health and social care with foundation year degree offers you the chance to understand and analyse the complexities of these two key aspects of our social world.

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.

Social care is a key ingredient in meeting the future social challenges that we face as a society. It is critical to the decisions we make about how we care for and support one another. It seeks to influence key political and policy debates about how we distribute social and financial resources and how we answer fundamental questions relevant to contemporary society.

The health and social care degree is designed for those who want to develop a career within the expanding sector. Students can study specific populations, such as children and/or adults and to develop their understanding of critical contemporary debates. This programme gives you an opportunity to engage with and learn about health and social care through:

- providing you with a strong foundation in your first year to ensure that you get the most out of your degree-level studies
- understanding the provision of formal and informal care and the social policy structures which surround and define them,
- enabling you to demonstrate the relevant core values and ethics,
- knowledge of the key social issues that impact on people's lives and for which they may seek or need support and care,
- understanding what underpins assessment of need and leads to the delivery and management of interventions,
- studying a range of specialisms based on the research, practice and policy expertise of academic staff and partner organisations working together to ensure the course is up to date and relevant to student and employer needs,
- demonstrating and applying research knowledge and skills which can be applied in a practice setting to problem solve and/or support change,
- opportunities to develop leadership and communication skills vital to the effective delivery of social care and health.

The course will equip you with knowledge and skills appropriate to a range of graduate jobs in the health and social care sectors.

### 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
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
2023/4	H	Full Time / Sandwich	£9250.00
2023/4	Overseas	Full Time / Sandwich	£14450.00
2023/4	H	Part Time	£4625
2024/5	H	Full Time / Sandwich	£9250.00
2024/5	Overseas	Full Time / Sandwich	£14950.00
2024/5	H	Part Time	£4625.00

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
4SC009	Introduction to Social Care and the Mixed Economy of Welfare	20	SEM1	Core
4SC010	Social Care Values, Equality and Diversity	20	SEM1	Core
4SH011	Introduction to Health and Wellbeing	20	SEM1	Core
4SC012	Introduction to Research Skills	20	SEM2	Core
4HL003	Academic, Personal & Professional Development II – Skills for Practice	20	SEM2	Core
4HW096	Health, Society & Culture	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
5SC015	Working with Children and Families (Part 1)	20	SEM1	Core
5HW094	Sustainable Healthy Communities	20	SEM1	Core
5HW085	Partnership and Collaborative Working in Health	20	SEM1	Core
5SC012	Developing Research Skills	20	SEM2	Core
5SC013	Social Care Interventions: Working with Adults	20	SEM2	Core
5HL012	Mental Health and Wellbeing	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
6SC015	Technology and Innovation in Social Care Practice	20	SEM1	Core
6HL013	Appraising Health Policy and Practice	20	SEM1	Core
6SC013	Working with Youth and Families (Part 2)	20	SEM1	Core
6SC011	Independent Research and Practice	20	SEM2	Core
6HW161	Law and Ethics in Health	20	SEM2	Core
6HW157	Leadership and Management in Health	20	SEM2	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:

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None

Reference Points:

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QAA subject benchmarks Social Care: Social Care reference points are taken from both Social Work and Social Policy Benchmarks;

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/healthstudies08.asp>

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/socialwork08.asp>

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Social-Policy-16.pdf>

Framework for Higher Education Qualifications (FHEQ) - [www.FHEQ.ac.uk](http://www.FHEQ.ac.uk)

Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>

University of Wolverhampton Race Equality Policy - [www.wlv.ac.uk/equalopps/Raceequalitypolicy.htm~section3](http://www.wlv.ac.uk/equalopps/Raceequalitypolicy.htm~section3)

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](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](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](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\\_Strategy\\_25\\_Executive\\_Summary.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830105/PHE_Strategy_25_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) [http://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga\\_20040031\\_en.pdf](http://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga_20040031_en.pdf)

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:

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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
<b>CERTHE01</b> 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	
<b>CERTHE02</b> 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.	
<b>CERTHE03</b> Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work	
<b>CERTHE04</b> Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments	
<b>CERTHE05</b> Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility	
<b>DIPHE01</b> 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.	
<b>DIPHE02</b> 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.	
<b>DIPHE03</b> 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.	
<b>DIPHE04</b> Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.	
<b>DIPHE05</b> 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.	
<b>DIPHE06</b> 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.	
<b>BHONSNO1</b> Demonstrate a conceptual understanding of the range of formal and informal health and social care settings together with an understanding of their legal and policy contexts	

**BHONS02** Critically appraise theories about society, welfare states, health and social care in particular those relating to the impact of inequality and discrimination on health outcomes and on social care services and service users.

**BHONS03** Demonstrate an effective level of critical awareness of the contribution of public health and social care practice including the use of information technology in the management and organisation of social care and public health practice

**BHONS04** Evaluate leadership and enterprise in relation to the management and organisation of health, public health and social care environments.

**BHONS05** Devise and sustain arguments around; social care, social policy, health and public health issues.

**BHONS06** Demonstrate effective skills in research and communication of research findings to a range of audiences using appropriate technologies both as an individual and working with groups.

**BHONS01** Demonstrate a conceptual understanding of the range of formal and informal health and social care settings together with an understanding of their legal and policy contexts.

**BHONS02** Critically appraise theories about society, welfare states, health and social care in particular those relating to the impact of inequality and discrimination on health outcomes and on social care services and service users.

**BHONS03** Demonstrate an effective level of critical awareness of the contribution of public health and social care practice including the use of information technology in the management and organisation of social care and public health practice.

**BHONS04** Evaluate leadership and enterprise in relation to the management and organisation of health, public health and social care environments.

**BHONS05** Devise and sustain arguments around; social care, social policy, health and public health issues.

**BHONS06** Demonstrate effective skills in research and communication of research findings to a range of audiences using appropriate technologies both as an individual and working with groups.

### Teaching, Learning and Assessment:

Given the complex factors which impact health and social care, 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 and Social Care 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.

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 social care 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 and

Social Care 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 four 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.

We believe that a course of study should enable students to achieve our graduate attributes of digital literacy, global citizenship, being knowledgeable and enterprising. We will help you to attain these goals through your learning activities and offer a variety of these which include:

- Seminars
- Lectures with access to online notes
- Interactive lectures
- Tutorials
- Small and large group work
- Student presentations
- Community-based learning through voluntary work experience
- Case studies
- Use of videos and DVDs.
- Research activities
- Independent and guided study
- Collaborative and individual on-line activities
- Discussion forums
- On-line activities and poster presentations support students' digital literacy.
- Content based learning
- Podcasts

Use of an electronic Personal Development Planning environment (ePDP).

#### 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

The [University Library](#) is the key source of academic information for students. The Library provides access to a wide range of online information sources, including e-books, e-journals and subject databases as well as printed material. Study spaces are available in each of our libraries, including social, quiet and silent areas. In addition to our day to day 'on campus' support, please use our 24/7 online chat service [Library Assist](#).

The University Library also provides students with academic skills support via the Skills for Learning programme. Students can attend workshops or ask for one-to-one help with topics such as academic writing and referencing. This support is available both on campus and online from [Skills for Learning](#).

### Student Support

The [University Student Support website](#) offers advice on a variety of matters linked to Health and Wellbeing.

Please [contact the Team](#) to:

- discuss disability or specific learning difficulty support
- access advice and support for a mental health condition
- access information about supporting your mental health and wellbeing
- connect with our Chaplaincy service
- seek advice on funding and financial support
- seek advice as a [D/deaf or hearing impaired student](#)

ASK@WLV is the first point of contact for all student queries and can be accessed any time online and over the phone or on-campus, Monday to Friday, from 10am to 5pm. We can help you access wellbeing support services, complete your enrolment and module registration, and understand your course's rules and regulations. Our friendly and knowledgeable team of advisors are here to help you get the support you need to make the most out of your time at university. 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/).

### 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 providing advice to those at an early stage in their academic studies.

#### Student Transitions Tutors

Student Transition Tutors teach and support 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 Conduct](#) policies.

The University has developed a range of resources to support students directly with their learning and with personal and practical eventualities that can affect learning. These resources are all signposted through the University web pages and include;

#### Study Support

- [Skills for Learning](#)
- [ASSIST Library Chat](#) – which provides real-time online librarian support.

#### Personal Support

[The Careers, Enterprise and the Workplace team](#) offer support in finding a part-time job whilst studying and help in preparing for work after study

[The Student Support & Wellbeing Services](#) are made up of several specialist teams.

- discuss disability or Specific Learning Difference (SpLD) support
- seek advice as a deaf or hearing impaired student
- access information about supporting your mental health and wellbeing
- connect with our Chaplaincy service
- seek advice on funding and financial support

[The student financial support unit](#) can help students with advice on funds available to students.

#### Personal tutoring

Each student is allocated a named person tutor who they should have contact with (virtual and/or face to face) at least 3 times a year to support personal and academic development and progression.

#### Students with disabilities

The Student Enabling Centre provides a comprehensive range of support for D/deaf, Dyslexic and Disabled students including; screenings and assessments, guidance on gaining financial support, various support services and enabling technologies.

#### Course support

- Students will receive support from class tutors at all levels of the course as appropriate.
- At various levels students have the opportunity to undertake online formative assessments that are designed to test and enhance their skills.

#### Employability in the Curriculum:

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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, 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.

With health and social care you will have opportunities of working in a range of careers. Graduates have been employed in a wide range of careers but with a definite inclination towards work in the public sector and voluntary sectors: in social research in the civil service and local government, or within think tanks; public sector management; as professional practitioners or working on projects in areas concerning, for example social inequalities and social exclusion. Recent graduates have been employed, for example, as neighbourhood development officers, lifestory co-ordinators, social care workers, housing officers, social inclusion workers and care managers as well as working in community development and engagement work and health promotion.

Graduates are also well equipped to continue their post-graduate studies for example in Social Work, Master of Public Health and MSc in Health and Social Care courses as well as other as other Master's level qualifications.



THE UNIVERSITY OF OPPORTUNITY