About this guide

This is your course guide. It provides the basic but fundamental information about your course of study. This guide is yours for the duration of the course, we don't re-issue it annually and if any information contained within were to change then we will write to you to explain so.

In particular, if any important aspects relating to your modules were to change then we will inform you in accordance with the Code of Practice for the Management of Changes to Modules and Courses. The teaching and support teams which you will get to know over time will refer to this guide – it will be useful to you and we advise you to make good use of it throughout your studies.

The Course Guide should be read in conjunction with the more general sources of information which relate to all students at the University. The Student Handbook is a very detailed reference point for all issues relating to your studies which aren't specific to just your particular course. You might also want to refer to the Student Charter; the University's Policies and Regulations and the University Assessment Handbook documents which will provide you with all of the information that we think you will need for your period of study here.

If you need additional information, or you simply want to discuss elements of any of these documents or other aspects of your course, find that there is something you need to know, please contact your Faculty Student Services:

Faculty Student Services

We can help with the administration and organisation of your time at University – from enrolment and module registration, tuition fee enquiries, attendance support, course management and lifecycle queries, extenuating circumstances, leave of absence, transfers and changes, assignment submission, SAMs appointments, assessment and result queries, right through to Graduation.

You can also come and talk to us for impartial advice and support if things are starting to go wrong and you're not sure who else to talk to. The main thing to remember is that you are not alone. We see large numbers of students over the course of a year on a variety of issues, so please don't be afraid to approach us.

We are here to ensure that your transition into Higher Education is as smooth as possible. Normal office opening hours are Monday-Friday 08:45-17:00.

You can contact us through the e:vision help desk, by phone or in person or by e-mail:

<table>
<thead>
<tr>
<th>Faculty of Education Health and Wellbeing (City Campus)</th>
<th>The Millennium City Building MC 125</th>
<th>(01902) 518800</th>
<th><a href="mailto:FEHWStudentServices@wlv.ac.uk">FEHWStudentServices@wlv.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Education Health and Wellbeing (Walsall Campus)</td>
<td>The Jerome K Jerome Building WA 005</td>
<td>(01902) 518800</td>
<td><a href="mailto:FEHWStudentServices@wlv.ac.uk">FEHWStudentServices@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Faculty of Education Health and Wellbeing (Burton Campus)</td>
<td>Burton Centre</td>
<td>(01902) 518800</td>
<td><a href="mailto:FEHWStudentServices@wlv.ac.uk">FEHWStudentServices@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Help and Advice is also available from Student Support &amp; Wellbeing...</td>
<td>Contact us at the Alan Turing Building MI 001 for all enquiries and referrals... Services operate at all campuses by appointment.</td>
<td>(01902) 321074</td>
<td><a href="mailto:ssw@wlv.ac.uk">ssw@wlv.ac.uk</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(01902) 321070</td>
<td><a href="mailto:money@wlv.ac.uk">money@wlv.ac.uk</a></td>
</tr>
</tbody>
</table>

Welcome from the Course Leader

On behalf of the teaching and support teams from BSc(Hons) Health and Wellbeing (Learning, Education and Progression - LEAP) course, I would like to extend to you a very warm welcome to the University of
Wolverhampton, and in particular your campus.

My name is Timothy Cawley and I am the course leader for your BSc(Hons) Health and Wellbeing (Learning, Education and Progression - LEAP) course and alongside your personal tutor, will be your main point of contact over the duration of your studies. My contact details are below – please don't hesitate to get in touch if you need any support or guidance.

The successes which you will achieve whilst at the University are based upon a partnership between the expertise and support from the staff here and the effort you put into learning. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market. Make the most of the wide range of opportunities available to you.

Studying at University can be difficult, and for many of you the transition into University life will be challenging. However we will support you throughout your course, particularly whilst you develop into an independent learner over the course of your first year with us.

We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We hope that you might consider acting as a Course Representative during some of your time with us to help the University continue to improve your experience.

I would like to wish you every success with your studies. We look forward to working with you and hope that you enjoy your time with us.

Timothy Cawley

Course Management and Staff Involvement

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Specialism</th>
<th>eMail</th>
<th>Tel. Ext.</th>
<th>Room</th>
</tr>
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<tbody>
<tr>
<td>Course Leader</td>
<td>Mr Timothy Cawley</td>
<td></td>
<td><a href="mailto:T.A.Cawley@wlv.ac.uk">T.A.Cawley@wlv.ac.uk</a></td>
<td>8663</td>
<td>MC235</td>
</tr>
<tr>
<td>Head of Department</td>
<td>Mr Ranjit Khutan</td>
<td></td>
<td><a href="mailto:R.Khutan@wlv.ac.uk">R.Khutan@wlv.ac.uk</a></td>
<td>1145</td>
<td>MC308</td>
</tr>
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</table>

Educational Aims of the Course

To assist students to develop an independent, reflective and self-managed approach to study.

To enable students to develop and utilise skills appropriate for study in Higher Education.

To enable students to improve their confidence in learning, study and approaches to finding information.

To enable students to develop an understanding of and insight into either a range of nursing, health, education, psychology and social care disciplines.

To make students aware of their existing transferable skills, of new skills and of how these may be developed.

What makes this programme distinctive?

Course is designed to enable the student to develop skills to be an independent learner and to study at undergraduate level.

Modules are focussed on subject specific nature of the undergraduate award student wishes to progress onto. E.g. nursing.

Students who apply to study undergraduate awards which have as part of the entry requirement an interview, are guaranteed an interview or a place where no interview is required.
Introduction to Study Skills online module delivery and assessment

You can develop the skills and knowledge that you need to study at undergraduate level, building on your strengths and working on your weaknesses, so that you can feel confident that by the end you are ready to commence a degree course, and to apply the skills to undertake the directed and independent learning which will help you to achieve your potential. This will allow you to embark on Level 4 study in an appropriate undergraduate discipline or combined award, confident that you have developed the skills and chosen the most relevant subject area(s) to specialise in, which will allow you to perform strongly at degree level and enhance your career aims.

Course Structure

January (Full-Time)

Full time & Sandwich Undergraduate Honours students normally study 120 credits per academic year; 60 credits semester 1 and 60 credits semester 2.

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
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<tr>
<td>3HL005</td>
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<td>3HW002</td>
<td>Introduction to Study Skills</td>
<td>20</td>
<td>SEM2</td>
<td>Core</td>
<td>Jennifer Bucknor</td>
</tr>
<tr>
<td>3HL002</td>
<td>Professional Practice</td>
<td>20</td>
<td>SEM2</td>
<td>Core</td>
<td>Dorothy Prior</td>
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<tr>
<td>3HL004</td>
<td>Communication and Care</td>
<td>20</td>
<td>SEM1</td>
<td>Core</td>
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</tr>
<tr>
<td>3HL003</td>
<td>The Human Body</td>
<td>20</td>
<td>SEM1</td>
<td>Core</td>
<td>William Rogerson</td>
</tr>
<tr>
<td>3SC001</td>
<td>Introduction to the Social Context of Health</td>
<td>20</td>
<td>SEM1</td>
<td>Core</td>
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January (Part-time)

Part time Undergraduate Honours students normally study 60 credits per academic year.

<table>
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<tr>
<th>Module</th>
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<td>3SC001</td>
<td>Introduction to the Social Context of Health</td>
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<td>Andrew Sumpter</td>
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<td></td>
<td>and Social Care</td>
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Course Learning Outcomes
## Learning Outcome

### Foundation Year Course Learning Outcome 1 (UCCLO1)
Develop an independent, reflective and self-managed approach to study.

- 3CF001 Introduction to Child Development
- 3HL002 Professional Practice
- 3HL003 The Human Body
- 3HL004 Communication and Care
- 3HL005 Health and Health Behaviour
- 3HW002 Introduction to Study Skills
- 3PS001 Introduction to Psychology
- 3SC001 Introduction to the Social Context of Health and Social Care

### Foundation Year Course Learning Outcome 2 (UCCLO2)
Develop and utilise skills appropriate for study in Higher Education.

- 3CF001 Introduction to Child Development
- 3ED001 Introduction to Inclusion and inclusive practice
- 3HL002 Professional Practice
- 3HL004 Communication and Care
- 3HW002 Introduction to Study Skills
- 3PS001 Introduction to Psychology

### Foundation Year Course Learning Outcome 3 (UCCLO3)
Improve their confidence in learning, study and approaches to finding information.

- 3CF001 Introduction to Child Development
- 3ED001 Introduction to Inclusion and inclusive practice
- 3HL002 Professional Practice
- 3HL003 The Human Body
- 3HL004 Communication and Care
- 3HL005 Health and Health Behaviour
- 3HW002 Introduction to Study Skills
- 3PS001 Introduction to Psychology
- 3SC001 Introduction to the Social Context of Health and Social Care

### Foundation Year Course Learning Outcome 4 (UCCLO4)
Enable students to develop an understanding of and insight into either a range of nursing, health, education, psychology and social care disciplines.

- 3CF001 Introduction to Child Development
- 3HL002 Professional Practice
- 3HL003 The Human Body
- 3HL004 Communication and Care
- 3HL005 Health and Health Behaviour
- 3HW002 Introduction to Study Skills
- 3PS001 Introduction to Psychology
- 3SC001 Introduction to the Social Context of Health and Social Care

### Foundation Year Course Learning Outcome 5 (UCCLO5)
Be aware of their existing transferable skills, of new skills and of how these may be developed.

- 3CF001 Introduction to Child Development
- 3ED001 Introduction to Inclusion and inclusive practice
- 3HL002 Professional Practice
- 3HL003 The Human Body
- 3HL004 Communication and Care
- 3HL005 Health and Health Behaviour
- 3HW002 Introduction to Study Skills
- 3PS001 Introduction to Psychology
- 3SC001 Introduction to the Social Context of Health and Social Care

## PSRB
None

## Employability in the Curriculum

Students studying the LEaP course will be guaranteed an interview for the awards below where applicable:

- B.Nurs.(Hons) Adult
- B.Nurs. (Hons)Child
- B.Nurs.(Hons) Mental Health
B.Nurs. (Hons) Learning Disability
BSc(Hons) Health Studies
BSc(Hons) Midwifery
BSc (Hons)Public Health
BA (Hons) Social Care and Criminology and Criminal Justice
BA (Hons) Social Care and Deaf Studies
BA (Hons) Social Care and Health Studies
BA (Hons) Social Care and Social Policy
BSc(Hons) Psychology
BA (Hons) Social Care
BA (Hons) Social Care and Sociology
BA (Hons) Family and Community Studies
BA (Hons) Childhood Studies
BSc(Hons) Sports Coaching
BSc(Hons) Exercise and Health

Teaching, Learning and Assessment

- Introduction to Study Skills: Online Module
- Lectures
- E-Portfolios (PebblePad)
- Group Work
- Role Play
- Seminars
- Debates
- Simulations
- Use of CANVAS

Learning and Teaching Methods

This data indicates the proportion of time in each year of study that students can expect to engage in the following activities (expressed as a percentage for each level).

<table>
<thead>
<tr>
<th>Level</th>
<th>Teaching</th>
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<th>Placement</th>
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<td>21</td>
<td>79</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>24</td>
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<tr>
<td>6</td>
<td>24</td>
<td>76</td>
<td>0</td>
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</table>

Assessment Methods
This data indicates the proportion of summative assessment in each year of study that will derive from the following: (expressed as a percentage for each level).

<table>
<thead>
<tr>
<th>Level</th>
<th>Written Exams</th>
<th>Practical Exams</th>
<th>Coursework</th>
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<tbody>
<tr>
<td>3</td>
<td>17</td>
<td>8</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>25</td>
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<td>100</td>
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<tr>
<td>6</td>
<td>17</td>
<td>0</td>
<td>83</td>
</tr>
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</table>

Reference Points


University of Wolverhampton (2008) Blended Learning Strategy


University of Wolverhampton (2008) Retention and Progression Strategy

University of Wolverhampton (2008) Dyslexia Assessment Policy


University of Wolverhampton (2006) University Undergraduate Assessment Handbook
http://asp2.wlv.ac.uk/registry/qasd/HPGandT/HandG/word/University%20Assessment%20Handbook.doc#Grade


Academic Regulations Exemptions

BSc (Hons) Health and Wellbeing (Learning, Education and Progression) with Foundation Year
AFRSC 14/28.7

To meet increased demand, the addition of a second intake point in January for both the 60 credit and 120 credit courses.

APPROVE

Support with your studies
University Learning Centres are the key source of academic information for students providing access to:

- Physical library resources (books, journal, DVDs etc.)
- Study areas to allow students to study in the environment that suits them best: Social areas, quiet and silent areas.
- A wide range of online information sources, including eBooks, e-journals and subject databases
- 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.
- Dedicated Subject Pages to enable you to explore key online information sources that are recommended for their studies.
- Physical access to local libraries both in UK and overseas via SCONUL and WorldCat agreements

We also strongly advise you to download to “MyWLV” student app. MyWLV is a single point of personalised access to the variety of systems the University offers. This includes pulling through relevant information (e.g. deadlines, timetables) and linking to underlying systems.

Course Specific Support

Self-assessment diagnostics via PebblePad reviewed by personal teacher

Introduction to Study Skills online module delivery and assessment

Personal teacher

Learning and Information Services

Study skills advisors

Contact Hours

In higher education, the term ‘contact hours’ is used very broadly, to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course.

This time provides you with the support in developing your subject knowledge and skills, and opportunities to develop and reflect on your own, independent learning. Contact time can take a wide variety of forms depending on your subject, as well as where and how you are studying. Some of the most common examples are:

- lectures
- seminars
- tutorials
- project supervisions
- demonstrations
- practical classes and workshops
- supervised time in a studio/workshop
- fieldwork
- external visits
- work-based learning (including placements)
- scheduled virtual interaction with tutor such as on line, skype, telephone

In UK higher education, you as the student take primary responsibility for your own learning. In this context, contact time with teaching and associated staff is there to help shape and guide your studies. It may be used to introduce new ideas and equip you with certain knowledge or skills, demonstrate practical skills for you to practise independently, offer guidance on project work, or to provide personalised feedback.

Alongside contact time, private or independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. It might include
background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision, and so on.

Course Specific Health and Safety Issues

No specific health and safety issues recorded.

Course Fact File

<table>
<thead>
<tr>
<th>Hierarchy of Awards:</th>
<th>Bachelor of Science with Honours Health and Wellbeing (Learning, Education and Progression - LEAP)</th>
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<td>HW002T31UV Part-time 8 Years</td>
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Published: 13-Mar-2018 by Debbie Collymore