About this guide

This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook. These documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic School Office or local Student Centre on the details included below.

<table>
<thead>
<tr>
<th>Please enter the contact details for your Personal Tutor for your future reference:</th>
<th>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your local Academic School Office is:</td>
<td>WN Building, WN301 Walsall Campus 01902 323005</td>
</tr>
<tr>
<td>Your <strong>Student Centre</strong> (Here to Help) is:</td>
<td>Walsall WA005, or Tel: 01902 323135 (Here2Help)</td>
</tr>
</tbody>
</table>

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome

On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. 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.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. 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 are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

**Dr Brendan Bartram, b.bartram@wlv.ac.uk and Faye Stanley fayestanley@wlv.ac.uk**

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Building and room number</th>
<th>Telephone number</th>
<th>Email @wlv.ac.uk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Clarke</td>
<td>Associate Dean</td>
<td>WN322</td>
<td>3023</td>
<td><a href="mailto:k.clarke@wlv.ac.uk">k.clarke@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Anne Hollinshead</td>
<td>Head of Department (Ed Studies)</td>
<td>WN332</td>
<td>3123</td>
<td><a href="mailto:a.hollinshead@wlv.ac.uk">a.hollinshead@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Brendan Bartram</td>
<td>Ed Studies Course Leader</td>
<td>WE117</td>
<td>3297</td>
<td><a href="mailto:b.bartram@wlv.ac.uk">b.bartram@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Faye Stanley</td>
<td>CAFS course leader</td>
<td>Gorway</td>
<td>3371</td>
<td><a href="mailto:fayestanley@wlv.ac.uk">fayestanley@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Steph Brewster</td>
<td>Special Needs tutor</td>
<td>Gorway Walsall</td>
<td>3026</td>
<td><a href="mailto:s.brewster@wlv.ac.uk">s.brewster@wlv.ac.uk</a></td>
</tr>
</tbody>
</table>

**Student Voice**

The Student Voice is a partnership between the University and the Students’ Union, put in place to make sure students opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. School Reps are elected during the Spring Elections and have meetings with Senior Management in their Schools. They are an essential link between Course Reps, the Students’ Union and management within each School.

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union - [www.wolvesunion.org/voice/](http://www.wolvesunion.org/voice/).

**Engagement**
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:
- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for assessment tasks;
- Learn from and with your fellow students;
- Receive feedback from your tutors on your progress;
- Fully participate in sessions, forums, seminars and other activities;
- Develop your communication skills.

If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found here.

Contact time with teaching and associated staff is available to help shape and guide your studies. The term ‘contact hours’ refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying.

The Wolverhampton Graduate

The University provides a high quality teaching and learning experience supported by learning environments which are conducive to deep and interactive learning. The environment enables students to achieve their full potential and attain the best possible outcomes, to maximise employment opportunities and career advancement.

By the end of your course, the university expects you to be a Wolverhampton Graduate who is knowledgeable and enterprising, digitally literate and a global citizen.

- **Digitally Literate**
  Our graduates will be confident users of advanced technologies; they will lead others, challenging convention by exploiting the rich sources of connectivity digital working allows.

- **Knowledgeable and Enterprising**
  Our graduates will know how to critique analyse and then apply knowledge they acquire in an enterprising way.

- **Global citizens**
  Our graduates will bring informed understandings of their place and ethical responsibilities in the world.

Further information can be found on the University student webpage for Graduate Attributes.

**About the Course**

This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Brendan Bartram or Faye Stanley
The educational aims of the course are: The BA (Hons) Childhood and Family and Education Studies (CES) degree will develop the skills and knowledge required for a range of careers working with children, their families and the services that support them, in both education and social contexts. Students will also be able to identify and understand a variety of educational concepts and fields of enquiry. They will actively engage in investigating the cultural, sociological, psychological, political and linguistic dimensions of teaching and learning. The diversity of families, learners, classrooms and schools in contemporary society will be examined, alongside the impact of globalisation and international issues and perspectives.

The course is suitable for people new to this area or experienced staff searching for career development.

Work experience placements are an integral part of the course and can be negotiated in a variety of settings such as schools, nurseries, community care centres, hospitals, social services, libraries and other relevant settings.

Teaching and learning is designed to support digital literacy and students are encouraged to share knowledge and be enterprising with their ideas. An international perspective is taken to the degree and students will also have the opportunity to learn about how other countries support children, their families and learning.

The course learning outcomes are: At the end of this course students will be able to review, consolidate, apply and communicate (using a variety of vocal/ written/ multi-modal formats):

1. Knowledge and understanding of the importance and challenges of inter-agency working in order to meet the needs of children, young people and families.

2. Knowledge and understanding of the expected pattern of children’s development from birth, pedagogical approaches for working with children, young people and families and methods of researching these.

3. Knowledge and understanding of issues in relation to rights, diversity, equity and inclusion in relation to working with children, young people and families both in the UK and abroad.

4. Relevant subject knowledge, underlying theories, values and principles.

5. The different contexts in which learning can take place and the range of different participants and issues in the learning process.

6. Review personal value systems, developments and practices with reference to concepts and theories particularly social justice, inclusion and globalisation.

These will be achieved through the following learning activities:
- Actively contributing to lectures and group activities, including critical debate and discussion in seminars and tutorials.
- Participating in individual and group presentations and producing assignments.
- Individual and group research activities from a range of sources including IT.
- Reading and critical analysis of the literature relating to issues raised in lectures and through independent research.
- Undertaking placements

The course is accredited by the following professional body/ies
n/a
External Examiners

Dr Namrata Rao, Liverpool Hope University

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader.

Academic Regulations

This course follows the University's academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:

<table>
<thead>
<tr>
<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Degree</td>
<td>3 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Degree</td>
<td>3 years</td>
<td>5 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Degree</td>
<td>5 years</td>
<td>8 years</td>
</tr>
<tr>
<td>Degree</td>
<td>4 years</td>
<td>8 years</td>
</tr>
</tbody>
</table>

The above maximum registration periods do not include time away from study approved under the Leave of Absence procedure.

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

Course Information

Reference points
QAA Subject Benchmarks for Education Studies and Early Childhood Studies are integrated into the degree. The QAA Framework for Higher Education Qualifications and the Special Educational Needs Disability Act 2001 (SENDA), Race Relations Amendment Act 2000 (RRAA) and the Equality Act 2010 underpin the degree.
We have followed guidance a wide range of university policies and strategies including:

- Division Handbooks;
- Teaching and Learning Strategy;
- Assessment Strategy;
- Diversity and Equality Policy;
- Research Strategy;
- Ethics Policy;
- APL Strategy;
- Blended Learning Strategy.

**Blended learning**
All lecturer produced course documents will be available on WOLF for students to access electronically.

Students will receive electronic feedback for all on-line tasks. Formative assessments will be available electronically where possible and electronic feedback will be given.

The course will include opportunities at every level for students to engage in collaborative on-line learning e.g. through using wikis, blogs and on-line discussion forums

Students will be supported in developing electronic Personal Development Planning (ePDP)

Where appropriate, students will have the opportunity to submit assessments online.

All face to face sessions will include opportunities to engage in active learning e.g. through class discussions and debates, group tasks and/or role play.

**Assessment methods**
A range of assessment types will be utilised on the degree as listed below.

Essay, web folio, reflective account of learning, written report or response to case study, critique of video, seminar presentation, conference or seminar paper, take away paper and timed written piece, in-class test, role play, panel discussion or debate, self-evaluation and assessment by link professional, research proposal, individual viva/interview, graphical image, peer feedback, group interview, reflective account, reflective journal, open book exam, case conference.

The assessment tasks progress in terms of the challenge they present at each level in the following ways: by demanding more critical evaluation and analysis by students; by requiring students to undertake more independent research; by increasingly complex levels of content; by the referencing of a wider range of academic resources.

There is also the opportunity for accreditation of prior learning at level 4. For experienced practitioners there is the opportunity to use your current workplace learning through a range of activities and validation from your workplace to achieve up to 40 credits. If you do not wish to apply for APL then you have the opportunity to undertake taught modules.

**Support for learning**
Students are allocated a personal tutor to offer support and guidance on a range of issues. Module tutors will provide guidance on assessment tasks as well as written and verbal feedback relating to module outcomes. Students with specific needs, such as dyslexia, can access...
additional support from staff through the Student Enabling Centre. Academic study skills are embedded throughout the course, but with a particular focus at level 4.

The Learning Centre offers a range of support around study skills and learning. Personal guidance and advice, including a Special Needs tutor and counselling staff are also available to students.

**Distinctive features of the course**

- This course involves work related study at every level;
- This unique course offers both academic rigour and professional relevance;
  All the members of the teaching team are active researchers of Education and Childhood and Family Studies.

**Academic Misconduct**

We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

**Support for Students**

The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:

- Visit the Learning Centre or our study skills support website at [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills). See the section on tackling academic misconduct;
- Download the Students’ Union guide to Avoiding Academic Misconduct ("Write Right") - available from the [Student’s Union website](http://student.wlv.ac.uk);
- Book a Skype appointment with study skills adviser or joint the online chat service [ASSIST - through the Learning Centre “Skills for Learning” website](http://learning.wlv.ac.uk). Contact your personal tutor or module leader.

Remember – there is help available if you need it.

**Defining Academic Misconduct**

**Cheating**

*Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.*

Other common examples of cheating would include –

- Being in possession of “revision notes” during an examination
- The purchase or commission of assignments from others
- Theft of other students’ work
- Prohibited communication during an examination
**Plagiarism**

Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic school.

The most common forms of plagiarism are:

- Cut or copied and pasted materials from websites;
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data;
- Copying material from a text book or journal.

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

**Collusion**

Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

**Penalties**

Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University's policy on Academic Misconduct and regulations and procedures for the investigation of academic misconduct are available on the [Conduct and Appeals](#) website.
Course Structure for Undergraduate courses

Students will study:
**Full-time:** normally modules worth 120 credits each academic year.
**Part-time:** normally modules worth no more than 80 credits each academic year.

### Level 4 (Year 1)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research and Personal and Professional Development (4ED003) (yearlong) (20 credits)</td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Play and Leisure (4CF001) (yearlong) (20 credits)</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Child Development (4CF002) (20 credits)</td>
</tr>
<tr>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>Education and Social Justice (4ED002) (20 credits)</td>
</tr>
</tbody>
</table>

### Level 5 (Year 2)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional and Ethical Practice (5ED004) (yearlong) (20 credits)</td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Methods (5ED002) (yearlong) (20 credits)</td>
</tr>
<tr>
<td>C</td>
<td>CO</td>
</tr>
<tr>
<td></td>
<td>Developing Knowledge and understanding in young Children (20 credits)</td>
</tr>
<tr>
<td>C</td>
<td>CO</td>
</tr>
<tr>
<td></td>
<td>Families and Communities in Context (5CF005) (20 credits)</td>
</tr>
<tr>
<td>C</td>
<td>CO</td>
</tr>
<tr>
<td></td>
<td>5ED005 Language, Power and Education (5ED005) (20 credits)</td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children, Family and Society (5CF007) (20 credits)</td>
</tr>
</tbody>
</table>

### Level 6 (Year 3)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education Research Project (6ED006) (yearlong) (20 credits)</td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication, Language and Literacy (6CF002) (yearlong) (20 credits)</td>
</tr>
<tr>
<td>C</td>
<td>CO</td>
</tr>
<tr>
<td></td>
<td>Tackling Inequalities (6CF003) (20 credits)</td>
</tr>
<tr>
<td>C</td>
<td>CO</td>
</tr>
<tr>
<td></td>
<td>Rights, Responsibilities and Advocacy (6CF005) (20 credits)</td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Policy and Practice of Teaching and Learning (6ED002) (20 credits)</td>
</tr>
</tbody>
</table>
Where to get help with your course

Support for Students' Writing Skills
Developing students’ writing skills is a very important and valuable part of our programmes. We aim to support the writing process in a variety of ways. Some examples are:

- Formative assignment completion and feedback;
- Tutorial support built into module programmes;
- Taught sessions within the module designed to support assignment writing;
- One to one additional support in the Learning Centre.

These kinds of activities are designed to combine support with the opportunity for independent development of your skills.

The practice of handing in full drafts before submission (to seek comment for example on technical accuracy, relevance of content, structure or approximate grades) is not recognised by colleagues as useful academic practice. Work on developing writing skills will have already been delivered (within the kinds of support outlined above) before the full draft stage.

It is the students’ responsibility at undergraduate level to attend relevant lectures, tutorials and additional support to:

- Develop the necessary writing skills;
- Use the marking criteria in all module guides to support skills development and estimate grades;
- Use feedback from previous assignments to develop skills to improve grades.

Any students unclear about this process should consult their personal tutor.

The school of Education student support site on WOLF is where general notices and information is posted and used to relay urgent messages to all students so it is vital that you subscribe to this site on WOLF and check e-mails you receive from this source.

Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.
Who to Contact for help when you are studying on campus

Administration queries:
enrolment
extensions
extenuating circumstances
Leave of Absence
Course transfer, etc

eVision helpdesk or your Student Centre

Academic and Course related queries
Personal Tutor
Course Leader
Head of Department
(by email)

Module related queries
Module guide (on WOLF)
Module Leader
or Tutor

Support for Study Skills
W: www.wlv.ac.uk/skills
E: skills@wlv.ac.uk
T: 01902 32(2385)

IT Problems
W: www.wlv.ac.uk/ITServices
T: 01902 32(2000)

Financial advice
W: www.wlv.ac.uk/moneymatters
E: money4students@wlv.ac.uk
T: 01902 32(1070)

Careers & Employment Centre
W: www.wlv.ac.uk/careers
E: careers@wlv.ac.uk
T: 01902 32(1414)

Special Needs
(Students with disabilities)
Special Needs Tutor
or Student Enabling Centre
W: www.wlv.ac.uk/sec
E: sec@wlv.ac.uk
T: 01902 32(1074)

Personal Issues
Personal Tutor (see eVision for details)
University Counselling Service
W: www.wlv.ac.uk/counselling
E: counsellingservices@wlv.ac.uk
T: 01902 32(2572)

General queries
eVision helpdesk or your Student Centre

Independent academic, financial, international and housing advice
Students’ Union Advice and Support Centre
W: www.wolvesunion.org/advice
E: advice.wolvesunion@wlv.ac.uk
T: 01902 32(2038)
Extensions, Extenuating Circumstances and Leave of Absence

The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

Extensions - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

Extenuating Circumstances – claims for extenuating circumstances are also submitted via your e: Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. Further details can be found here. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

Leave of Absence - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students’ Union, particularly regarding the financial implications, before taking this step.

Health and Wellbeing whilst using your computer

As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.

Set-up and space

Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.

Taking a break

You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.
Progression for Further Study

Continued study: Popular Masters Level routes include:

- MA in Education;
- You may go into teaching, lecturing or research in the field of Childhood, Family, Community and Education Studies;
- There are a range of options in community care, family support, play work, youth work, nursery management, inclusion management, advocacy posts and charities;
- If you want to become a teacher you can progress to a Postgraduate Certificate in Education (PGCE);
- You may choose to apply at level 5 for Early Years professional Status through Best Practice Network;
- You could also choose to apply for a Master’s Degree in Social Work or gain further qualifications as a play therapist or youth counsellor.

Other opportunities include: researcher roles, local authority positions, mentoring and advocacy posts, inclusion managers and positions within support groups and charities.

Alumni

We’re proud of your success. Be proud of your connection with us.

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information please visit our Alumni website.

<table>
<thead>
<tr>
<th>VERSION</th>
<th>OWNER</th>
<th>Registry</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVED DATE</td>
<td>March 2013</td>
<td>APPROVED BY</td>
</tr>
<tr>
<td>REVIEW DATE</td>
<td>2013/14</td>
<td>UQEC</td>
</tr>
</tbody>
</table>