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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></th>
</tr>
</thead>
<tbody>
<tr>
<td>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</td>
<td></td>
</tr>
</tbody>
</table>
| Your local Academic School Office is: | Shirley Seager  
WN Building  
Walsall Campus  
01902 32 2823 |
| Your Student Centre (Here to Help) is: | HERE 2 HELP  
WA Building  
Walsall Campus  
01902 32 3135 |

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.

Lynn Richards, Subject Leader
lynnrichards@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 01902 32-</th>
<th>Email @wlv.ac.uk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maggie Leese</td>
<td>Principal Lecturer Head of Department Childhood Studies</td>
<td>WN332</td>
<td>3247</td>
<td>maggie.leese</td>
</tr>
<tr>
<td>Lynn Richards</td>
<td>Subject Leader Family and Community Studies and academic support tutor.</td>
<td>WG003 Gorway</td>
<td>3379</td>
<td>lynnrichards</td>
</tr>
<tr>
<td>Faye Stanley</td>
<td>Subject Leader Childhood Studies</td>
<td>WG003 Gorway</td>
<td>3371</td>
<td>FayeStanley</td>
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</table>

Staff Involved with the Programme

<table>
<thead>
<tr>
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<tr>
<td>Amanda French</td>
<td>Senior Lecturer</td>
<td>WG003</td>
<td>3147</td>
<td>a.french</td>
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<tr>
<td>Zeta Brown</td>
<td>Senior Lecturer</td>
<td>WG003</td>
<td>3155</td>
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<tr>
<td>Martin Needham</td>
<td>Senior Lecturer</td>
<td>WG003</td>
<td>3378</td>
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<tr>
<td>Yvette Summers</td>
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<td>WG003</td>
<td>3085</td>
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</tr>
<tr>
<td>Tracey Edwards</td>
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<td>WG023</td>
<td>3244</td>
<td>Tracey.Edwards2</td>
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</tr>
<tr>
<td>Jenny Worsley</td>
<td>Senior Lecturer</td>
<td>WG003</td>
<td>3374</td>
<td>j.worsley</td>
</tr>
<tr>
<td>Jane O’Connor</td>
<td>Senior Lecturer</td>
<td>WG003</td>
<td>8415</td>
<td>j.oconnor</td>
</tr>
<tr>
<td>Maggie Leese</td>
<td>Head of Department</td>
<td>WN332</td>
<td>3247</td>
<td>maggie.leese</td>
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<tr>
<td>Lynn Richards</td>
<td>Senior Lecturer</td>
<td>WG003</td>
<td>3379</td>
<td>lynnrichards</td>
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3
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](http://www.wolvesunion.org/voice/).

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

Lynn Richards, Subject Leader  
01902323379  
lynnrichards@wlw.ac.uk

The educational aims of the course are: This Family and Community Studies undergraduate degree programme is designed to develop your skills and understanding required for a range of careers working with families and the community organisations that support them. The course is suitable for those new to this area or experienced practitioners looking for career development.

The programme will emphasise issues of empowerment of individuals and groups, social justice, and partnership working to effect change. You will develop personal and professional attributes to become an ethical, respectful, and reflexive worker able to sensitively engage with individuals and groups to shape their own lives, often within constrained circumstances. You will explore issues around risk, consider a range of perspectives on family life, and investigate how social policy influences the everyday life of family and community. Work-based learning will afford you the opportunity to foster democratic and inclusive practice and to apply a range of theoretical perspectives.

While an intergenerational approach will be taken to supporting families and communities, this programme will offer a focus on children and young people.

The blended teaching and learning approach adopted within this programme enables you to become digitally literate, share knowledge, reflect on practice, and use ideas in an enterprising way.

The course learning outcomes are:

<table>
<thead>
<tr>
<th>At the end of this course you, the student, will be able to:</th>
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</thead>
<tbody>
<tr>
<td>1. Apply and synthesise knowledge and understanding of diverse community-based contexts for practice, engaging with individuals and groups to meet and support the needs of children, young people and their families, including issues of health, risk, and well-being;</td>
</tr>
<tr>
<td>2. Conduct research into a range of factors in relation to the development of the life course, inclusive of the ecological - social, cultural and political -context, issues of identity, power, rights, diversity, and social exclusion;</td>
</tr>
<tr>
<td>3. Recognise and critically analyse relevant social policy and media discourses that may influence practice within the field of family and community work;</td>
</tr>
<tr>
<td>4. Make critical judgements about key concepts, theories and principles in the global context, together with current debates in the field of family and community studies, as part of ongoing development as an ethical and reflective practitioner;</td>
</tr>
</tbody>
</table>
5. Be able to critically reflect on personal value systems, and that of others, in a systematic way to develop your professional and ethical practice;

6. Undertake enterprising work-based investigation and problem-solving and be able to communicate clearly a wide range of theoretical positions to a range of audiences using appropriate media and digital literacy skills.

These will be achieved through the following learning activities: Lectures, seminars, debates, small group learning sets, presentations, online tasks and blogging, tutorials, independent research, video analysis, case studies, workplace investigations. A placement element at each level of study will give you the opportunity to bring together theory and practice within the workplace and to learn from professionals within the field.

The course is accredited by the following professional body/ies

External Examiners
Dr Namrato Rao, Liverpool Hope University, Hope park Liverpool, L16 9JD
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:

Undergraduate Sandwich Honours Degrees

<table>
<thead>
<tr>
<th></th>
<th>Normal</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>Full Time Students</td>
<td>3 years</td>
<td>5 years with leave of absence and or extenuating circumstances</td>
</tr>
<tr>
<td>Part Time Students</td>
<td>6 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**

**11 Blended learning**

*In 2008, the University adopted a Blended Learning Strategy which promotes the integration of technology supported learning across all our modules. We believe this will improve the employability and, digital literacy, of our students and the effectiveness and efficiency of our learning and teaching practice. Outline for the student how the 6 blended learning entitlements have been incorporated in this course. (Also refer to section 15 which will identify specific modules).*

<table>
<thead>
<tr>
<th>Students are entitled to:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. have access where possible to an electronic copy of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, handouts, and reading lists;</td>
<td>You will have access to electronic copies of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, handouts, and reading lists in respect of each module on the programme through the University’s online learning platform;</td>
</tr>
<tr>
<td>2. formative assessment opportunities on line with appropriate meaningful electronic assessment feedback;</td>
<td>A range of online formative assessments will be offered via the University learning platform in a number of modules; tutor feedback will be provided electronically on your submitted work;</td>
</tr>
<tr>
<td>3. have opportunities to collaborate on line with others in their learning cohort;</td>
<td>There will be opportunities within modules to use small and whole group blogs in order that you can work in a collaborative way online;</td>
</tr>
<tr>
<td>4. have the opportunity to participate in electronic Personal Development Planning (ePDP);</td>
<td>You will be encouraged to use an individual online blog to provide you with the opportunity to participate in electronic Personal Development Planning (ePDP);</td>
</tr>
<tr>
<td>5. submit all appropriate assessments online;</td>
<td>You will be able to submit appropriate assessments online;</td>
</tr>
<tr>
<td>6. opportunities to engage in interactive learning during all face to face sessions.</td>
<td>Face-to-face sessions will offer opportunities for whole-group and small-group activities. Student participation is encouraged within the teaching-learning programme with an emphasis on discussion and debate.</td>
</tr>
</tbody>
</table>

**12 Assessment methods**

*Describe the types of assessment (formative and summative) students will experience to demonstrate achievement of the learning outcomes. Show how the assessment tasks progress in terms of the challenge they experienced at each level.*

At L4 (first year) you will experience a range of assessments: reflective account, presentation, written assignment, pictorial representation, radio broadcast and in-class test. This variety of summative assessments will be enhanced by formative opportunities such as online submissions of written work, one-to-one tutorials to verbally discuss ideas, and collaborative products of learning in small groups. It is expected that you will need to familiarise yourself with the conventions of the discipline and begin to adapt to academic writing styles; the range of assessment opportunities provided seeks to maximise the learning styles of all students and to build on them in a positive manner, moving to L5 study.

In the second year of study, greater emphasis is placed on written work although the
products still vary; a case study, report, examination, written assignment, research proposal. An oral presentation is also included at L5 in order to develop your verbal skills, an important employability attribute, as well as to prepare you for the oral presentation at L6.

The final year offers progression from L5 by demanding more critical evaluation and analysis; by requiring you to undertake more independent research; by increasingly complex levels of content; and, by the referencing of a wider range of academic resources. Assessments are required as: a report, conference paper, proposal for a new service provision, and other forms of written assignments. An oral presentation will require you to offer clarity in justifying research methodology and a presentation, building on the assessment at L4, offers a final chance for verbal delivery.

The design of this assessment ‘spiral’ offers an increasing challenge from L4, where innovative opportunities are designed to ‘capture’ your strengths as a student and to positively encourage your engagement with the expression of ideas, through to L6 where more complex themes and persuasive argument are generated via an academic writing style in preparation for the world of professional work.

An integral part of the philosophy of the degree is the use of Accreditation of Prior Learning (APL). At level four, if you are a practitioner, there is the opportunity to use your previous and current workplace experience through a range of activities and validation from your workplace to achieve up to forty credits. If you do not wish to apply for APL then you have the opportunity to undertake taught level four modules.

13 Support for Learning

Explain what kinds of support will be available for learning. Include examples of generic support and any specific support available through the course. How are academic study skills developed in the curriculum?

Students will receive feedback informally throughout the modules and formally through written feedback for their formative and summative assignments. This feedback will be constructive and indicate to students how to progress in their learning.

Students will be supported throughout their placement experience by an allocated facilitator within the setting and, in addition at L4, all students will have a personal tutor to support their progress through the placement activities.

The learning centre provides learning support and resources. Many books and journals are also available electronically for you to support your learning. There is a range of student support at the University’s Walsall campus. Provision is available through study skills sessions and workshops at the Learning Centre and access to electronic and interactive resources:
http://www.wlv.ac.uk/lib - the Learning Centre pages
http://www.wlv.ac.uk/lib/education - Education Subject pages
http://www.wlv.ac.uk/lib/skills - the Skills for Learning page (study skills

As part of your level four study, a co-ordinated approach has been devised to ensure a range of study skills is embedded into subject content, including writing and reading activities, oral presentations, time management and referencing skills.

The University personal tutoring role is an integral part of the course; this includes both face-to-face meetings and online support through the use of e-portfolio blogs. There is also support for student learning within modules undertaken as part of formative assessments and tutorial opportunities.

The School for Education Futures also provides an academic member of staff who
The School also provides a Special Needs Tutor for students who identify a special or additional need that may affect their learning, achievement or inclusion within University life.

Any Distinctive Features of the course
This section should be used to explain to a student the unique or special aspects of this course. Why should a student study this course as opposed to a similar one at another institution?

A placement opportunity has been designed into the programme at each level of study. This will offer you the chance to work and learn alongside a professional team and to integrate your learning from University with the practical skills in the field. Drawing on these experiences, you will be encouraged to reflect on their significance and so create knowledge to add to your growing repertoire of professional attributes and understanding. You will also benefit from excellent learning resources and a blended learning approach which has been exemplified as good practice by our external examiner.

All members of the teaching staff are actively involved in research in the field, or research within Higher Education.

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://studentsunion.wlv.ac.uk/).
- Book a Skype appointment with study skills adviser or joint the online chat service [ASSIST](http://skills.wlv.ac.uk/assistance) - through the [Learning Centre “Skills for Learning” website](http://learningcentre.wlv.ac.uk/skills/).
- 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 (1)

#### Year long modules

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<tr>
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<tr>
<td>C</td>
<td>4ED003 Research and Personal and Professional Development</td>
<td>20</td>
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<tr>
<td>C</td>
<td>4CF001 Play and Leisure</td>
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#### Semester 1

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<tr>
<td>C</td>
<td>4CF010 Connected communities)</td>
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<td>C</td>
<td>4CF011 Child and Young Person Development</td>
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#### Semester 2

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<td>4CF004 Growing Up in the 21st Century</td>
<td>20</td>
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<td>C</td>
<td>4CF005 Safeguarding and Promoting Well-Being</td>
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### Level 5 (2)

#### Year long modules

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<td>5ED004 Professional and Ethical Practice</td>
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<tr>
<td>C</td>
<td>5ED002 Research Methods</td>
<td>20</td>
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#### Semester 1

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<tr>
<td>C</td>
<td>5CF005 Families and Communities in Context</td>
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<tr>
<td>C</td>
<td>5CF014 Working with Individuals and Groups</td>
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#### Semester 2

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<td>5CF012 Third Sector Working</td>
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<td>C</td>
<td>5CF010 Youth culture and Identity)</td>
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### Level 6 (3)

#### Year long modules

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<td>C/O</td>
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<tr>
<td>C</td>
<td>6ED006 Education Research Project</td>
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#### Semester 1

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<tbody>
<tr>
<td>C</td>
<td>6CF003 Tackling Inequality Through Inter-Agency Working</td>
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<tr>
<td>C</td>
<td>6CF005 Rights, Responsibilities and Advocacy</td>
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#### Semester 2

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<tbody>
<tr>
<td>C</td>
<td>6CF008 Critical debates in social policy</td>
<td>20</td>
</tr>
<tr>
<td>C</td>
<td>6CF009 Exploring Risk in Late Modernity</td>
<td>20</td>
</tr>
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Where to get help with your course
The School for Education Futures, Academic and Professional Pathways 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. You should check the WOLF site for each module that you are taking. You will access all students’ services through three platforms: WOLF, Pebblepad and e:Vision which you will be introduced during induction.

Student Support
If you have, or think you may have a special need such as dyslexia, or some other disability or illness affecting your studies in the long term, contact:

Dr Stephanie Brewster
Special Needs Tutor for SEF
s.brewster@wlv.ac.uk
Gorway, WG023
01902 323026

or Donna Clifford
Disability Adviser for SEF
Student Enabling Centre, MB004
Tel : 01902 (32)1353
Donna is also at Walsall on Wednesdays and Fridays

You can also look on the WOLF topic 'Students with Special/Additional Needs- School for Education Futures'

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

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

Who to Contact for help when you are studying on campus

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
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<td>(Students with disabilities)</td>
<td>Personal Tutor (see eVision for details)</td>
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<td>Special Needs Tutor or Student Enabling Centre</td>
<td>University Counselling Service</td>
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<td>W: <a href="http://www.wlv.ac.uk/sec">www.wlv.ac.uk/sec</a> E: <a href="mailto:sec@wlv.ac.uk">sec@wlv.ac.uk</a> T: 01902 32(1074)</td>
<td>W: <a href="http://www.wlv.ac.uk/counselling">www.wlv.ac.uk/counselling</a> E: <a href="mailto:counsellingservices@wlv.ac.uk">counsellingservices@wlv.ac.uk</a> T: 01902 32(2572)</td>
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<td>Independent academic, financial, international and housing advice</td>
<td>Students’ Union Advice and Support Centre</td>
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<td>W: <a href="http://www.wolvesunion.org/advice">www.wolvesunion.org/advice</a> E: <a href="mailto:advice.wolvesunion@wlv.ac.uk">advice.wolvesunion@wlv.ac.uk</a> T: 01902 32(2038)</td>
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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
A range of employability skills is built into this programme in order that you develop and refine attributes that will be beneficial to you in the workplace, such as sharing information with others, using critical thinking, and becoming a reflective practitioner.

Successful completion of this course could lead to family support work, parenting assessment, working with young people and their families, and work within charities and the voluntary sector. In addition, there is a range of opportunities to work within local authorities and the criminal justice system.

You may also wish to consider other progression routes via postgraduate study: if you wish to go into teaching within a school, you may choose to undertake a Postgraduate Certificate in Education (PGCE) or if you wish to go into teaching/lecturing within a college of Further Education, you may choose a PGCE in Post –Compulsory Education. Alternatively, you may wish to consider a Graduate Nursing or Social Work course or undertaking a Master’s Degree in Education or Social Work before considering lecturing or research.

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.