UNIVERSITY OF WOLVERHAMPTON

BEd (HONS) Early Primary Education COURSE GUIDE 2013-2014

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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.

| Please enter the contact details for your Personal Tutor for your future reference: | The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision |
| Your local Academic School Office is: | Walsall Campus, WN326 |
| Tel: 01902 323109 | |
| 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.

Clair Jenkins
Head of Department, Primary Programmes
clair.jenkins@wlv.ac.uk

Course Management and Staff Involved with the Course
Please note the prefix to telephone numbers is 01902 32 then add the extension number you require:

<table>
<thead>
<tr>
<th>Name</th>
<th>Ext</th>
<th>Room</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrick Smith (Associate Dean)</td>
<td>3071</td>
<td>WN319</td>
<td><a href="mailto:Patrick.Smith@wlv.ac.uk">Patrick.Smith@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Balbir Ahir</td>
<td>3288</td>
<td>WE106</td>
<td><a href="mailto:B.K.Ahir@wlv.ac.uk">B.K.Ahir@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Christy Caddick</td>
<td>2897</td>
<td>WE120</td>
<td><a href="mailto:Christy.Caddick@wlv.ac.uk">Christy.Caddick@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Sue Fawson</td>
<td>1619</td>
<td>WG004</td>
<td><a href="mailto:S.Fawson@wlv.ac.uk">S.Fawson@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Paul Gurton</td>
<td>8415</td>
<td>WG007</td>
<td><a href="mailto:paul.gurton@wlv.ac.uk">paul.gurton@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Irene Hall (Senior Administrator)</td>
<td>3216</td>
<td>WN326</td>
<td><a href="mailto:I.A.Hall@wlv.ac.uk">I.A.Hall@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Robert Heath</td>
<td>3256</td>
<td>WE107</td>
<td><a href="mailto:robert.heath@wlv.ac.uk">robert.heath@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Andy Hutchinson</td>
<td>2849</td>
<td>WE108</td>
<td><a href="mailto:andrewhutchinson@wlv.ac.uk">andrewhutchinson@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Greg Jones</td>
<td>3130</td>
<td>WG007</td>
<td><a href="mailto:g.h.jones@wlv.ac.uk">g.h.jones@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Manisha Patel (Primary Partnership Administrator)</td>
<td>3109</td>
<td>WN326</td>
<td><a href="mailto:M.Patel3@wlv.ac.uk">M.Patel3@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Mike Lambert</td>
<td>2866</td>
<td>WN327</td>
<td><a href="mailto:M.Lambert@wlv.ac.uk">M.Lambert@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Chris Randall (Partnership Director)</td>
<td>3226</td>
<td>WN333</td>
<td><a href="mailto:C.J.Randall2@wlv.ac.uk">C.J.Randall2@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Clair Jenkins (Head of Department)</td>
<td>3186</td>
<td>WN333</td>
<td><a href="mailto:Clair.jenkins@wlv.ac.uk">Clair.jenkins@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Simi McConnell</td>
<td>3296</td>
<td>WE115</td>
<td><a href="mailto:Simi.McConnell@wlv.ac.uk">Simi.McConnell@wlv.ac.uk</a></td>
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<tr>
<td>Rebecca Palmer</td>
<td>2004</td>
<td></td>
<td><a href="mailto:r.palmer@wlv.ac.uk">r.palmer@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/.

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 Clair Jenkins, Head of Department, Primary Programmes (clair.jenkins@wlv.ac.uk).

The educational aims of the course are: to understand the aims, principles and design of the curricular and how to use this effectively to support teaching and learning; and, to understand the process of learning, including some of the key paradigms and their impact on educational practice. This includes a knowledge and understanding of how children’s learning can be affected by a range of factors (physical, intellectual, linguistic, social, cultural and emotional development) and how to encourage children to become successful, confident learners and responsible global citizens.

The course learning outcomes are: to become a knowledgeable, reflective practitioner and to be readily able to engage with professional dialogue relating to your own value systems, research and questioning concepts and theories encountered in your studies. This knowledgeable and enterprising approach is a key skill in preparing to be a teacher of the future.

These will be achieved through the following learning activities:
Throughout the course, you will be expected to work closely with your peers, professional colleagues and tutors through a range of lectures, seminars, workshops and blended learning opportunities. You will be guided and supported to develop your knowledge and understanding of the principal features of primary education; to engage meaningfully with fundamental questions concerning the aims and values of education and its relationship to society; to construct and test their research about educational issues in a clear, lucid, ethical and coherent manner; to value and respect and show commitment to the communities in which they work; and, demonstrate sensitively to the needs of others, respecting their individual rights, and supporting their intellectual and social development. Centre-based training is assessed through a range of tasks including formal assignments, presentations and portfolios.
Further to this, to satisfy the requirements of this course and to be recommended for the award of Qualified Teacher Status (QTS), you must show sufficient evidence of achieving of the professional Standards for the award of QTS as outlined in current National College documentation. Underpinning these Standards are rigorous requirements to demonstrate appropriate professional conduct, as well as perform effectively in all aspects of the teacher’s role. You will have to discharge the professional responsibilities and duties of teachers during all phases of the course, including those periods when working in an educational setting e.g. in a primary school. For example, you must develop and be able to demonstrate a number of skills, some of which are listed below:

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge which will enable you to maintain pupils’ interest in the subject, and address misunderstandings.
4. Plan and teach well-structured lessons.
5. fulfil wider professional responsibilities including making a positive contribution to the wider life and ethos of the school and developing effective professional relationships with colleagues.

School-based work is assessed through formal observations and the completion of a portfolio including a Record of Professional Development through which the professional Standards are demonstrated.

The course is accredited by the following professional body/ies

This course adheres to 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.

The BEd (HONS) Early Primary/ Primary with a recommendation for QTS is subject to regulations over and above those set out in the University of Wolverhampton’s Academic Handbook of Principles, Regulations and Procedures. This is because you are required to meet all the Standards set out in the current National College documentation and pass the Professional Tests to be recommended for QTS. To meet these requirements, the BEd (HONS) in Early Primary/Primary Education is presented as a coherent course.

To qualify for the award (BEd (HONS)) you must pass every module of the BEd (HONS) Early Primary/Primary course – this includes Attachment Modules. You must have passed 120 credits at Level 4 and 120 credits at Level 5 and 120 credits at Level 6. A Level 6 project module will need to be included in the total of Level 6 credits. This award leads to the recommendation for QTS. (Further details relating to classification are available on the website.) No compensation is permitted. No APA is permitted.

A re-sit of an Attachment Module is permitted on one occasion subject to the agreement of the Academic Board.

If you fail a module you will have the right to attempt the failed assessment once during the academic year to which it relates unless special circumstances exist. If you fail a second time, you have the right to repeat a module. The University cannot guarantee that all modules will be available to be repeated, in which case you will be required to take a replacement module.

The university will need to ensure that you have met all the relevant standards set out in the current National College documentation in order for you to be recommended for QTS. This may mean, on occasions, ensuring that your subject knowledge and understanding continues to be secure beyond the point at which it is assessed in any particular module.
To qualify for the award of BA (HONS) in Primary Education Studies you must have passed 120 credits at Level 4 and 120 credits at Level 5 and 120 credits at Level 6. A Level 6 project module will need to be included in the total of Level 6 credits. It should be noted that this award does not lead to the recommendation for QTS and is, therefore, subject to normal university regulations for the award of an honours degree. (Further details relating to classification are available on the website).

To qualify for the award of BA in Primary Education Studies you must have passed 120 credits at level 4 and 120 credits at Level 5 and 60 credits at level 6. It should be noted that this award does not lead to the recommendation for QTS and is, therefore, subject to normal university regulations for the award of an honours degree.

To qualify for the award of Diploma in Higher Education in Primary Education (DipHE) you must pass a total of at least 240 credits. Of the 240 credits, you must pass at least 120 credits at level 5 (or above). This award does not lead to the recommendation for QTS.

To qualify for the Certificate in Higher Education in Primary Education (CertHE) you must have a total of at least 120 credits at level 4 or above. The award does not lead to the recommendation for QTS.

Please note that a pre-requisite for a pass mark for any single piece of work is that the standard of written English is acceptable.

Interim Awards
Please see above (Academic regulations).

External Examiners
Prof. Des Hewitt – University of Derby
Carol Precious – formally from Canterbury Christchurch
Daniel Ayres – University of East London
Sue Davis – University of Leicester

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 Honours Degrees

<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>

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.

This course adheres to 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.

The BEd (HONS) Early Primary/ Primary with a recommendation for QTS is subject to regulations over and above those set out in the University of Wolverhampton’s Academic Handbook of Principles, Regulations and Procedures. This is because you are required to meet all the Standards set out in the current National College documentation and pass the Professional Tests to be recommended for QTS. To meet these requirements, the BEd (HONS) in Early Primary/Primary Education is presented as a coherent course as explained on pages 6 and 7.

Course Information

Communications
One of the most important ingredients contributing to the success of any organisation – and the operation of a course like the BEd (HONS) Early Primary Education - is an effective and efficient system of communication. At any time we may need to contact you on important matters relating to work or your personal life. You too from time to time will want to consult us, possibly urgently.

It is therefore essential that you follow the guidelines set out below.

Notice Boards and WOLF
Check your Year Group notice board (Ground floor, WN Block), each day that you are on the Walsall Campus. If you are not able to do this yourself, ask someone to do it for you. In addition to this, it is important that you check module details on WOLF and that you access your emails regularly.

Contacting Staff
In most cases your Personal Tutor will be your first line of contact, but in all cases, if the member of staff you wish to contact is not in her/his room, please leave a message with the administration team explaining briefly your query or concern and giving times when you could meet. If there is a telephone number you can be contacted on, then please leave this. You are also invited to email members of the team but we would ask that you appreciate there are times when members of the team may have difficulty accessing emails due to their work in partnership schools, their teaching and research commitments. We aim to respond within a reasonable timeframe.

Notification of address and other contact details
Please make sure that the Student Office and the Teacher Education Office have your up-to-date home and term-time addresses and other contact details. It may be necessary to contact you urgently and this can only be done if we have your current contact information accurately recorded.
Illness and Absence
If you are ill and your performance has been or will be affected, you must let Student Office have official medical certification. Other personal and domestic problems may also affect your performance.

Although you will probably wish to discuss such matters with your Personal Tutor, the responsibility for submitting any request for extenuating circumstances to be taken into consideration is entirely your own.

It is essential that the Student Office is informed as soon as possible of all problems, whether they are health related or personal, so that your request for extenuating circumstances can be transmitted to the relevant Subject and Award Board. Informing the Student Office after the meeting of the Boards may be too late.

Emergency Contact
We appreciate that there may be occasions when you are on Campus and people need to contact you in an emergency. To enable us to find you quickly, it is important that such people have full details of your course, timetable, location etc. In the event of an emergency, the following numbers can be used to contact you:

01902 323216 or 01902 323109

However, you are asked to ensure that these numbers are used for emergencies only.

When you are in school on attachment please ensure that the appropriate people (e.g. family) have the school contact number.

Timetables
This is a full-time course. There are very few days in which you are not expected to attend centre-based training or when you will not be working in school. It is of paramount importance that you review your timetable thoroughly at the start of the year and develop a personal timetable identifying assessment dates and reading time. It is also important that you are available during half terms and some holiday periods to ensure that, if necessary, tutorials can be provided. Please note that the timetable if subject to change at short notice.

Criminal Records Bureau
There are certain categories of offences that debar people from working with children or vulnerable adults. To commence this course you will be required to obtain a certificate of Enhanced Disclosure. To find out about this, please consult the Teacher Education Office, Room WN326 or telephone 01902 323109. Home Office Circular 6/2006 also requires us to notify the DCFS if any teacher (or person training to be a teacher) has an offence that is recorded on their CRB Certificate. This will not necessarily preclude the person from training unless the offence renders the person unsuitable. If you have any concerns about this please contact Patrick Smith by e-mail (Patrick.Smith@wlv.ac.uk) or on 01902 323071.

Please note that your full enrolment on the course is dependent upon receipt of an acceptable CRB certificate. It should be noted that you may be required to present your CRB when entering a school and failure to do so, could mean that the school deny you entrance. If you lose your CRB, please report this to Irene Hall (WN326 Tel: 01902323216) at the earliest opportunity. It is your responsibility to ensure that your CRB is valid and up to date.
Social networking website communication – Academic Misconduct

Please note that communication about schools, school and University staff, other trainees, pupils and their families outside a professional capacity is inappropriate:

You must also note that any communication about school or University staff is likely to breach confidentiality or bring an individual or organisation into disrepute will result in an investigation.

If the investigation reveals breach of terms and conditions of employment and/or the GTCE’s Code of Conduct or the University’s Fitness to Practice Code – the consequences could lead to termination of study.

If you have any doubt about the use of social networking please do not hesitate to consult the relevant professional body.

Please note, the use of social networking to divulge inappropriate information will be subject to investigation and may lead to your termination from a professional award.

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. 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.
- Book a Skype appointment with study skills adviser or joint the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
- 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: modules worth 120 credits each academic year

<table>
<thead>
<tr>
<th>Level 4 (1)</th>
<th>Year long modules</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 4PE001</td>
<td>The Developing Maths Teacher</td>
<td>20 credits</td>
</tr>
<tr>
<td>C 4PE002</td>
<td>Science and Technology</td>
<td>20 credits</td>
</tr>
<tr>
<td>C 4PE003</td>
<td>The Developing Child</td>
<td>20 credits</td>
</tr>
<tr>
<td>C 4PE004</td>
<td>The Language of Learning</td>
<td>20 credits</td>
</tr>
</tbody>
</table>
In order to achieve the aims of the award you will need to undertake a study of the most important subjects that make up the primary school curriculum. You will, therefore, study in some detail the core subjects of English, mathematics and science together with technological understanding. You will also receive an introduction to the foundation subjects of the primary school curriculum and study areas of professional studies that provide an overview of education and educational philosophy.

The year is divided into two semesters but, usually, Early Primary/Primary modules work across the traditional university semesters in line with the school timetable. The undergraduate course consists of six modules at NQF Level 4, 5 and 6. You must pass all modules at each level before progressing to the next year of your course. Each module has a clear Module Guide and, sometimes, additional module guidance which explains assessment tasks, submission dates and provides a weekly outline for each module.

You will undertake four school attachments across the course, at least one in each year. Each attachment consists of a sequence of one-day serial visits, followed by a block period in school.

Through the Professional Studies module you will be able to develop further your awareness of the professional duties and responsibilities of teachers which includes activities such as effective communication (oral and written) with children, colleagues,
parents and carers; the capacity to work with and manage change; the ability to take responsibility for their professional learning and development through independent learning; an understanding of the teacher’s role and the roles of others in safeguarding and promoting the well-being of children.

Subject specific modules will support you in developing further your own subject specific knowledge, skills and understanding relating to each subject taught in the primary curriculum to support effective teaching (planning, delivery, monitoring and assessment) and learning. This includes confidently engaging with new and emerging technologies and digital literacy’s for administration and management as well as to directly support teaching and learning in the classroom.

School based training will provide you with the opportunity to demonstrate your knowledge, skills understanding to plan, teach (through a range of appropriate teaching, learning and behaviour management strategies) and evaluate lessons and/or sequences of lessons. To give appropriate recognition of your achievements the final school attachment module is graded using the University’s marking scale. The grade for the final school attachment will be awarded as closely as possible in accordance with the criteria used by the inspection agency, the Office for Standards in Education (OFSTED), when awarding grades 1, 2, 3 or 4 in their assessment of trainees nearing completion of their training. This grade will be quoted in references and in the Career Entry and Development Profile. The award of grade 4 for school attachment is a fail grade.

This is a full-time course. You are expected to attend all sessions and attendance records are maintained. The National College stipulate a minimum number of days from the training programme that must be spent in schools.

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**University Academic Calendar**

*Academic calendar*

There is slight variance to the University of Wolverhampton’s Academic Calendar start and end dates for Primary Initial Teacher Training these dates are illustrated below for your information.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>09 September 2013</td>
<td>PGCE Course begins</td>
</tr>
<tr>
<td>16 September 2013</td>
<td>BEd Year 1 Courses begin</td>
</tr>
<tr>
<td>18 September 2013</td>
<td>BEd Year 2 return</td>
</tr>
<tr>
<td>17 September 2013</td>
<td>BEd Year 3 return</td>
</tr>
<tr>
<td>23 December 2013 –</td>
<td>Christmas break</td>
</tr>
<tr>
<td>03 January 2014</td>
<td></td>
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<tr>
<td>14 April – 25 April 2014</td>
<td>Easter break</td>
</tr>
<tr>
<td>16 May 2014</td>
<td>Semester 2 ends for BEd Year 1</td>
</tr>
<tr>
<td>16 May 2014</td>
<td>Semester 2 ends for BEd Year 2</td>
</tr>
<tr>
<td>30 June 2014</td>
<td>Semester 2 ends for BEd Year 3</td>
</tr>
<tr>
<td>01 July 2014</td>
<td>Semester 2 ends for PGCE</td>
</tr>
</tbody>
</table>
Please note that there are no half-term holidays and that it is advisable to be available until the 11th July 2014, to ensure that if the final Attachment Module (Year 3) needs to be extended due to, for example, ill-health, this can be arranged.

Non completion of the stipulated number of days in school could result in a failed module and non-completion of the course.

Block attachments in schools
Further information will be provided in September by the Director of Partnership and can be seen on your individual timetable.
Where to get help with your course

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

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

**IT Problems**
- W: [www.wlv.ac.uk/ITServices](http://www.wlv.ac.uk/ITServices)
- T: 01902 32(2000)

**Who to Contact for help when you are studying on campus**

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

**Careers & Employment Centre**
- W: [www.wlv.ac.uk/careers](http://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](http://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](http://www.wlv.ac.uk/counselling)
- E: counsellingservices@wlv.ac.uk
- T: 01902 32(2572)

**Independent academic, financial, international and housing advice**
- Students’ Union Advice and Support Centre
- W: [www.wolvesunion.org/advice](http://www.wolvesunion.org/advice)
- E: advice.wolvesunion@wlv.ac.uk
- T: 01902 32(2038)

**General queries**
- eVision helpdesk or your
- Student Centre
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
All those who successfully complete the BEd (HONS) in Early Primary/Primary Education and have passed the Professional Tests in English and mathematics will be recommended for the award of
QTS. This will allow you to take up a teaching post in a maintained school and to begin their induction into the teaching profession. The BEd (HONS) provides an ideal foundation for newly qualified teachers (NQTs). Further details of the induction procedures can be found on the National College website.

Upon completing the course successfully, you will be ideally placed to undertake the induction period that is designed to make sure that all NQTs are supported through the first year of teaching after gaining QTS. It also helps to ensure that future development is built on a firm foundation. There are two main aspects to the induction period; an individual programme of professional development and monitoring, and assessment against national induction standards. The induction period lasts for the equivalent of three school terms. Although your progress will not affect your QTS, you must complete induction successfully to continue teaching in a maintained school or non-maintained special school in England.

Many NQTS are supported by their local authorities to gain accreditation by completing successfully their induction period. This accreditation by an institution such as the University of Wolverhampton may provide these NQTs with credits that contribute towards a higher degree such as a Master of Education. During your course you will be given more information about such opportunities by Andy Cramp.

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.