UNIVERSITY OF WOLVERHAMPTON

Foundation Degree in Supporting Children in Primary Education COURSE GUIDE
(2013/14)

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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: | ___________________________________________
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<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>
</tr>
<tr>
<td>Your local Academic School Office is:</td>
</tr>
<tr>
<td>Your Student Centre (Here to Help) is:</td>
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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.

Catherine Lamond,
C.Lamond@wlv.ac.uk

Course Management and Staff Involved with the Course
Course Leader – Paul Wiseman P.Wiseman@wlv.ac.uk
Award Leader – Anne Hollinshead A.Hollinshead@wlv.ac.uk
Special Needs Tutor – Stephanie Brewster S.Brewster@wlv.ac.uk

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 Paul Wiseman
P.Wiseman@wlv.ac.uk

The educational aims of the course are: This course is for support staff in primary schools, enabling you to study while you work. It aims to build on your professional experiences, linking them to theory. The course focuses on primary educational settings, considering how you can meet and address the challenges of inclusive education. You will be encouraged to reflect on your professional development in a positive way as members of a diverse global society. Throughout the course there is an emphasis on challenging assumptions, responding to different views in an enterprising way and adopting collaborative ways of working with parents and other professionals. You will have opportunities to consider a range of issues and perspectives surrounding working with vulnerable groups. You will study current policies, procedures and practice, relating these to your workplace experiences. Modules will be delivered using a range of interactive teaching strategies, in order to develop digital literacies and professional skills and attributes.

The course learning outcomes are: On completion of the course, students will be enabled to:
• Demonstrate knowledge and understanding of the importance and challenges of inter-agency working when leading practice to meet the needs of children and families, including health and well-being;
• Demonstrate knowledge and understanding of the expected pattern of children’s development, including pedagogical approaches, creative planning of learning opportunities, the curriculum, the learning environment, assessment and methods of researching these;
• Demonstrate the underlying values and principles relevant to the ideologies of inclusion, including the diversity of learners and the complexities of the inclusion process;
• Process a range of relevant empirical and theoretical data to propose solutions to problems in different contexts;
• Reflect on their own value system, relating this to social diversity and global citizenship. Develop the qualities and transferable skills necessary for lifelong learning, including digital literacy.

These will be achieved through the following learning activities: Opportunities to achieve these learning outcomes will be provided by the following methods:

• active contribution to lectures and group activities, including critical debate and discussion in seminars and tutorials;
• participation in individual and group presentations and in 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.

Activities will include:

• Lectures;
• Seminars;
• On line learning tasks;
• Blogs;
• Tutorials;
• Evaluation of resources;
• Case studies;
• Debates;
• Group work;
• Student presentations;
• Problem solving activities.

Students will be expected to use a variety of digital media throughout the course.

The course is accredited by the following professional body/ies
N/A

External Examiners
Graham Morley g.morley@talktalk.net

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:

**Foundation Degrees**

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<thead>
<tr>
<th>Part Time Students</th>
<th>Normal</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>Foundation Degree</td>
<td>3 years</td>
<td>6 years</td>
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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**
As your Foundation degree adopts a blended approach in relation to learning and teaching you will have access to electronic copies of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, handouts, and reading lists. Resources will be made available through the University’s online learning environment WOLF, and you will also have access to resources through a range of teaching webfolios via PebblePad e:Portfolio.

As part of the blended approach a range of online formative assessments has been designed, including small group learning sets and you will be introduced to e-portfolio whole group and individual blogs where meaningful electronic assessment feedback is given. This also facilitates opportunities to collaborate online with others in your learning cohort. Throughout your Foundation degree there is an emphasis on developing your skills to become a critical reflective practitioner in regards to both your personal and professional development. The use of an individual blog provides you with the opportunity to participate in electronic Personal Development Planning (ePDP). Several of your assessments will be online and you will be able to submit appropriate assessments ‘on-line’.

As part of your learning journey on the Foundation degree a range of student generated resources are being developed on an on-going basis. These include videoing of student debates, seminars and presentations and video clips of students reflecting on critical incidents. In addition there are opportunities to further engage in interactive learning during all face to face sessions, with the use of video analysis, multi-media resources and web materials.

**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**: normally modules worth 120 credits each academic year

**Part-time**: normally modules worth no more than 80 credits each academic year.

Level 4 (1) PLEASE NOTE: you will have the opportunity to apply for 40 credits APEL (accreditation of prior experiential learning) at level 4

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<th>Year long modules</th>
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<tbody>
<tr>
<td>Core</td>
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<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>Core</td>
<td>4CF002 Child development</td>
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| Core | 4SN006 Promoting inclusive practice | 20 |

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<th>Level 5 (2)</th>
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<tr>
<td>Year long modules</td>
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<td>Core</td>
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| Core | 5SN003 Professionals in context | 20 |

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<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>Core</td>
<td>5SN002 Enabling learning</td>
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</table>

| Core | 5SN004 Exclusion from school and social justice | 20 |
Course Structure for Postgraduate Courses
Students will study:
Full-time: normally modules worth 180 credits (a full masters course may be completed over one calendar year);
Part-time: normally modules worth no more than 80 credits each academic year.

Enter module codes only in the following tables to reflect the proposed structure for your course. Please shade in the blocks in which your students will undertake the masters dissertation.

University Academic Calendar
University Academic Calendar.
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)

**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)

**General queries**
- eVision helpdesk or your Student Centre

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

**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)
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
On successful completion of your FDSCIPE you can progress on to the BA Hons in Special Needs and Inclusion Studies
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.