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About this guide

This Course Guide has been designed to help you plan your programme. 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 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: | Malini Hampton room WN301  
M.Hampton@wlv.ac.uk  
Phone: 01902 323005 |
|--------------------------------------|---------------------------------------------------------------|
| Shirley Seager room WN301  
shirleyseager@wlv.ac.uk  
Phone: 01902 322823 |

| Your Student Centre (Here to Help) is: | Angela Mehta room WA112  
A.Mehta2@wlv.ac.uk  
Phone: 01902 323208 |
|---------------------------------------|---------------------------------------------------------------|

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. Updates can be found on the WOLF topic: ‘Masters in Education Student Support Topic’ (MESST). We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome

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

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

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

Dr Andy Cramp (andycramp@wlv.ac.uk)
MA Education Award Leader
## Course Management and Staff Involved with the Course 2013-14

<table>
<thead>
<tr>
<th>Name</th>
<th>Tele</th>
<th>Role</th>
<th>Email</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ada Adeghe</td>
<td>3292</td>
<td>Module Leader &lt;br&gt;Award leader: PG Cert Leadership in Education &lt;br&gt;APL Coordinator</td>
<td>A.Adeghe</td>
<td>WN329</td>
</tr>
<tr>
<td>Julie Wilde</td>
<td>3210</td>
<td>Award Leader: PG Cert Mentoring</td>
<td>J.Wilde3</td>
<td>WG010</td>
</tr>
<tr>
<td>Jas Dhillon</td>
<td>3014</td>
<td>Module Leader</td>
<td>J.K.Dhillon</td>
<td>WN329</td>
</tr>
<tr>
<td>Brendan Bartram</td>
<td>3297</td>
<td>Personal Tutor for all Full-time students</td>
<td>B.Bartram</td>
<td>WE117</td>
</tr>
<tr>
<td>Andy Cramp</td>
<td>3233</td>
<td>Award Leader MA Education and Module Leader</td>
<td>andycramp</td>
<td>WN329</td>
</tr>
<tr>
<td>Linda Devlin</td>
<td>3238</td>
<td>Module Leader</td>
<td>L.Devlin</td>
<td>WN305</td>
</tr>
<tr>
<td>Karl Royle</td>
<td>2837</td>
<td>Module Leader and Award Leader: PG Cert Learning in the Digital Age</td>
<td>K.Royle</td>
<td>WN304</td>
</tr>
<tr>
<td>Chijioke Obasi</td>
<td>3376</td>
<td>Module Leader</td>
<td>Chijioke.Obasi</td>
<td>WN332</td>
</tr>
<tr>
<td>Bill Myers</td>
<td>2873</td>
<td>Module Leader</td>
<td>B.Myers</td>
<td>WE105</td>
</tr>
<tr>
<td>Karen Clarke</td>
<td>3023</td>
<td>Associate Dean</td>
<td>K.Clarke</td>
<td>WN320</td>
</tr>
<tr>
<td>Mahmoud Emira</td>
<td>2822</td>
<td>Module Tutor</td>
<td>emira</td>
<td>WN307</td>
</tr>
<tr>
<td>Julie Hughes</td>
<td>3106</td>
<td>Module Tutor</td>
<td>J.Hughes2</td>
<td>WN332</td>
</tr>
<tr>
<td>Andrew Hutchinson</td>
<td>2849</td>
<td>Module Leader</td>
<td>andrewhutchinson</td>
<td>WE108</td>
</tr>
<tr>
<td>Michael Jopling</td>
<td>3268</td>
<td>Module Tutor</td>
<td>michael.jopling</td>
<td>WN306</td>
</tr>
<tr>
<td>Catherine Lamond</td>
<td>2891</td>
<td>Module Tutor</td>
<td>C.Lamond</td>
<td>WG023</td>
</tr>
<tr>
<td>Matthew O’Leary</td>
<td>3339</td>
<td>Module Tutor</td>
<td>moleary</td>
<td>WN332</td>
</tr>
<tr>
<td>Rob Smith</td>
<td>3102</td>
<td>Module Tutor</td>
<td>rob.smith</td>
<td>WN332</td>
</tr>
<tr>
<td>David Thompson</td>
<td>2078</td>
<td>Module Leader</td>
<td>D.W.Thompson</td>
<td>WG023</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 want 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 with the Course

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

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. He/she will then be able to give you advice on 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 helps to 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.

**About the Course**

This Guide outlines the modules available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact your personal tutor.

The educational aims of the MA Education course are:

**Overview:** The MA Education aims to develop the knowledge, understanding, skills and professional values of participants engaged with education and/or training settings.

**Academic skills:** The MA Education seeks to further enhance participants’ capacity to apply scholarship, theory and research to relevant UK and international contexts and use critical reflection and analysis as a means for enhancing professional practice.

**Professional development:** The MA Education aims to support the development of initiative and decision-making in complex and unpredictable situations. Participants are expected to develop these skills by understanding the key debates at the forefront of their field and employ underpinning theory to evaluate and improve their own judgement, professional practice and development.

**Personal development/working with others/communication:** The MA Education also aims to promote innovative thinking, creativity and flexibility in approaches to working independently and with others. Independent learning is also encouraged to sustain continued professional development in the future.

The course learning outcomes are that by the end of the course you should be able to demonstrate:

| 1. | the significance of relevant professional, institutional, sector and societal factors shaping education, policy and practice; |
| 2. | a clear grasp of issues of equality, diversity, inclusion and social justice related to education policy and practice; |
| 3. | in-depth knowledge of major educational theories, concepts and rivalries based upon seminal, recent and contemporary educational research including an international perspectives; |
| 4. | use of critical reflection to explore the relationship between theory and practice in complex situations |
| 5. | recognition of your own value positions related to education and associated claims to knowledge in education |
| 6. | the ability to analyse, judge and critique complex or contradictory areas of knowledge |
and practice and think creatively and flexibly to synthesise and transform these ideas

External Examiners

Our external examiner is Dr Roger Levy, University of Hertfordshire, Centre for Research in Professional and Work-Related Learning

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 but 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. Students are 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 Award Leader.

Academic Regulations

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

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

<table>
<thead>
<tr>
<th></th>
<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td></td>
<td>1 year</td>
<td>2 years</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td></td>
<td>1 year</td>
<td>2 years</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td></td>
<td>1 year</td>
<td>1 year</td>
</tr>
<tr>
<td>Postgraduate Certificate in Education (M)</td>
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<table>
<thead>
<tr>
<th></th>
<th>Part Time Students</th>
<th>Normal</th>
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</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td></td>
<td>2 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
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<td>2 year</td>
<td>3 years</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td></td>
<td>1 year</td>
<td>2 years</td>
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</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.
MA Education Modules

Module Title           Critical Reflection & Reflexivity in Professional Learning
Block                  Postgraduate Block 1
Module Code            7ED001
Module Leader          Dr Andy Cramp
Pre-requisites        None
Co-requisites          None

<table>
<thead>
<tr>
<th>Telephone</th>
<th>01902 323 233</th>
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<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:andycramp@wlv.ac.uk">andycramp@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Staff Room Number</td>
<td>WN329</td>
</tr>
</tbody>
</table>

Description

This module provides an introduction to the fundamental importance of critical reflection and reflexivity in professional learning in education, covering issues such as: professional development in a changing world, identity, positionality and ethics. The module will form part of the research strand of the award ideally leading into the research and development module and then into the professional enquiry.

Learning Outcomes

1. Engage with theories and concepts about professional learning as a context for critical reflection and positionality.
2. Examine and discuss the role of critical reflection and reflexivity in leading improvements in practice.
3. Critically reflect on your own development needs to assess how you can bring about greater improvements for learners.

Module Title           Critical Approaches to Diversity, Equality & Social Justice in Education
Block                  Postgraduate Block 2
Module Code            7ED002
Module Leader          Chijioke Obasi
Pre-requisites        None
Co-requisites          None

<table>
<thead>
<tr>
<th>Telephone</th>
<th>01902 323 376</th>
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<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:Chijioki.Obasi@wlv.ac.uk">Chijioki.Obasi@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Staff Room Number</td>
<td>WN332</td>
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</tbody>
</table>

Description

In this module you will have an opportunity to critique current theory and practice around equality and diversity in education and wider society. It will provide you with opportunities for critical examination of contemporary and established theories around inequality social justice and policy responses to diversity. Its aim is to equip students with a broad understanding of issues of equality, diversity and social justice in educational settings including the ways to meet the needs of diverse students within these settings.
Learning Outcomes

1. Critically evaluate policy responses to equality and diversity in the changing context of education.
2. Relate wider issues of inequality, social exclusion and inclusion to a given educational context.
3. Critically analyse and reflect upon your current and future professional practice in relation to equality diversity and social justice.

Module Title: Educational Research & Development Approaches
Block: Postgraduate Blocks 1, 2, 3 and 4 (provisional plan)
Module Code: 7ED007
Module Leader: Dr Andy Cramp
Pre-requisites: None
Co-requisites: None

<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>This module aims firstly to engage participants in a critical discussion about how new educational knowledge is created. Secondly, it aims to support the process of educational research via the development of a research proposal for the professional enquiry, the final module of the MA Education award.</td>
</tr>
</tbody>
</table>

Learning Outcomes

1. Formulate a draft title and research questions for a proposal underpinned by a policy and experimental context.
2. Identify relevant theoretical sources related directly to Learning Outcome 1; begin to critique their value and validity in light of the contested nature of educational knowledge.
3. Propose a methodology for the research proposal which is realistic, ethical and valid incorporating an emerging approach to ideas about data interpretation.

Module Title: Learners in the Digital Age
Block: Postgraduate Block 1
Module Code: 7ED017
Module Leader: Karl Royle
Pre-requisites: None
Co-requisites: None

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<tr>
<th>Telephone</th>
<th>01902 322 837</th>
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<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:k.royle@wlv.ac.uk">k.royle@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Staff Room Number</td>
<td>WN304</td>
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</tbody>
</table>
Description

In this module you will explore the digital identities and habits of learners and teachers within educational settings. You will examine existing theoretical perspectives in digitally mediated education and consider how emergent pedagogical frameworks might be utilised to engage with learners’ digital habits. You will specifically examine the changing role of the learner and teacher/facilitator within this emerging paradigm. You will propose an intervention that takes into account the habitual use of digital tools by learners and show how it can be used for effective learning. For example you might look at the ways in which blogging is used in social spaces and critically appraise its functionality for learning purposes. Is there any research into the habits of bloggers? Is it likely to translate to a school/college space? Does it fit any particular theories of learning?

Learning Outcomes

1. Critically appraise the use of digital tools for learning purposes in a formal OR informal learning context.
2. Propose an intervention supported by appropriate literature for the innovative use of digital tools for learning in a defined context of your choice.

Module Title  Assessment and Learning
Block  Postgraduate Block 2
Module Code  7ED019
Module Leader  Dr Jaswinder K Dhillon
Pre-requisites  None
Co-requisites  None

| Description |

The module aims to develop a critical understanding of the theories, principles and concepts that underpin assessment and learning. Students will examine examples of assessment drawn from their own educational experience and identify strategies for enhancing learning and teaching.

Learning Outcomes

1. Critically examine the relationship between assessment and learning in a teaching and learning programme.
2. Assess the concept of assessment for learning (AfL) and critically reflect on the use of AfL in teaching and learning practice.
3. Evaluate the appropriateness of a method of assessment for promoting learning.
<table>
<thead>
<tr>
<th>Module Title</th>
<th>Developing Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block</td>
<td>Postgraduate Blocks 1 &amp; 3</td>
</tr>
<tr>
<td>Module Code</td>
<td>7ED020</td>
</tr>
<tr>
<td>Module Leader</td>
<td>Ada Adhege</td>
</tr>
<tr>
<td>Pre-requisites</td>
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</tr>
<tr>
<td>Co-requisites</td>
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</tr>
<tr>
<td>Telephone</td>
<td>01902 323 292</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:A.Adeghe@wlv.ac.uk">A.Adeghe@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Staff Room Number</td>
<td>WN329</td>
</tr>
</tbody>
</table>

**Description**

This module supports students to critically analyse their strengths and areas for development by using professional experience and recommended literature to deepen their reflective practice. Students will utilise audit tools as appropriate to enable them to plan effectively for future learning. Students will create an action plan which outlines how they will address identified development areas and be expected to undertake a critical reflection related to the learning identified on their action plans. On the whole, the module will support students to undertake a critical and enquiry-based approach to their professional practice.

**Learning Outcomes**

1. Critically analyse your personalised professional learning needs in your context of work.
2. Develop a plan of how to begin to address those needs.
3. Show a critical awareness of current legislation, guidance, research, professional practice and/or initiatives in relation to your context of work.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Professional Enquiry (60 credits)</th>
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<tbody>
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<td>Block</td>
<td>Runs throughout the year</td>
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<tr>
<td>Module Code</td>
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<tr>
<td>Module Leader</td>
<td>Dr Linda Devlin</td>
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<tr>
<td>Pre-requisites</td>
<td>7ED007</td>
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<td>Co-requisites</td>
<td>None</td>
</tr>
<tr>
<td>Telephone</td>
<td>01902 323 238</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:L.Devlin@wlv.ac.uk">L.Devlin@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Staff Room Number</td>
<td>WN305</td>
</tr>
</tbody>
</table>

**Description**

The Professional Enquiry module engages participants in a systematic and critical enquiry into an area of education related closely to their own professional context and of personal interest. In this context, education is understood to encompass life-long learning and training as well as pedagogic and educative processes taking place within and outside of educational institutions. Participants are expected to engage critically with relevant literature and emphasise contestability in various viewpoints and positions. This small-scale research will include the collection and analysis of primary data. Participants will relate theory to practice and make recommendations based on their findings.
Please note: participants already enrolled to the named award routes (before 2013-14 revalidation) must ensure their enquiry is clearly relevant to that route. Please check this with your supervisor.

Learning Outcomes

1. Formulate a realistic focus and direction for a professional enquiry, of clear value in the field of education.
2. Create a coherent literature review synthesising relevant theoretical sources; critique their value and validity to extend your knowledge and understanding of the enquiry.
3. Formulate and undertake an appropriate, valid and ethical methodology to collect primary data.
4. Interpret, analyse and synthesize data to determine key findings, meaningful conclusions and relevant recommendations.

Module Title: Leading Change in Pedagogy
Block: Postgraduate Block 1
Module Code: 7ED034
Module Leader: Bill Myers
Pre-requisites: None
Co-requisites: None

<table>
<thead>
<tr>
<th>Telephone</th>
<th>01902 322 873</th>
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</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:B.Myers@wlv.ac.uk">B.Myers@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Staff Room Number</td>
<td>WE105</td>
</tr>
</tbody>
</table>

Description

This module will explore theories of change and improvement in pedagogy. Participants will critically engage with pedagogic innovations within their own subject or responsibility. The outcome of the module will be a critically justified development plan which makes clear the intended impact on learners. This will enable a strategy for disseminating the plan, inspiring change in colleagues and establishing agreed success criteria.

Learning Outcomes

1. Explore theories and contemporary contexts for change and improvement in pedagogy.
2. Critically outline and justify a plan for change in your own and colleagues pedagogic practice.
3. Develop an evaluation methodology that could be applied to measuring the effectiveness of pedagogical changes.

The MA Education WOLF Student Support Topic (MESST)

You will find a copy of this course guide in the above WOLF topic along with many other relevant documents including updated timetables. Please make sure you join this topic because it is the best way we can ask for your opinions and send you important information about the MA Education course. Please join it as soon as you start the course.
Blended Learning

All our modules will use the university's virtual learning environment as at least a start point for a blended approach to your learning. Over the period of a module there will be a blend of face to face and online activity based on the learning outcomes of the module and the summative assessment. We aim to work with you in flexible and imaginative ways so that learning is socially active and relevant to your professional needs. Because each week may differ from the last, please make sure you check what each session will require in terms of attendance and/or online activity.

Attendance

The University recognises that you have made a significant investment in both time and money in choosing to study for a postgraduate qualification. Staff are committed to helping you fulfil your potential. Your attendance at and participation in activities is a key factor in ensuring that you do so.

Attendance will help you to:

• understand the subject area you are studying;
• acquire and develop the skills and knowledge needed to ensure success;
• prepare for and undertake assessments;
• learn from and with your fellow students;
• receive feedback from teaching;
• participate in practical and group work;
• develop your communication skills.

Please do remember how important attendance is to your success. Of course attendance can mean face to face or virtual. We value both!

Your Professional Learning

Each module will provide the opportunity to customise your learning to your professional setting and make the experience as relevant as possible. This will always be in the context of the latest and most relevant theoretical discussions in the field of education. You therefore have the opportunity to customise the award so that is consistently supporting you and your setting.

Feedback on your learning

Feedback is a crucial part of learning and can take many forms throughout a module. For example, a whole class discussion or any 1:1 session will involve feedback. Feedback is therefore an on-going activity. Regarding written assignments, are entitled to receive and should benefit from feedback on written assignments which:

• is legible;
• is personalised;
• is given within 3 weeks of submission unless otherwise negotiated;
• is positive, constructive and points to ways forward at all grades;
• includes comments on the text where appropriate;
• relates explicitly to assessment criteria and module learning outcomes;
• comments on expression, syntax and style, where necessary;
• is engaging and challenging;
• contains, or refers to, explicit instruction about retrieval where necessary.

**Student Support**

All part time and full time students have a personal tutor. Updated personal tutor lists are on the WOLF MESST topic by the start of the first PG block and should be noted in your evision account too. Your personal tutor is the first line of support for any issues or questions you may have. Personal tutoring is defined as group or individual guidance given to you by academic staff, with a focus on personal and academic development and progression on your overall programme of study. Your personal tutor will:

1. be a member of academic staff;
2. concentrate on your personal and academic development and progression on your **overall** programme of study;
3. be able to direct you to support facilities available within the School for Education Futures and the University;
4. not be expected to provide academic specialist support for all your modules. Module tutors and leaders should be consulted with specific academic queries;
5. have an understanding of, and commitment to, improving your learning experience;
6. maintain communication (virtual and/or face-to-face) with you during the year as and when you need support. The first communication will be face to face at induction and there is also the opportunity for a review at the end of each year at your request;
7. keep a record of that communication;
8. keep you informed of their availability (virtual and/or face-to-face) for personal tutoring;
9. write any references you request as long as they are given sufficient notice in advance;
10. respect confidentiality.

In order for personal tutoring to be beneficial and meaningful, you will be expected to:

1. maintain communication with your personal tutor as and when you need support;
2. contact your personal tutor if there are any issues that may impact on your academic performance or pose any risk to your progression or withdrawal;
3. act on any recommendations and advice offered by your personal tutor.

**Prizes**

Below are the prizes available to you as participants in the MA Education course. Tutors nominate participants and these nominations go forward to a panel. Prize winners receive their award each year at the graduation ceremony:

<table>
<thead>
<tr>
<th>Prize Description</th>
<th>Description</th>
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<tr>
<td>The Karen Griffiths Memorial Prize.</td>
<td>This prize is awarded to a student who has shown great determination and courage when faced with difficult circumstances. The recipient of this award has continued to study to work towards a personal goal and refused to allow these difficulties to prevent him or her from being successful.</td>
</tr>
<tr>
<td>The Caparo Prize for Achievement in Educational Research</td>
<td>This prize is awarded to the student with the most outstanding piece of educational research.</td>
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The Professional and Postgraduate Development Studies Programme Prize

Awarded for the best performance in a subject.

**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.

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://www.wlv.ac.uk/skills).
- Book a Skype appointment with study skills adviser or join the online chat service [ASSIST](http://www.wlv.ac.uk/skills) - through the Learning Centre “Skills for Learning” website.
- Contact your personal tutor or module leader.

Remember – there is help available if you need it.

The following definition might help to clarify what we mean by ‘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.

**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.

**University Academic Calendar**

The latest [University Academic Calendar](#) is a very helpful document to help you plan your year. You will also find a specific MA Education Calendar in the WOLF Topic ‘MESST’.

**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:
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 much 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
During the final stages of your MA Education course, you will be completing your Professional Enquiry module worth 60 credits. This is a substantial piece of educational research which will have direct impact on you and the setting in which it is based. This module is excellent preparation for further study and we would encourage you to think about the next step in educational study – a [Doctorate in Education](#).

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 wider Wolverhampton academic community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information please visit our [Alumni](#) website.

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