UNIVERSITY OF WOLVERHAMPTON

PGCE Secondary 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.

<table>
<thead>
<tr>
<th>Please enter the contact details for your Personal Tutor for your future reference:</th>
<th>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your local Academic School Office is:</td>
<td>WN326, WN Building, Walsall Campus 01902 323269</td>
</tr>
<tr>
<td>Your <a href="#">Student Centre</a> (Here to Help) is:</td>
<td>HERE 2 HELP WA Building, Walsall Campus 01902 323135</td>
</tr>
</tbody>
</table>

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

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

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

Fay Glendenning,
Head of Secondary ITE, Principal Lecturer
Fay.Glendenning@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name – Responsibility</th>
<th>Telephone / Room</th>
<th>e-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrick Smith</td>
<td>Tel: 01902 323071</td>
<td><a href="mailto:Patrick.Smith@wlv.ac.uk">Patrick.Smith@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Associate Dean - Teacher Education</td>
<td></td>
<td></td>
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<tr>
<td>Room: WN319</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fay Glendenning</td>
<td>Tel: 01902 323151</td>
<td><a href="mailto:Fay.Glendenning@wlv.ac.uk">Fay.Glendenning@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Head of Secondary ITE</td>
<td>Room: WN333</td>
<td></td>
</tr>
<tr>
<td>Dr Angela Gault</td>
<td>Tel: 01902 323156</td>
<td><a href="mailto:A.Gault@wlv.ac.uk">A.Gault@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Secondary Partnership Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room: WN333</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irene Hall</td>
<td>Tel: 01902 323216</td>
<td><a href="mailto:I.A.Hall@wlv.ac.uk">I.A.Hall@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Senior Administrator</td>
<td>Room: WN326</td>
<td></td>
</tr>
<tr>
<td>Dr Ian Rudge</td>
<td>Tel: 01902 323269</td>
<td><a href="mailto:I.Rudge@wlv.ac.uk">I.Rudge@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Administrator of Secondary Partnerships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room: WN326</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Staff-student Liaison
There is a Tutor-Trainee Forum for the PGCE Secondary programme which meets on a termly basis. These meetings will be attended by trainee representatives elected in each subject group. The purpose of this Forum is to allow trainees and tutors to meet to discuss cross-subject issues of teaching and learning. At the end of the course the forum will undertake a full evaluation to feed into the annual monitoring process.

Issues concerning the campus and related areas, for example car parking, campus maintenance, the refectory should be taken up with the Site Manager. The site manager can be contacted through your subject representative. As a last resort, a complaints form may be collected from Reception and returned there after completion. You may also wish to consider referring issues of this kind to the Students Union.


**Student Voice**

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

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

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

**Engagement**

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

Your engagement will help you to:

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

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

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

**The Wolverhampton Graduate**

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

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

- **Digitally Literate**
  
  Our graduates will be confident users of advanced technologies; they will lead others, challenging convention by exploiting the rich sources of connectivity digital working allows.
• **Knowledgeable and Enterprising**  
  Our graduates will know how to critique analyse and then apply knowledge they acquire in an enterprising way.

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

Further information can be found on the University student webpage for [Graduate Attributes](#).

### About the Course

This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Fay Glendenning, Head of Secondary ITE.

The educational aims of the course are:

The Master’s level Post-graduate Certificate (PGCE) in Secondary Education provides a high standard of education and training for those preparing to take up a teaching post in the secondary sector. The course reflects the specific and precise quality frameworks established by the relevant national government agency, and complies fully with the relevant standards framework. The PGCE in Secondary Education is specifically designed to ensure that those who are successful can be recommended to the relevant professional body for the award of Qualified Teacher Status (QTS) - the professional award required by all those who wish to teach in a maintained school.

The course has also been designed to develop secondary school teachers who will be:

- empathetic and committed to pupils' learning;
- reflective and reflexive;
- enthusiastic and innovative;
- open-minded and research-aware;
- capable of engaging in practitioner research;
- flexible and creative

The course will also help a trainee to develop as a teacher who understands the link between subject knowledge and the curriculum knowledge needed to teach his/her their subject. Equally we seek to develop teachers who understand the needs of the individual pupil and the school community in which they will work.

The aims of the course are to develop trainee teachers who are able to:

a) display the technical pedagogical competence to meet and exceed the standards required to be recommended for QTS;

b) research and analyse pedagogical practice and reflect critically on their own, and that of others, in order to evaluate such practice to identify its efficacy and its intended and unintended outcomes;

c) show their understanding of the professional, ethical and legal responsibilities embodied in the role of the secondary school teacher;

d) demonstrate an ability to respond to the diverse needs of learners and play an active role in developing a respect for individual differences, and the protection of children's well-being in their classrooms, schools and wider society; act independently, exercise initiative and act as a positive role model in a range of complex teaching and learning situations.

The course learning outcomes are:

At the end of this course you, the student, will be able to;
1) display the technical pedagogical competence to meet and exceed the standards required to be recommended for QTS;
2) research and analyse pedagogical practice and reflect critically on your own, and that of others, in order to evaluate such practice to identify its efficacy and its intended and unintended outcomes;
3) show your understanding of the professional, ethical and legal responsibilities embodied in the role of the secondary school teacher;
4) demonstrate an ability to respond to the diverse needs of learners and play an active role in developing a respect for individual differences, and the protection of children’s well-being in their classrooms, schools and wider society;
5) act independently, exercise initiative and act as a positive role model in a range of complex teaching and learning situations.

These will be achieved through the following learning activities:
Learning activities to support the learning outcomes will include;

- Reflective Journal Entries
- University Professional Studies Sessions
- University Specialist Subject Sessions
- Audit and action planning
- Construction of personal timeline of education
- Review of progress towards standards to Qualified Teacher Status
- Experience in school, including:
  - Professional studies placement
  - Primary School placement
  - Two major teaching placements
- School-based activities and tasks
- Personalised opportunities for enhanced professional development
- Compiling teaching files
- Record of Professional Development
- Subject Specific Research Project
- Career Entry and Development Portfolio.

The Wolverhampton Online Learning Framework (WOLF) has been developed by the University and www.ewlv.org.uk by the secondary Initial Teacher Education Department and will be used to provide students with the opportunity to;

1. access electronic copies of lecturer produced course documents through the Wolverhampton Online Learning Framework (WOLF) e.g. module guides, assessment briefs, presentations, handouts and reading lists;
2. receive formative feedback online with appropriate meaningful electronic assessment feedback;
3. collaborate on line with others in their learning cohort through the discussion forums on WOLF;
4. participate in electronic Personal Professional Development Planning through the electronic Record of Professional Development (eRPD);
5. submit appropriate assessments online;
6. engage in interactive learning during all face-to-face sessions.

The assessment requirements of the course are based on the need for trainees to demonstrate that they have reached the standards required for Qualified Teacher Status and the academic standards required for the award of PGCE. The assessment methods will include;

- Written assignments and presentations to tutors and peers to demonstrate secure subject knowledge and understanding, the ability to undertake research and the ability to reflect critically on their own teaching practice;
Completion of school-based activities to demonstrate the ability to observe and research into classroom practice;

- Two sustained periods in school undertaking the full range of the teacher’s duties and taking increasing independent responsibility for organising and managing teaching and learning across all of the specified secondary age groups for which they are being trained. Also, there will be a report on a short placement in a primary school;
- Compilation of two teaching files;
- Record of Professional Development.

The PGCE employs a wide range of learning and teaching methods, including formal lectures, small group seminars and practical workshop sessions. All will provide examples of good practice in teaching, which you will reflect upon as you develop your own teaching styles. Much of your training will take place in school with teaching practice and regular professional dialogue with your school-based tutor. You will need to be able to learn from experience and to identify your own needs in this setting.

You will be expected to participate actively in your own learning and development. Reading is an essential part of the process and you will be given directed reading to inform taught sessions and wider reading to develop your knowledge and understanding.

The Master’s level PGCE requires you to develop skills as a reflective practitioner. You will be encouraged to think and write reflectively at all times in a focused and disciplined manner. You will be required to keep field notes in school and to write chapters of a “reflective journal”. This journal will be monitored in tutorials by your tutor and will provide a key source of information for your assessed assignments.

There is a wide range of resources available for your learning, including on-line materials for each module (on WOLF), web-based information on www.ewlv.org.uk and, importantly, the online resources provided by the Learning Centres. Module information will direct you to specific information sources, but there is an expectation that you will research your own sources in order to enhance your achievement of the learning outcomes for the programme.

The PGCE has three interrelated elements with critical reflection at the core:

- Professional studies
- Subject specialist studies
- School based teaching practice.

**Subject specialist studies** are concerned with the knowledge, understanding and teaching of a particular subject. They focus on the key principles and key components of subject knowledge, the ability to apply principles and knowledge in the classroom, and the assessment of pupils' achievements.

**Professional studies** are concerned with teachers’ professional values, roles, responsibilities and development, together with whole school issues in education. Professional studies are taught through Subject studies as well as some whole cohort lectures, mixed group seminars, two days in schools working in mixed subject groups and a Primary school placement.

**School based teaching experience** involves developing competence in classroom teaching to standards described in national legislation.

Attachment 1: October - December
Attachment 2: February – May.

The course is accredited by the following professional body/ies:

- Relevant professional body.
- Relevant national government agency.
- Office for Standards in Education (OFSTED).
Successful completion of the PGCE in Secondary Education or the Graduate Certificate in Secondary School Teaching will result in the recommendation from the University to the relevant professional body for the award of Qualified Teacher Status (QTS).

External Examiners
We have an external examiner for modules for each secondary subject and an Awards External Examiner for Secondary PGCE

Awards External Examiner - Adrian Pinel, University of Chichester  
Design and Technology – Jenny Dein, Sheffield Hallam University  
Computer Science – Helen Boulton, Nottingham Trent University  
English – Karen Lockney, University of Cumbria  
Mathematics – Adrian Pinel, University of Chichester  
Modern Foreign Languages – Peter Saunders, Roehampton University  
Physical Education – Dr Julia Lawrence, Leeds Metropolitan University  
Psychology – Karen Duffy, Manchester Metropolitan University  
Science – John Kirkham, University of Birmingham

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

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

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

<table>
<thead>
<tr>
<th>Postgraduate Awards</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Postgraduate Certificate in Education (M)</td>
<td>1 year</td>
<td>2 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 note that it is necessary for this course to be exempt from University regulations on the grounds of national professional body requirements. Relevant national government agency documentation and requirements (including the relevant standards framework), informs the management, structure and content of the course. No right for retrieval of failure after second attempt (re-takes) can be permitted for placement modules and no compensation is allowed for practice or theory.
Professional body guidelines recommend the PGCE programme provides 120 days experience in school. This means that exemption is required from the University’s Academic Framework. The course will therefore run over two semesters from mid-September to mid-June.

Course Information
Assessment Methods
The assessment requirements of the course are based on the need for trainees to demonstrate that they have reached the standards required for Qualified Teacher Status and the academic standards required for the award of PGCE. The assessment methods will include;

- Written assignments and presentations to tutors and peers to demonstrate secure subject knowledge and understanding, the ability to undertake research and the ability to reflect critically on their own teaching practice;
- Completion of school-based activities to demonstrate the ability to observe and research into classroom practice;
- Sustained periods of time in school undertaking the full range of the teacher’s duties and taking increasing independent responsibility for organising and managing teaching and learning across all of the specified secondary age groups for which they are being trained. Also, there will be a report on a short placement in a primary school;
- Compilation of teaching files;
- Record of Professional Development.

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 Secondary PGCE

Students will study:

### First/Final year

<table>
<thead>
<tr>
<th></th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>120 credits</th>
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<tbody>
<tr>
<td><strong>L6/7</strong></td>
<td>Post-Graduate Certificate in Education (PGCE)</td>
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<tr>
<td><strong>Core</strong></td>
<td>6SE001 Professional Development 1: The Beginning Teacher</td>
<td>7SE001 Professional Development 2: The Developing Teacher</td>
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</tr>
<tr>
<td>6SE001</td>
<td>40 credits</td>
<td>7SE001</td>
<td>40 credits</td>
</tr>
<tr>
<td>6SE002</td>
<td>Subject Specific Pedagogy 1: Teaching the specialist subject</td>
<td>7SE002 Subject Specific Pedagogy 2: Researching the specialist subject</td>
<td>20 credits</td>
</tr>
<tr>
<td>20 credits</td>
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</tbody>
</table>

### Specialist Subjects

These four core modules will be offered across eleven specialist teaching subjects: Design and Technology, English, Computer Science, Mathematics, Modern Foreign Languages, Physical Education, Psychology and Sciences (Biology, Chemistry, Physics, Physics with Mathematics).

### Awards

All trainees studying the Postgraduate Certificate in Education will study 120 credits (60 at level 6 and 60 at level 7) for PGCE with QTS.

- **The Postgraduate Certificate in Education** will be awarded to trainees who achieve all 120 credits at level 6 and 7 (With recommendation for QTS). Thus to achieve the PGCE award, candidates must take and pass all four of the core modules that comprise the course (within re-sit/re-take arrangements stated in the Course Guide).
- **The Graduate Certificate in Secondary School Teaching** will be awarded to trainees who achieve 100 credits at level 6 and 7, including Professional Development 2: The Developing Teacher. (With recommendation for QTS). Such trainees will have also have submitted work for all modules and, whilst they may not have achieved a pass grade, they will have been judged to have provided evidence against standards as stated in module guides.
- **The Graduate Certificate in Secondary Teaching Studies** will be awarded to trainees who achieve 60 credits at level/s 6 and/or 7. (No recommendation for QTS).

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**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

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)

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

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
- 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

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 & Safety issues

It is the student’s responsibility to apply for a Status Check through the Disclosure and Barring Service (DBS). Enrolment on the PGCE will be subject to University approval of a satisfactory Status for working with Children and young people.

It is strongly recommended that all trainees join a Teaching Union, as a student member, prior to starting their placement in school. There will be the opportunity to do this early in your course.

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
Trainee teachers who are recommended for the award of QTS will be well-placed to obtain employment in secondary schools.

The master’s credits gained can be built on, through further study, to gain a Post Graduate Diploma in Education or a Master’s Degree 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 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.