UNIVERSITY OF WOLVERHAMPTON

Childhood Studies
ON-CAMPUS COURSE GUIDE (2013-1014)

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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>Shirley Seagar</td>
</tr>
<tr>
<td></td>
<td>WN Building</td>
</tr>
<tr>
<td></td>
<td>Walsall Campus</td>
</tr>
<tr>
<td></td>
<td>01902 32 2823</td>
</tr>
<tr>
<td>Your <strong>Student Centre</strong> (Here to Help) is:</td>
<td>HERE 2 HELP</td>
</tr>
<tr>
<td></td>
<td>WA Building</td>
</tr>
<tr>
<td></td>
<td>Walsall Campus</td>
</tr>
<tr>
<td></td>
<td>01902 32 3135</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.

Faye Stanley, Subject Leader
FayeStanley@wlv.ac.uk

Course Management and Staff Involved with the Course

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

Staff Involved with the Programme

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Building and room number</th>
<th>Telephone number 01902 32-</th>
<th>Email @wlv.ac.uk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda French</td>
<td>Senior Lecturer</td>
<td>GORWAY</td>
<td>3147</td>
<td>a.french</td>
</tr>
<tr>
<td>Zeta Brown</td>
<td>Senior Lecturer</td>
<td>WG003</td>
<td>3155</td>
<td>Zeta.Brown</td>
</tr>
<tr>
<td>Martin Needham</td>
<td>Senior Lecturer</td>
<td>WG003</td>
<td>3378</td>
<td>m.needham</td>
</tr>
<tr>
<td>Yvette Summers</td>
<td>Senior Lecturer</td>
<td>WG003</td>
<td>3085</td>
<td>YSummers</td>
</tr>
<tr>
<td>Tracey Edwards</td>
<td>Senior Lecturer</td>
<td>WG023</td>
<td>3244</td>
<td>Tracey.Edwards2</td>
</tr>
<tr>
<td>Faye Stanley</td>
<td>Senior Lecturer</td>
<td>WG003</td>
<td>3371</td>
<td>FayeStanley</td>
</tr>
<tr>
<td>Jenny Worsley</td>
<td>Senior Lecturer</td>
<td>WG003</td>
<td>3374</td>
<td>j.worsley</td>
</tr>
<tr>
<td>Jane O’Connor</td>
<td>Senior Lecturer</td>
<td>WG003</td>
<td>8415</td>
<td>j.oconnor</td>
</tr>
</tbody>
</table>
**Student Voice**
The Student Voice is a partnership between the University and the Students’ Union, put in place to make sure student opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

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

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

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

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

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

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

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

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

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

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

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

### About the Course
This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact

Faye Stanley, Subject Leader
01902323371
FayeStanley@wlv.ac.uk

The educational aims of the course are: The Childhood Studies degree will develop your skills and knowledge required for a range of careers working with children, their families and the services that support them. The course will draw on a range of disciplines such as history, psychology, education, sociology, welfare and social policy.

The course is suitable for people new to this area or experienced staff searching for career development. The course takes account of the ecology of children's lives in studying the complexities of family life and of children’s development from conception onwards and the significance of childhood across cultures and societies.

Work experience placements are an integral part of the course and can be negotiated in a variety of settings such as schools, nurseries, community care centres, hospitals, social services, libraries, children’s centres, and other relevant settings. The course will consider theory in relation to the implications for practice and enable you to evaluate and develop appropriate pedagogical approaches to work with children and their families and to consider ethical principles and high quality practice.

Teaching and learning is designed to support digital literacy through use of a range of on-line tools, such as virtual learning environments and e-portfolios and you are encouraged to share knowledge and be enterprising with your ideas.

The course learning outcomes are:

<table>
<thead>
<tr>
<th>At the end of this course you, the student, will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply and synthesise knowledge of the issues of working to meet the needs of children and families</td>
</tr>
<tr>
<td>2. To appraise a range of factors in relation to understanding the patterns of children’s development from birth to eleven, pedagogical approaches for working with children and families and methods of researching these;</td>
</tr>
<tr>
<td>3. To recognise and critically analyse issues in relation to rights, diversity, equity and inclusion in relation to working with children and families in the UK and globally;</td>
</tr>
<tr>
<td>4. To make critical judgements about key concepts, theories and principles including current debates in the area of childhood studies and relate this to</td>
</tr>
</tbody>
</table>
future learning and professional goals.

5. To be able to critically reflect on your own value systems and that of others, in a systematic way to develop your professional and ethical practice.

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

These will be achieved through the following learning activities: Lectures, seminars, debates, small group learning sets, presentations, online tasks and blogging, tutorials, independent research, video analysis, visits, case studies. Students will also have the opportunity to experience a placement at every level of their course giving students' the opportunity to relate their theoretical knowledge to practice.

The course is accredited by the following professional body/ies

Teaching Agency for specialist students

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

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

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

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

### Undergraduate Sandwich Honours Degrees

<table>
<thead>
<tr>
<th></th>
<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Degree (sandwich)</td>
<td>4 years</td>
<td>6 years</td>
<td></td>
</tr>
<tr>
<td>Degree (sandwich)</td>
<td>4 years</td>
<td>6 years</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Part Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Degree (sandwich)</td>
<td>6 years</td>
<td>10 years</td>
<td></td>
</tr>
<tr>
<td>Degree (sandwich)</td>
<td>5 years</td>
<td>10 years</td>
<td></td>
</tr>
</tbody>
</table>
The above maximum registration periods do not include time away from study approved under the Leave of Absence procedure.

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

Course Information

11 Blended learning

In 2008, the University adopted a Blended Learning Strategy which promotes the integration of technology supported learning across all our modules. We believe this will improve the employability and, digital literacy, of our students and the effectiveness and efficiency of our learning and teaching practice.

Outline for the student how the 6 blended learning entitlements have been incorporated in this course.

(Also refer to section 15 which will identify specific modules.)

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

12 Assessment methods

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

The course is written as a ‘spiral curriculum’ which ensures that students are supported and ‘scaffolded’ at each level in terms of the course content and formative
and summative assessment tasks.

At level four you will be required to develop your knowledge of key concepts and theories and analyse patterns of children’s development with a focus on children’s physical, social and emotional development. You will also begin to recognise key issues in relation to rights, diversity, equity and inclusion in relation to working with children and families in the UK and globally. You will also be given the opportunity to develop your presentation skills within formative assessments such as seminars, debates and more formal summative presentations and audio recordings. The development of your writing skills for higher education purposes will also be enhanced through both formative and summative written assignments, including an in-class test. There are also opportunities to help you link your new learning at university to practical situations and workplace/placement experiences in the form of a portfolio of short reflexive essays together with a concluding self-reflection identifying the most significant aspects of personal learning experienced through the module.

At level five you will develop your analytical and critical reflection skills further and you will have the opportunity to enhance your oral and presentation skills which is integrated into assessments to enable you to justify, critique and communicate your theoretical positioning. This will also be achieved through written assignments and a viva where your ability to be more analytical on a range of topics will be assessed. Your digital literacy skills will be developed further through a range of formative tasks. You will also critically reflect on your own value systems and that of others, in a systematic way to develop your professional and ethical practice by completing a workplace/placement and reflecting upon pedagogical approaches as well as international perspectives to working with children and their families and methods for researching these. There will be a focus on children’s language, literacy, maths and knowledge and understanding of the world.

At level six you will be evaluating, synthesising and applying some of the challenges of working with children and their families through a variety of formative and summative assessments including written work and a viva and a presentation. You will also undertake enterprising work-based investigation and problem solving including the role of a leader in ensuring high quality service delivery that meets the needs of children and their families. You will also have developed your own values and appraisal systems and relate this to your own professional goals and link this to your workplace/placement experience.

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

<table>
<thead>
<tr>
<th>Support for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain what kinds of support will be available for learning. Include examples of generic support and any specific support available through the course. How are academic study skills developed in the curriculum?</td>
</tr>
</tbody>
</table>

You will have a range of student support at the University’s Walsall campus. These are available through study skills sessions at the Learning Centre and access to electronic resources.
Study skills are embedded in this course as part of teaching and learning activities, in terms of analysing articles, undertaking literature searches and writing activities.

We also have an academic member of staff who provides academic support sessions which will provide you with the opportunity to talk through issues and concerns that you may wish to focus on to improve your academic skills further.

There is also a Special Needs Tutor for students who feel they have a special or additional need that may affect their learning, achievement or inclusion in University life.

In addition students’ will be supported by tutors to find a placement in a variety of early years settings.

<table>
<thead>
<tr>
<th>14</th>
<th>Any Distinctive Features of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>This section should be used to explain to a student the unique or special aspects of this course. Why should a student study this course as opposed to a similar one at another institution?</em></td>
</tr>
</tbody>
</table>

- This course involves work placements at every level of study.
- The teaching team are from a range of professional backgrounds including education, local authorities, social work, adult education and youth work and are all actively involved in research and writing.
- This course is taught full time and part time
- Members of the Childhood Studies team are all active researchers in an area of childhood studies. For example children and parent interactions, children’s experiences and representations of children in the media.

**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)

<table>
<thead>
<tr>
<th>Year long modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>C/O 4ED003 Research and Personal and Professional Development 20</td>
</tr>
<tr>
<td>C/O 4CF001 Play and Leisure 20</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C/O 4CF002 Child development 20</td>
<td>C/O 4CF004 Growing Up in the 21st Century 20</td>
</tr>
<tr>
<td>C/O 4CF009 Developing Professionalism 20</td>
<td>C/O 4CF005 Safeguarding and Promoting Well-Being 20</td>
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</table>

### Level 5 (2)

<table>
<thead>
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<th>Year long modules</th>
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</thead>
<tbody>
<tr>
<td>C/O 5ED004 Professional and Ethical Practice 20</td>
</tr>
<tr>
<td>C/O 5ED002 Research Methods 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C/O 5CF009 International Perspectives in the Early Years 20</td>
<td>C/O 5CF011 Language and Literacy in the Early Years 20</td>
</tr>
<tr>
<td>C/O 5CF005 Children, Family and Society 20</td>
<td>C/O 5CF013 Developing Knowledge and Understanding 20</td>
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### Level 6 (3)

<table>
<thead>
<tr>
<th>Year long modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>C/O 6CF002 Communication, Language and Literacy 20</td>
</tr>
<tr>
<td>C/O 6ED006 Education Research Project 20</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C/O 6CF003 Tackling Inequality Through Inter- 20</td>
<td>C/O 6CF010 Evaluating Curricula 20</td>
</tr>
<tr>
<td>Agency Working</td>
<td>Frameworks</td>
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<tr>
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</tr>
<tr>
<td>C/O 6CF005</td>
<td>Rights, Responsibilities and Advocacy 20</td>
</tr>
<tr>
<td>C/O 6CF001</td>
<td>Representations of Youth and Childhood 20</td>
</tr>
</tbody>
</table>

**University Academic Calendar**

*University Academic Calendar.*
Where to get help with your course
The School for Education Futures, Academic and Professional Pathways student support site on WOLF is where general notices and information is posted and used to relay urgent messages to all students so it is vital that you subscribe to this site on WOLF and check e-mails you receive. You should check the WOLF site for each module that you are taking. You will access all students’ services through three platforms: WOLF, Pebblepad and evision which you will be introduced during induction.

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

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

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

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

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

- **Administration queries:** enrolment, extensions, extenuating circumstances, Leave of Absence, Course transfer, etc
  - eVision helpdesk or your Student Centre

- **Academic and Course related queries**
  - Personal Tutor
  - Course Leader
  - Head of Department (by email)

- **Module related queries**
  - Module guide (on WOLF)
  - Module Leader or Tutor

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

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

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

- **Careers & Employment Centre**
  - W: www.wlv.ac.uk/careers
  - E: careers@wlv.ac.uk

Who to Contact for help when you are studying on campus
<table>
<thead>
<tr>
<th><strong>Special Needs</strong>&lt;br&gt;(Students with disabilities)</th>
<th><strong>Personal Issues</strong>&lt;br&gt;Personal Tutor (see eVision for details)</th>
<th><strong>General queries</strong>&lt;br&gt;eVision helpdesk or your Student Centre</th>
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<tbody>
<tr>
<td>Special Needs Tutor or Student Enabling Centre</td>
<td>University Counselling Service</td>
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<td>W: <a href="http://www.wlv.ac.uk/sec">www.wlv.ac.uk/sec</a></td>
<td>W: <a href="http://www.wlv.ac.uk/counselling">www.wlv.ac.uk/counselling</a></td>
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<td>E: <a href="mailto:sec@wlv.ac.uk">sec@wlv.ac.uk</a></td>
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<td>T: 01902 32(1074)</td>
<td>T: 01902 32(2572)</td>
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**Independent academic, financial, international and housing advice**<br>Students’ Union Advice and Support Centre

W: [www.wolvesunion.org/advice](http://www.wolvesunion.org/advice)
E: [advice.wolvesunion@wlv.ac.uk](mailto: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
You may choose to apply at level 5 for Early Years Professional Status through Best Practice Network or successful completion of this course following further study could lead to primary teaching, social work, health education, early year’s management, children’s information services, play services and community family support work. If you want to become a teacher you may choose to undertake a Postgraduate Certificate in Education (PGCE). You could also choose to apply for a Master's Degree in Social Work or Education or undertake a Post Graduate Certificate in Adult Education.

You will also develop and consolidate a range of employability skills, including sharing information, working with and in groups, presenting information, digital literacy and critical thinking skills

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.

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<td>APPROVED BY</td>
</tr>
<tr>
<td>REVIEW DATE</td>
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