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About this guide

This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook. These documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic School Office or local Student Centre on the details included below.

| Please enter the contact details for your Personal Tutor for your future reference: | The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision |
| Your local Academic School Office is: | Pam Loi, Walsall campus |
| | WN 301 |
| | 01902 323286 |
| Your Student Centre (Here to Help) is: | HERE 2 HELP |
| | WA Building |
| | Walsall Campus |
| | 01902 32 3135 |

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

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

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

Tunde Rozsahegyi, Course Leader, Special Needs and Inclusion Studies
tunde@wlv.ac.uk

Lynn Richards Course Leader, Childhood and Family Studies
lynnrichards@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</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Clarke</td>
<td>Associate Dean Education</td>
<td>WN322</td>
<td>3023</td>
<td><a href="mailto:K.Clarke@wlv.ac.uk">K.Clarke@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Dr Anne Hollinshead</td>
<td>Head of Department (SNIS and Education Studies)</td>
<td>WN332</td>
<td>3123</td>
<td><a href="mailto:A.Hollinshead@wlv.ac.uk">A.Hollinshead@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Tunde Rozsahegyi</td>
<td>Senior Lecturer</td>
<td>WG023</td>
<td>3372</td>
<td><a href="mailto:tunde@wlv.ac.uk">tunde@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Dr Jo Winwood</td>
<td>Senior Lecturer</td>
<td>WG023</td>
<td>3003</td>
<td><a href="mailto:J.Winwood@wlv.ac.uk">J.Winwood@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Dr Neil Duncan</td>
<td>Senior Lecturer</td>
<td>WE114</td>
<td>3078</td>
<td><a href="mailto:N.Duncan@wlv.ac.uk">N.Duncan@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Catherine Lamond</td>
<td>Senior Lecturer</td>
<td>WG023</td>
<td>2891</td>
<td><a href="mailto:C.Lamond@wlv.ac.uk">C.Lamond@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Dr Stephanie Brewster</td>
<td>Senior Lecturer</td>
<td>WG023</td>
<td>3026</td>
<td><a href="mailto:S.Brewster@wlv.ac.uk">S.Brewster@wlv.ac.uk</a></td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

- **Digitally Literate**
  Our graduates will be confident users of advanced technologies; they will lead others, challenging convention by exploiting the rich sources of connectivity digital working allows.

- **Knowledgeable and Enterprising**
  Our graduates will know how to critique analyse and then apply knowledge they acquire in an enterprising way.

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

Further information can be found on the University student webpage for **Graduate Attributes.**

About the Course
This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Tunde Rozsahegyi, course leader for Special Needs and Inclusion Studies or Lynn Richard, course leader for Childhood and Family Studies.

The educational aims of the course are: The Special Needs, Childhood and Family Studies degree will develop the skills and knowledge required for a range of careers working with children, their families and the services that support them, in both education and social contexts. Students will also be able to identify and understand the challenges faced when trying to adopt an inclusive approach to all aspects of life, and how they can meet and address these challenges in a positive way as members of a diverse global society.

The course is suitable for people new to this area or experienced staff searching for career development.

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 and other relevant settings.

Teaching and learning is designed to support digital literacy and students are encouraged to share knowledge and be enterprising with their ideas. An international perspective is taken to the degree and students will also have the opportunity to learn about how other countries support children and their families and develop inclusive practice.

The course learning outcomes are: At the end of this course you, the student, will be able to:

1. To demonstrate knowledge and understanding of the importance and challenges of working in order to meet the needs of children, young people and families.

2. To demonstrate knowledge and understanding of the expected pattern of children’s development from birth and pedagogical approaches for working with children, young people and families.

3. To be aware of the underlying values and principles relevant to the ideologies of inclusion, and develop a personal stance which draws on your knowledge and understanding, including the diversity of learners and the complexities of the inclusion process.

4. To be able to evaluate the societal and organisational structures and purposes of social systems, and the possible implications for all involved

5. To be aware of, analyse and make critical judgements about key concepts, theories and principles and be able to communicate these clearly using appropriate media and digital technologies.

6. To be able to reflect on your own value system and identify future learning and professional goals.

These will be achieved through the following learning activities:

<table>
<thead>
<tr>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please list the learning activities that will support the achievement of the learning outcomes. You should address the three graduate attributes and include employability skills and work-based learning where appropriate. (Some of these activities will be covered in section 11 below.)</td>
</tr>
</tbody>
</table>

Learning will be face to face and on-line and will consist of the following:
Lectures
Seminars
Tutorials
Debates
Small and large group work
Discussion forums and wikis
Student presentations
Work based learning through placements (to support employability skills)
Research activities
Independent and guided study
Collaborative on-line tasks and activities
Individual on-line tasks and activities
Video and image analysis
Case studies
Role play

The on-line activities and electronic presentations the students will prepare will support their digital literacy.

The group tasks and seminars will support students' enterprising ideas.

The international perspectives to topics taken in lectures and learning tasks will support students' global citizenship.

The course is accredited by the following professional body/ies
Not applicable

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 Honours Degrees

<table>
<thead>
<tr>
<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Degree</td>
<td>3 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Degree</td>
<td>3 years</td>
<td>5 years</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Part Time Students</td>
<td>Normal</td>
<td>Maximum</td>
</tr>
<tr>
<td>Honours Degree</td>
<td>5 years</td>
<td>8 years</td>
</tr>
<tr>
<td>Degree</td>
<td>4 years</td>
<td>8 years</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>1 year</td>
<td>2 years</td>
</tr>
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</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**

**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. [http://www2.wlv.ac.uk/registry/qasd/university/HPGandT/HandG/Blended%20Learning%20Strategy.pdf](http://www2.wlv.ac.uk/registry/qasd/university/HPGandT/HandG/Blended%20Learning%20Strategy.pdf)
(Also refer to section 15 which will identify specific modules.)

All lecturer produced course documents will be available on WOLF for students to access electronically.

Students will receive electronic feedback for all on-line tasks. Formative assessments will be available electronically where possible and electronic feedback will be given.

The course will include opportunities at every level for students to engage in collaborative on-line learning e.g. through using wikis and on-line discussion forums

Students will be supported in developing electronic Personal Development Planning (ePDP)

Where appropriate students will have the opportunity to submit assessments online.

All face to face sessions will include opportunities to engage in active learning eg through class discussions and debates, group tasks and/or role play

**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.

A range of assessment types will be utilised on the degree as listed below.

Essay, webfolio, reflective account of learning, written report or response to case study, critique of video, seminar presentation, conference or seminar paper, take away paper and timed written piece, role play, panel discussion or debate, self evaluation and assessment by link professional, research proposal, individual viva/interview, graphical image, peer feedback, group interview, reflective account, reflective journal, open book exam, case conference.

The assessment tasks progress in terms of the challenge they present at each level in the following
ways: by demanding more critical evaluation and analysis by students; by requiring students to undertake more independent research; by increasingly complex levels of content; by the referencing of a wider range of academic resources.

Practitioners have the opportunity to use Accreditation of Prior Learning. At level four 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.

13 Support for Learning

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?

For all semester based modules there will be 3 hours face to face sessions per week and then an additional 1hr of either face to face or on-line activities to support learning (e.g. via seminars or small group tasks).

For all long modules there will be 2 hours face to face sessions per week and appropriate on-line activities to support learning.

Study skills (such as using Harvard referencing and writing for academic purposes) are embedded in some modules at level 4 and extended at levels 5 and 6.

Students will receive feedback informally throughout the modules and formally through written feedback for their formative and summative assignments. This feedback will be constructive and indicate to students how to progress in their learning.

Students will be supported throughout their professional practice report by an allocated academic supervisor.

All students will have a personal tutor to support their progress through the course.

The learning centre provides learning support and resources. Many books and journals are also available electronically for the students to access to support their learning.

14 Any Distinctive Features of the course

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?

- This course involves work placements at every level of study.
- You can choose which age group you wish to focus on depending on your personal interests and career aspirations.
- This unique course offers both academic rigour and professional relevance.

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)

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<th>Year long modules</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
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<tr>
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#### Level 5 (2)

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<tbody>
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#### Level 6 (3)

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<th>Credits</th>
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<tbody>
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<tr>
<td>C</td>
<td>Mentoring</td>
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**Semester 1**

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</thead>
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<tr>
<td>C</td>
<td>Tackling Inequality Through Inter-agency Working</td>
<td>6CF003</td>
</tr>
<tr>
<td>C</td>
<td>Rights, Responsibilities and Advocacy</td>
<td>6CF005</td>
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</table>

**Semester 2**

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<thead>
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<td>C</td>
<td>Critical and Social Issues. Facial Disfigurement: Impairment or Disability?</td>
<td>6SN006</td>
</tr>
<tr>
<td>C</td>
<td>Specific Learning Difficulties: Label or Life Sentence?</td>
<td>6SN005</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)

Who to Contact for help when you are studying on campus

Financial advice
W: www.wlv.ac.uk/moneymatters
E: money4students@wlv.ac.uk

Careers & Employment Centre
W: www.wlv.ac.uk/careers
Special Needs
(Students with disabilities)
Special Needs Tutor
or
Student Enabling Centre
W: 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
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
E: advice.wolvesunion@wlv.ac.uk
T: 01902 32(2038)
Extensions, Extenuating Circumstances and Leave of Absence
The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

Extensions - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found here.

Extenuating Circumstances – claims for extenuating circumstances are also submitted via your e: Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. Further details can be found here. If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

Leave of Absence - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students' Union, particularly regarding the financial implications, before taking this step.

Health and Wellbeing whilst using your computer
As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.

Set-up and space
Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.

Taking a break
You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.

Progression for Further Study
Employment and further training opportunities

**Explain the range of potential careers or further study that may be accessible to successful students.**

This information should reflect that published in the prospectus and on UCAS.

- You may go into teaching, lecturing or research in the field of Childhood and Family Studies or Special Needs and Inclusion Studies.
- There are a range of options in community care, family support, play work, youth work, nursery management, inclusion management, advocacy posts and charities.
- If you want to become a teacher you will need 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 gain further qualifications as a play therapist or youth counsellor.

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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