Faculty of Science and Engineering

PGCert Programme and Project Management

ON CAMPUS COURSE GUIDE 2014/5
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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 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 Faculty 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>
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</thead>
<tbody>
<tr>
<td>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</td>
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<table>
<thead>
<tr>
<th>Your local Academic School Office is:</th>
<th>Faculty of Science and Engineering, MI155, Wulfruna Campus. 01902 322129</th>
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<table>
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<tr>
<th>Your Student Centre (Here to Help) is:</th>
<th>MI024, MI Building, Wulfruna Campus or log a call via e:Vision</th>
</tr>
</thead>
</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.

Nii Ankrah. Course Leader

Course Management and Staff Involved with the Course
As Course Leader, Nii Ankrah can be contacted via email at nii.ankrah2@wlv.ac.uk or 01902 323581

If you are interested in becoming a Student Representative for your course or faculty please contact the Student Support team in MI155, by email FSEStudentSupport@wlv.ac.uk or telephone 01902 322129.

For programme advice and help with University procedures, please contact Student Support team in MI155, by email FSEStudentSupport@wlv.ac.uk or telephone 01902 322129.

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. Faculty 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 Faculty. To find your Faculty Rep: Faculty Representatives

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – Student Voice

For independent advice and guidance on all matters related to being a student eg. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail Advice and Support.

Student Charter
The University’s Student Charter has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it
is a set of shared expectations which establishes the values and standards we are seeking to promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.

**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. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.

**The Wolverhampton Graduate**
The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:
1. acquire, generate, interrogate and apply knowledge from a wide range of sources,
2. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information,
3. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning
4. present ideas clearly in an informed and persuasive manner to a variety of audiences.
5. be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner
6. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
7. prepare for the world of work through engagement with real life situations, briefs and problems
8. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

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

Nii Ankrah, Course Leader

The educational aims of the course are:
The course will provide professionals from not only technical industries (ranging from IT, through engineering to creative industries) but also business management, public administration and law with opportunities to develop or enhance careers in the strategic management of projects and programmes (groups of related projects that together achieve a beneficial outcome for an organisation, country or other unit). It has been designed to develop the expertise, skills and strategic management competencies necessary to manage complex projects and programmes to a successful conclusion. It covers classic project and programme management with special focus on team leadership, change management, financial management and the legal frameworks governing the interests of project/programme participants and their responsibilities to society at large. It is a very much valued feature of this course that students come from a very rich mix of professional backgrounds as it provides an environment for critical analysis of practice and development of networking skills across sectors. Understanding of the processes, systems, methods, and tools of project and programme management are taught by lectures and tutorials whilst their application to real world projects programme is imparted by case studies, seminars, role plays and simulations. After studying a diet of modules students are able to complete dissertations specific to their own future career aspirations under the supervision of an expert from the course faculty.

The course learning outcomes are:
At the end of this course you, the student, will be able to:
1. Apply project management systems, tools, and methodologies in a wide range of contexts involving extensive supply chains and different types of stakeholders;
2. Work effectively within different types of team environments and manage and lead such teams in compliance with relevant best practice and employment law;
3. Exercise leadership in the administration and governance of projects and programmes to achieve budgetary, schedule, benefits and quality targets with appropriate dispute avoidance/resolution strategies;
4. Analyse risks and uncertainty affecting complex projects and programmes to arrive at sound decisions and judgements in the absence of complete data and communicate conclusions clearly and effectively to specialist and non-specialist audiences;
5. Demonstrate understanding of the operation of major projects and programmes as temporary organisations and behaviour within such organisations and related competence in the design and implementation of organisation structures, strategies, systems and procedures for complex programmes not only across business sectors but also in the public sector;
6. Demonstrate competence to develop new knowledge and problem-solving competence through research and to take responsibility for and organise not only your own learning but also that of teams.
These will be achieved through the following learning activities:
You will have the opportunity to engage with a range of learning approaches during the course of your study.

You will take part in lectures and seminars. Some of these will be more traditional whereas others will require you to undertake research before coming together to discuss technical issues with a range of students and academic staff. You will have seminars from industry practitioners and have the opportunity to discuss your projects with them to gain real world insight into the problems you are trying to solve.

You will have the opportunity to work in a range of dedicated facilities to provide access to software packages used in the project and programme management disciplines. Throughout the weekly class sessions and through use of the on-line support material, you will obtain skills required to successfully implement and manage a range of project and programme management, processes and methodologies.

Often working on assessment and project briefs specified by industry practitioners, you will develop solutions to meet real world problems/requirements and be able to present these to your peers, practitioners and third parties in order to obtain balanced and current feedback. The assessment methods used will allow you to develop a portfolio of your professional level practice, which you can help to show prospective employers that you have the abilities required to deliver real-world solutions.

The course is accredited by the following professional body/ies
APM Accreditation Guidelines (to apply for accreditation pending validation).

**Contact Hours**
At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.

Contact time on this course will be based on your interaction with staff in lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.

Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.

**External Examiners**
Professor Christopher Fortune is the External Examiner for this course.
Stephen Newcombe is the External Examiner appointed from industry.

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 and Masters Awards</th>
<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>1 year</td>
<td>2 years</td>
<td></td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>1 year</td>
<td>2 years</td>
<td></td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>1 year</td>
<td>1 year</td>
<td></td>
</tr>
<tr>
<td>Postgraduate Certificate in Education (M)</td>
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<td>2 years</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Part Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>2 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>2 year</td>
<td>3 years</td>
</tr>
<tr>
<td>Postgraduate Certificate</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 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

- **Reference points**
Special Educational Needs Disability Act 2001 (SENDA)

- **Blended learning**
Students are entitled to:

  1. have access where possible to an electronic copy of all lecturer-produced course documents e.g. module guides, assessment

All modules will have a Wolf topic that will include a link to the module guide, lecture slides and notes, workshop and tutorial exercises, assessment briefs and marking criteria, mock test papers.
b briefs, presentations, handouts, and reading lists

2. formative assessment opportunities on line with appropriate meaningful electronic assessment feedback;

Some modules will provide regular online formative tasks to accompany your self study and allow you to gauge your progress with the module. For example, weekly multiple choice exercises may be available on Wolf or a system tailored to the subject. On other modules, formative learning tasks will be set on Wolf and you may get feedback on your performance from your tutor at scheduled meeting, tutorials or workshops.

3. have opportunities to collaborate on line with others in their learning cohort;

There will be a Course Café on every module’s Wolf topic that will enable you to communicate with your colleagues about the module. Additionally, some modules may provide forums or wikis for discussing topics such as those relating to coursework tasks or providing notes and support documents that may be open for you to contribute to.

4. have the opportunity to participate in electronic Personal Development Planning (ePDP);

On each level of your course there will be a module that will develop your skills of Personal Development Planning (ePDP). Throughout the course you will construct an e-portfolio. On some modules PebblePad will this act as the submission system for your work and will enable you to build a portfolio or work that you can use to demonstrate your skills to potential employers.

5. submit all appropriate assessments online;

You will have the opportunity to submit all appropriate assessments (e.g. those that were prepared on a computer) through Wolf, PebblePad or a system integrated into the software used on your modules.

6. opportunities to engage in interactive learning during all face to face sessions.

All modules will include face-to-face interactive sessions including workshops, seminars, tutorials and meetings. Some modules and subject areas may provide additional surgeries where you may receive extra help and support.

- **Assessment methods**

Most modules on your course will be assessed by a portfolio containing samples of work that demonstrate what you have accomplished. This is a good way to assess learning and development that is illustrated by multiple examples of work, opportunities for self-assessment and reflection chartering over a period of time. Tasks set relate to outcomes being assessed thus documenting evidence of development towards mastering the identified outcomes and skills. Portfolios enhance the assessment process by demonstrating a range of skills and understanding of the subject area by a student. Some portfolios are sometimes called Learning Journals.

- A portfolio consists of a set of items that provide evidence of your learning accomplishments and are accompanied by a short written reflection. Your portfolios, especially your reflection statements may be useful to demonstrate to potential employers, what you have gained from your course and the things that you are capable of producing. The exact contents of each portfolio will differ between modules. Theoretical modules may contain results from test or examinations while more technical based modules may require project based work to be submitted. The only common element between all portfolios is the written reflection.
Portfolios may consist of both formative and summative work. Formative assessments provide feedback and are not used in the grading process. Their purpose is to provide both tutors and students with a gauge of progress. All modules on your course will contain some formative assessments. Summative assessments are used in the grading process. Most summative assessments (with a notable exception of exams) also have a formative aspect to them in that tutors provide written feedback on the work. Students should use this feedback to improve their performance on future assessments. Feedback on an assessment on one module may help with assessments on other modules as well as further assessments on that module. Assessment methods are closely linked to the learning and teaching approaches used, thus each module will differ in the assessment methods adopted, giving you opportunities to demonstrate your accomplishments in different ways. Below are examples of the types of assessments that may be required for your portfolios:

- **Assignments** – task based and report based assignments. Coursework frequently requires the writing of reports documenting the development of solutions. It is frequent practice to ask students to reflect on your learning experience as part of the coursework.

- **Case studies** – based on realistic scenarios. Analysis, application and evaluation skills are developed via case studies as appropriate for the topic areas.

- **Practical exercises** – tutorials and workshop sessions. These aid understanding and application of knowledge using a variety of software tools within practical settings in workshops as well as assessing depth and breadth of understanding and application of subject knowledge. Practical exercises are the primary mechanisms for assessing analysis and evaluation. The tasks undertaken involve well-defined problems with varied level of complexity.

- **Formal presentations** - you may be required to present your work to a group of tutors or to the rest of the class. This may be a demonstration of practical work or may present the results of a study. These are an important way of assessing your communication skills.

- **Time-Constrained Assessments (tests)** - may follow a traditional examination format or on-line alternatives. They are used to ensure breadth of knowledge has been acquired. Time controlled assessments (TCA) and examinations, some of which are case study based, emphasise application of knowledge and skills.

- **Individual Project Work/Dissertation (for MSc Course)** – You will choose your own individual project topic and work individually on a large task. This work will be supported by regular meetings with a named project supervisor.

Assessments will also focus on skills such as team working, time-management and developing Continuing Professional Development (CPD) awareness, as well as discipline-specific skills related to the analysis, design, development, implementation, testing and evaluation of systems. Typical tasks include: production of technical documentation, reports for differing target audiences, presentations, demonstrations and viva, allowing assessment of the breadth and depth of knowledge, analysis and synthesis, communication, and evaluation within the subject area.

Some modules that require formal examinations for professional body accreditation may be assessed by examinations or a combination of examinations and portfolio.

- **Support for learning**
  University provided support:
As well as providing general counselling support the University Counselling Service provides short courses on topics such as "Self Confidence", "Stress Management and Relaxation" and "Life Skills". They also provide study skills and academic support, providing short courses such as provide help in areas such as "Writing and Assignment Skills", "Exam Techniques", "Enhancing Professional Skills", "Personal Development Planning" and "Making Choices for the Future.

University Learning Centres provide general academic skills support to all students. You can make an appointment with a study skills advisor for advice on areas such as academic writing, assignment planning, exam preparation, and time management. In addition, there is a regular timetable of drop-in and bookable workshops covering information and digital literacy skills, including academic referencing. School of Technology students are supported by a designated subject librarian who is available to support research and project work.

**Course support:**
At the start of your course you will be assigned a Personal Tutor who will guide you through the induction process and provide support and academic counselling throughout your course on an appointment basis. They should be able to offer you advice and guidance to help you liaise with other staff and support facilities in the School and University. The Student Support Advisers (SSA) provides academic counselling and will be accessible throughout the week on a drop-in or appointment basis to discuss timetables, requests for extensions, requests for extenuating circumstances, general concerns about study and student life and general programme planning. The SSA will act as a first point of contact in relation to leave of absence (including returning after leave), withdrawal, transferring to another course (internal and external) and changes to mode of attendance. Your Course Leader will be available thereafter for meetings by appointment to discuss leave of absence, withdrawal, transferring to another course (internal and external), changes to mode of attendance, returning after leave of absence and direct entrants.

**Subject support:**
Tutorials, workshops, seminars and meetings - provide the primary opportunities for students to interact with staff on topics relating to modules. All modules provide at least one of these forms of face-to-face support.

Formative feedback - tutors provide personalised written feedback on most summative assessments. The mechanism for feedback from purely formative tasks varies between assessments, but will always be provided in some form. Online formative tasks often provide feedback straight away. On occasions tutors may provide generalised verbal feedback to the whole class on points relating to an assessment. Assessment and subject-based surgeries provide additional student support for subjects that students often need extra help with. They are often concentrated around the times when assessments take place. Revision sessions are provided for many modules that have exam-like tests and enable you to interact with tutors to review parts of the course. Mock exams and tests may provide opportunities to experience an examination environment before the final summative test and give you feedback on your understanding.

**Distinctive features of the course**
This course will appeal to anyone who is looking to advance in Programme and Project Management. The topics are practical, with an emphasis on the application of the knowledge gained and applied to many learning situations, including the use of case studies, live round-table debate, team-working exercises, applied coursework, blended learning environments, and independent study. Students are encouraged to gain knowledge in their field through extensive reading, and to apply this research in a more formal way. The completion of a dissertation demonstrates the range of academic and professional skills gained at the University of Wolverhampton. Students will have support within classroom time and dedicated workshops, small working groups, and personal tutors to develop the student to help gain a higher level of achievement.
You will also have the benefit of relevant experience of staff in a range of Project and Programme Management disciplines. Students successfully completing this course will be well placed to pursue their membership aspirations with a number of professional bodies including the APM and CMI.

**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](http://www.wlv.ac.uk/skills)
- Download the Students’ Union guide to Avoiding Academic Misconduct (“Write Right”) - available from the [Student’s Union website](http://www.wlv.ac.uk/skills);
- Book a Skype appointment with study skills adviser or joint the online chat service [ASSIST](http://www.wlv.ac.uk/skills) - through the [Learning Centre “Skills for Learning”](http://www.wlv.ac.uk/skills) 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).

**Plagiarism Detection**
In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.

Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

**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 conductandappeals website.

**Anonymous Marking**
Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.

When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.
Course Structure for Postgraduate Courses
Students will study:
**Full-time:** normally modules worth 60 credits (a PGCert course should be completed over one calendar year)

Semester 1 entry

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<th>Semester 2 Level 7</th>
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<td>C 7CN015 Project Management 20</td>
<td>C 7BU001 Financial Management of Projects 20</td>
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<tr>
<td>C 7ET022 Research Methods and Professional Skills 20</td>
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Semester 2 entry

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<td>C 7CN015 Project Management 20</td>
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<td>C 7BU001 Financial Management of Projects 20</td>
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Module Descriptions

Module Code: 7ET022  Module Title: Research Methods and Professional Skills

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<th>Description</th>
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<tr>
<td>Module Leader</td>
<td>Subashini Suresh</td>
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<tr>
<td>Telephone</td>
<td>01902 32 1710</td>
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<tr>
<td>Email</td>
<td><a href="mailto:S.Suresh@wlv.ac.uk">S.Suresh@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Staff Room Number</td>
<td>MA 115</td>
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Module description

By studying this module you will develop the personal and professional skills required to design and undertake research in your chosen subject area at post graduate level.

Assessment

<table>
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<th>Description</th>
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Module Code: 7CN015  Module Title: Project Management

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<tr>
<td>Module Leader</td>
<td>Sheri Sankey</td>
</tr>
<tr>
<td>Telephone</td>
<td>01902 32 1857</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:sankeys@wlv.ac.uk">sankeys@wlv.ac.uk</a></td>
</tr>
<tr>
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</table>

Module description

The aim of the module is to provide a comprehensive introduction to project management, and the general principles that all MSc students need to understand. This includes the project lifecycle, benefits realisation, risk identification, tools and techniques common to project managers. The concepts can be applied to all project management situations.

Assessment

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<th>Description</th>
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</table>
Module Code: 7BU001  Module Title: Financial management of Projects

| Credit value | 20 |
| Pre-requisites | None |
| Co-requisites | None |
| Prohibited combinations | None |
| Module Leader | Ian Hughes |
| Telephone | 01902 32 3826 |
| Email | I.Hughes@wlv.ac.uk |
| Staff Room Number | MN 211 |

Module description
Delivery within budget is a key requirement of successful projects and programmes. This module is designed to provide deep understanding of not only the methods of producing financial information throughout the project life-cycle, but also the implications of such information for project and programme outcomes.

Assessment

<table>
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<tr>
<th>Description</th>
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<tbody>
<tr>
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<td>2 Report</td>
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University Academic Calendar

University Academic Calendar.

Timetables

Timetabling information is available to you through the following:

1) Using the teaching timetable where you can search for and view all modules online at [www.wlv.ac.uk/timetable](http://www.wlv.ac.uk/timetable).
2) Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3) For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at [www.wlv.ac.uk/ctu](http://www.wlv.ac.uk/ctu).
Where to get help with your course

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

Administration queries: enrolment extensions extenuating circumstances Leave of Absence Course transfer, etc

eVision helpdesk or your Student Centre

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

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

Support for Study Skills
W: www.wlv.ac.uk/skills
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: money@wlv.ac.uk
T: 01902 32(1070)

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

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)

General queries
eVision helpdesk or your Student Centre

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)

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 & Safety issues**
Students will have to comply with Health and Safety Regulations advised by the appropriate Associate Dean. Students may only enter workshops and laboratories under instruction and will comply with the instructions provided by the member of staff. Failure to do so could result in you not being allowed to complete 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
Graduates of this course will gain knowledge to equip them for employment in a range of managerial positions including: Programme Manager/Director, Project Manager/Director, Procurement Manager/Director, Risk Manager and Benefits Realisation Manager, Project Planner and Supply Chain Manager.

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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