Faculty of Education Health and Wellbeing
Institute of Education
PROFESSIONAL GRADUATE CERTIFICATE IN EDUCATION
POST COMPULSORY EDUCATION

OFF CAMPUS  COURSE GUIDE 2015/6

This Course is delivered in partnership with  South Cheshire, Birmingham Metropolitan, City of Wolverhampton, Sandwell, Walsall, South Cheshire, Bournemouth and Poole, Dudley College, Wolverhampton Adult Education Service, DCAE Cosford, DCHET Whittington
About this guide

Welcome

Course Management and Staff Involved with the Course

Student Voice

Student Feedback

Student Charter

Engagement

The Wolverhampton Graduate

About the Course

Enhancement

Contact Hours

External Examiners

Academic Regulations

Exam Regulations

Course Information

Academic Misconduct

Course Structure

University Academic Calendar

Timetables

Where to Get Help with your Course

Extensions, Extenuating Circumstances and Leave of Absence

Health and Safety Issues

Health and Wellbeing whilst using your computer

Progression for Further Study

Alumni
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 UK 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 Team Office or 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>
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<tbody>
<tr>
<td>Your local Academic Team Office is:</td>
<td>Please contact your Education Provider</td>
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<tr>
<td>Your University of Wolverhampton Academic Team Office is:</td>
<td>Link Tutor and Award Leader Cathie Lacey WE010, WE building, Walsall campus, University of Wolverhampton. Gorway Road. Walsall. WS1 3BD Telephone 01902 323138 Email <a href="mailto:cathie.lacey@wlv.ac.uk">cathie.lacey@wlv.ac.uk</a> Anne Groll WE113, WE building, Walsall campus, University of Wolverhampton, Gorway Road. Walsall. WS1 3BD Telephone 01902 322141 Email <a href="mailto:A.Groll@wlv.ac.uk">A.Groll@wlv.ac.uk</a></td>
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<tr>
<td>Your local Student Centre is:</td>
<td>Please contact your Education Provider</td>
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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 with 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.

This course is delivered in partnership with South Cheshire, Birmingham Metropolitan, City of Wolverhampton, Sandwell, Walsall, South Cheshire, Bournemouth and Poole, Dudley College, DCAE Cosford and DCHET Whittington. As you will be studying at a distance from the University you will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. But remember, we are here to support you even if you never have to come on to a University of Wolverhampton campus - see www.wlv.ac.uk/distance for further details.

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.

Cathie Lacey Award Leader
Telephone 01902 323138
Email cathie.lacey@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Institution</th>
<th>Contact</th>
<th>Email</th>
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<tbody>
<tr>
<td>South Cheshire college</td>
<td>Jeff Fox</td>
<td><a href="mailto:Jeff.fox@scc.ac.uk">Jeff.fox@scc.ac.uk</a></td>
</tr>
<tr>
<td>Birmingham Metropolitan College</td>
<td>Sandra Parsons</td>
<td><a href="mailto:Sandra.parsons@bmetc.ac.uk">Sandra.parsons@bmetc.ac.uk</a></td>
</tr>
<tr>
<td>City of Wolverhampton College</td>
<td>Sandi Bates</td>
<td><a href="mailto:bates@wolvcol.ac.uk">bates@wolvcol.ac.uk</a></td>
</tr>
<tr>
<td>DCAE Cosford</td>
<td>John Chorley</td>
<td><a href="mailto:J.Chorley@wlv.ac.uk">J.Chorley@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Dudley College</td>
<td>Amanda Conway</td>
<td><a href="mailto:AMANDA.CONWAY@dudleycol.ac.uk">AMANDA.CONWAY@dudleycol.ac.uk</a></td>
</tr>
<tr>
<td>Sandwell College</td>
<td>Debbie Grace</td>
<td><a href="mailto:Debbie.Grace@sandwell.ac.uk">Debbie.Grace@sandwell.ac.uk</a></td>
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<tr>
<td>The Bournemouth and Poole College</td>
<td>Claire Saunders</td>
<td><a href="mailto:saundersc@bpc.ac.uk">saundersc@bpc.ac.uk</a></td>
</tr>
<tr>
<td>Walsall College</td>
<td>Jacqui Hodges</td>
<td><a href="mailto:jhodes@walsallcollege.ac.uk">jhodes@walsallcollege.ac.uk</a></td>
</tr>
<tr>
<td>DCHET Whittington</td>
<td>Julie Hughes</td>
<td><a href="mailto:J.Hughes2@wlv.ac.uk">J.Hughes2@wlv.ac.uk</a></td>
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</table>

### Student Support in Faculty

<table>
<thead>
<tr>
<th>WHO?</th>
<th>STUDENT ADVISORS</th>
<th>HERE2HELP STUDENT CENTRE</th>
<th>PERSONAL TUTOR</th>
<th>SKILLS FOR LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedicated staff employed within the Faculty to support your University experience</td>
<td>Each campus has a Student Centre, commonly known as ‘Here2Help’</td>
<td>An academic member of staff will act as your personal tutor for the duration of your Degree.</td>
<td>Trained and professional staff supporting your academic work</td>
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<tr>
<td>Links to our Graduate Interns</td>
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<td>Based in our Learning Centres</td>
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<th>WHAT?</th>
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<tr>
<td>Pre-entry support</td>
<td>Enrolment &amp; module registration</td>
<td></td>
<td>Support for your academic development and progression</td>
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<tr>
<td>General support about study and student life</td>
<td>Submitting work &amp; examinations</td>
<td></td>
<td>Personal (pastoral) guidance</td>
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<td>Guidance – referral to University services</td>
<td>Academic regulations – one week extensions &amp; extenuating circumstances</td>
<td></td>
<td>A consistent point of contact throughout your studies. Three meetings per year.</td>
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<td>Knowledge of the Faculty and its Courses</td>
<td>Leave of absence</td>
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<td>Student finance issues</td>
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<td>Student enabling centre</td>
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<td>Careers &amp; counselling appointments</td>
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<tr>
<th>HOW?</th>
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<tr>
<td>Contact: <a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a></td>
<td>City - MX building 01902 321150</td>
<td>Check who your tutor is on e:vision</td>
<td>Transferable support on your academic study skills:</td>
</tr>
<tr>
<td>Regular drop in sessions &amp; appointments</td>
<td>Walsall - WA building</td>
<td>Meet with your personal tutor at regular intervals</td>
<td>General skills guidance</td>
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<td>City – MH building</td>
<td></td>
<td>Visit SAMS to book an</td>
<td>Academic writing support</td>
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<td>Referencing</td>
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<td>Searching for literature</td>
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- Workshops
- Drop-in sessions
- Appointments
- Study guides
- Online resources
**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 Course Management and Tutors within their course.

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, contact the Students' Union’s Advice and Support Centre by telephone or e-mail **Advice and Support**.

**Responding to Student Feedback “You said/We did”**

You asked us to review the staging of the assessment on the Subject Specialist e-learning module. A small working group from the partnership including colleagues from Walsall College, Sandwell College and the University have made small but significant amendments to the module to support a more positive and productive student experience.

**Student Charter**

The University’s [UK Student Charter](http://FEHWsams.wlv.ac.uk/) 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.

**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 Cathie Lacey Award Leader, Telephone 01902 323138 / Email cathie.lacey@wlv.ac.uk
The educational aims of the course are:
This course accredits teachers working in the post-compulsory sector with a Professional Graduate Certificate in Education Post Compulsory Education. It incorporates the ITLLS (Introduction to teaching in the Lifelong Learning Sector). The course is aimed at teachers who carry out full teaching responsibilities. The qualification is endorsed by the Education and Training Foundation (ETF) and provides the accreditation needed by any person intending to take on a full teaching role in the sector. The course covers planning, pedagogical issues, subject specialism and practitioner research. At its core is a holistic model of critical reflective practice. The programme will develop individuals as reflective practitioners who are capable of critically reviewing their own performance and are therefore able to provide learning opportunities for their students against the underpinning criteria of equality of access to opportunity, recognising and valuing cultural and linguistic diversity, utilising information technology for learning and working effectively with others in a professional environment. This course is designed to meet the professional development needs of in-service staff who have already studied to degree level.

The course learning outcomes are:
To operate effectively in compliance with the ETF overarching professional standards for teachers, tutors and trainers in the lifelong learning sector demonstrate:

1. a commitment to reflect on their own value systems, professional development and practice;
2. effective teaching skills in organizing and supporting successful learning;
3. effective practice in learning and teaching within own specialist subject area;
4. ability to plan effectively and implement effective assessment for learning;
5. ability to support learners’ access to learning and progression opportunities;
6. ability to be critically reflective practitioners and engage with feedback from peers, tutors and mentors.

These will be achieved through the following learning activities:
- Online – individual and group activities
- Tutor-led presentations
- Student-led presentations
- Observations of Teaching & Learning
- Discussions
- Workshops
- Seminars
- Structured and unstructured group work

The tutor, as part of the introduction to the module, will outline the assessment tasks. Additional information about assessment requirements may be available via VLEs e.g. WOLF and PebblePad. There is a wide range of assessments including:
- written assignments
- reports
- some on line assessments
- group assignments
- portfolio work.

During the delivery of certain modules you may have to opportunity to obtain formative feedback about your assignment work and/or portfolio work. However, it is the PCE programme’s practice NOT to mark drafts. You are strongly recommended to capitalise on the ongoing feedback, which is included to enable your development.

The marking and grading of your work, be it for example an assignment or group report is a comprehensive exercise involving first-marking by tutors, moderation by the tutors in the module
team and the submission of assessments to independent external examiners who monitor and advise, thereby ensuring quality and standards.

The normal return period for feedback on your marked (summative) work is three weeks after the date of submission. You will receive a grade achieved and comments on whether and how you have achieved the learning outcomes.

The processing of grades is outlined in the module guides.

The course is accredited, endorsed or approved (depending on the professional body requirements)
The Professional Standards and Workforce Development strand of the ETF has within its remit:
- professionalising the sector workforce
- attracting the brightest and the best people to teach in the sector
- enabling the sector to take the lead in improving the quality of teaching and learning.

The 2014 Professional Standards:
- set out clear expectations of effective practice in education and training;
- enable teachers and trainers to identify areas for their own professional development;
- support initial teacher education; and,
- provide a national reference point that organisations can use to support the development of their staff.

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.

External Examiners
Dr Denise Robinson – University of Huddersfield
Gill Waugh – University of Bolton

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 via the Modules and Programmes page on e-vision 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.

Exam Regulations
The University also have regulations that specifically cover examinations. Exam Regulations
The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:

### Postgraduate Awards

<table>
<thead>
<tr>
<th>Part Time Students</th>
<th>Normal</th>
<th>Maximum</th>
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</thead>
<tbody>
<tr>
<td>Postgraduate Certificate</td>
<td>2 years</td>
<td>5 years</td>
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</table>

The above maximum registration periods do not include time away from study approved under the **Leave of Absence** procedure.

Registration periods for students admitted with Recognition of Prior Learning and for students who choose to amend their mode of attendance, will be calculated pro-rata.

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.

Section C.1.2. Exemption for the course to operate outside of the Academic Calendar as it will be delivered at a partner organisation.

Section A.3.7 Modules to be delivered as year-long to enable students to develop competence and skills that cannot be achieved in semester-long mode.

Section G.3.5 Exemption to permit in-service teachers employed within the Lifelong Learning Sector to be granted RPL by providing evidence of up to 150 hours of teaching practice experience. RPL of up to 50% will be considered for applicants that hold the threshold Licence to Practice (PTLLS), or the Certificate in Teaching in the Lifelong Learning Sector (CTLLS).

Section D.3.6 There will be no right to repeat any module that requires an observation of practice assessment. Failure to pass each assessment component of the module (theory or observation) at the re-attempt opportunity will result in discontinuation from the course.

### Course Information

#### Attendance and absence

Unless otherwise agreed attendance at the taught sessions is mandatory and a record will be maintained. When you miss a session without providing suitable reasons or medical evidence, this may jeopardise your continuation on the Cert Ed programme. You are expected to achieve at least an 80% attendance on the programme.

If you are absent for medical reasons you must inform your tutors as soon as possible. We will require medical certificates if your illness leads to a substantial period of absence.

Please remember that it is your responsibility to obtain any resources e.g. handouts relevant to any sessions you have missed.

#### Campus maps

Maps of the University campuses can be obtained from the University website.

#### Counselling service

Counselling and pastoral help is available from the University (see the University website for details).
Complaints procedure
The PCE team hope you will find the learning experience on the programme enjoyable, and we are always interested in your views about the programme. This means keeping us informed about ‘how we are doing’, what we are doing right and what we could improve.

We hope that all issues and concerns can be responded to satisfactorily by your award co-ordinator. If, however, you wish to make a formal complaint to the University then a form for this can be obtained from your Personal Tutor/Centre Tutor or from Registry at the Walsall Site.

Equal Opportunity policy
The University policy and practice is concerned with the prevention of direct and indirect, overt and covert discrimination, and the promotion of justice and equality. This necessitates both the removal of existing educational barriers and positive attempts to create new opportunities. The University seeks to promote equal opportunity for all, and to eliminate discrimination, particularly on the grounds of colour, gender, sexual orientation, ethnic origin, age, disability, religion and socio-economic background. (Policy Statement on Equal Opportunities, 2000)
This policy is translated into practice within modules by recognising and valuing students’ diversity through responsive learning and teaching approaches.
If you consider that the presentation of this module contravenes University policy, please discuss this at your earliest convenience with the module tutor or the School’s Equal Opportunities Co-ordinator.

Evaluation processes
Along with informal feedback about the sessions and the programme there are several formal opportunities for you to get involved in the evaluation of the programme. This is conducted through evaluation questionnaires and discussions.

In addition your centre will be holding Staff Student Consultative Committee Meetings in each term during the academic year. The reports from these meetings are fed into the PCE Programme Management meetings held at the University.

The Student Voice: The involvement of students in the assessment of course quality is an established part of the University’s procedures. The Students’ Union and your Pathway leaders will be able to tell you about the representative roles available to students and the communication processes in the School. These are important roles that benefit you and other students. Further information about student representation and the Student Voice is available at the Students’ Union website: www.wolvesunion.org/main/studentvoice

Financial advice
Details on services, hardship funds and advice are available on the University’s website.

Forms (documentation)
As you might expect retaining data and record keeping are very important in keeping up to date information about you. The University is in the process of making it easier for students to check and update information on-line but in the meantime it will be necessary for such amendments to be made by completing and submitting the relevant form(s) to the University’s Registry.

Whilst your Personal Tutor will meet with you to check some of your registration details, please remember that it is your responsibility to ensure that you are correctly enrolled and registered for the appropriate modules. It is also your responsibility to ensure that the University’s Registry is informed of all relevant amendments to the records held by the University.

Please note that the following two forms are must be completed if applying for an extension to a submission date or for extenuating circumstances:

POG33  Request for an Extension to the Submission Deadline for Coursework
POG34 Request for Extenuating Circumstances to be Considered by the Extenuating Circumstances Board
(available on e:vision)

You are strongly advised to keep copies of all correspondence and forms that you submit to your centre or to the University.

Reference points
- Education and Training Foundation (ETF)

Blended learning
- Students will be given the opportunity to engage in interactive and blended learning as well as face to face sessions with their tutors.
- Students will have access to a digital copy of lecturer-produced course documents.
- Students will collaborate on line with others in their learning cohort via Pebble Pad, as their group blog is seen as an important learning forum.
- Students will submit all assessments online where appropriate

Assessment methods
- Level 5
  - Formative & summative professional practice assessments in accordance with standards specified by ETF
  - Formative & summative written assignments and presentations in accordance with Institute of Education’s (FEHW) level 5 generic assessment criteria
- Level 6
  - Formative & summative professional practice assessments in accordance with standards specified by ETF
  - Formative & summative written assignments and presentations in accordance with Institute of Education’s (FEHW) level 6 generic assessment criteria.

Support for learning
All students will undergo initial assessment on entry to the programme. Where this process identifies specific learning needs, support for these will be available through Centre support structures. Academic literacy and study skills are supported in an integral way in the course through personal tutorials and peer group support.

Distinctive features of the course
The Professional Graduate Certificate in Education Post Compulsory Education accredited by the University of Wolverhampton incorporates an innovative blended approach using an e-portfolio. Very few courses of a similar kind make use of this approach for assessment purposes. The learning platform is currently under review in 2014.

Personal Tutor
When you join the University you will be given a Personal Tutor. This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other aspects that affect your study. In order for personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.
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 our study skills support website at [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills). See the section on tackling academic misconduct.
- Download the Students' Union guide to Avoiding Academic Misconduct ("Write Right") available from the Student's Union website.
- 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/Institute or Faculty.

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 and 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, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint are available on the Conduct and Appeals website.

**Course Structure for Post Compulsory Education courses**

**Part-time:** normally modules worth no more than 60 credits each academic year.

<table>
<thead>
<tr>
<th>Year long modules (if applicable)</th>
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<tbody>
<tr>
<td><strong>Year 1</strong></td>
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<tr>
<td>5PC005 Professional Development 1</td>
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<tr>
<td>5PC009 Introduction to Teaching in the Lifelong Learning Sector</td>
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<tr>
<td>5PC011 Subject Specific Studies</td>
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Level 6 (2)

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<tr>
<th>Year long modules (if applicable)</th>
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<tr>
<td>Year 2</td>
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All of the above modules are designated as core modules and must be passed in order to achieve the award.

At the start of each year you will receive a module guide for each of the modules you are studying during that year. These module guides will provide detailed information about the content, structure and assessment involved within the modules.

Your **University Academic Calendar** for the year is available to you through your Course Leader.

**Timetables**
Timetabling information is available to you through your course leader for the modules that you have registered for.
Where to get help with your course

Local Student Support.

University 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

- Your Local S.T.a.R Office
- eVision helpdesk

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

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

**Support for Study Skills**
- W: [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills)
- E: skills@wlv.ac.uk
- and local partner based support

**IT Problems**
- W: [www.wlv.ac.uk/ITServices](http://www.wlv.ac.uk/ITServices)
- E: ITSupport@wlv.ac.uk

**Who to Contact for help when you are studying off campus**

**Financial advice:**
- [www.wlv.ac.uk/moneymatters](http://www.wlv.ac.uk/moneymatters)
- E: money@wlv.ac.uk
- Your Local Student Office
- S.T.a.R Office

**Special Needs (Students with disabilities)**
- Special Needs Tutor or Student Enabling Centre or your local student office at the partner institution
- W: [www.wlv.ac.uk/sec](http://www.wlv.ac.uk/sec)
- E: sec@wlv.ac.uk

**Personal Issues (UK)**
- Personal Tutor (see eVision for details)
- University Counselling Service
- W: [www.wlv.ac.uk/counselling](http://www.wlv.ac.uk/counselling)
- E: counsellingservices@wlv.ac.uk
- TNE – Personal Tutor

**General queries**
- eVision helpdesk or [www.wlv.ac.uk/distance](http://www.wlv.ac.uk/distance)
- or your local Student Office

**Careers & Employment Centre**
- Local Partner Centre

**Independent academic, financial and international advice**
- Students’ Union Advice and Support Centre
- W: [www.wolvesunion.org/advice](http://www.wolvesunion.org/advice)
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. 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.

TNE Students contact is via e: Vision

Health & Safety issues

Your health and safety are of paramount importance to us. Information about Health and Safety procedures should be provided during the induction at your centre.

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**
This course provides students with a practical and theoretical platform on which to found their development as teaching professionals in different PCE settings. Gaining the qualification is likely to enhance career prospects as students establish themselves as professionals in their places of work. The course has practical and academic elements and students who have completed it have also gone on to take part in conferences and research projects, sometimes working collaboratively with University staff to write journal articles. Progression is possible to M Level awards.

**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 on Graduation and Alumni please visit our Alumni website.

**APPENDIX 1**
**Module Information**

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<tr>
<th>Year/Stage 1</th>
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<tr>
<td><strong>5PC005 Professional Development 1</strong></td>
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<td>This module aims to provide in-service teachers in the PCE sector with the opportunity to develop and broaden their pedagogic skills and knowledge in relation to all aspects of the teaching and learning experience within their own subject area and/or context. The module is underpinned by the notion of critical reflection, as such its central aim is to facilitate the development of participants as reflective practitioners who are capable of critically reviewing and improving upon their own and others’ practice, with the ultimate objective of empowering them with the necessary analytical and reflective skills to be able to continue to strive to be the very best teachers that they can be.</td>
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| **5PC011 Subject Specific Studies** |
| This module provides an opportunity for you to explore a key pedagogic issue in your subject specific area through an individually negotiated study. You are required to identify a challenging pedagogic issue within your subject specific field. You are expected, amongst other resources, to seek discussions with colleagues engaged in the subject specific area, to utilise observations of subject specific delivery, to access subject specific resource banks and websites. |

| **5PC009 Introduction to Teaching in the Lifelong Learning Sector** |
| This module provides an opportunity for students to explore the nature of learning, the ways individuals learn, how learning is assessed and how the teacher practitioner may enable these processes. Students will be able to explore factors that influence learning including lesson planning and implementation, the assessment of learning and the evaluation of teaching. |
Year/Stage 2

6PC007 Professional Development 2
This module aims to provide in-service teachers in the PCE sector with the opportunity to develop and broaden their pedagogic skills and knowledge in relation to all aspects of the teaching and learning experience within their own subject area and/or context. The module is underpinned by the notion of critical reflection, as such its central aim is to facilitate the development of participants as reflective practitioners who are capable of critically reviewing their own and others’ practice, with the ultimate objective of empowering them with the necessary analytical and reflective skills to be able to continue to strive to be the very best teachers that they can be.

6PC011 Subject Specialism and e-learning
This module explores and evaluates how technology is currently used within Post-Compulsory Education area with a specific focus on barriers and facilitating factors and the impact of current use on teaching and learning. Participants will devise and create a structured TSL resource / package for a specific student group and evaluate the use of the package as a subject specialist tool for teaching and learning.

6PC008 Curriculum, Policy and Practice
This module aims to examine the wider social, political, economic and cultural context of the Post Compulsory Education sector. It will critically review the impact of current government policy upon the sector through an evaluation of current post compulsory educational policies. It will enable learners to explore how contemporary political thinking and planning directly influence their professional practice. Learners will have an opportunity to undertake a piece of small-scale educational research into a contemporary educational initiative within the context of their own subject specialism.

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