Faculty of Social Sciences

Postgraduate Certificate in Medical Education
(Part-time)

COURSE GUIDE 2015/6
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>
<th>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</th>
</tr>
</thead>
</table>
| Your local Academic Faculty Office is: | Faculty of Social Sciences  
The Wolverhampton Business School  — MN Building City Campus North  
Wolverhampton WV1 1AD  
Tel: 01902 321081 |
| Your Student Centre (Here to Help) is: | Student Centre North  
MX Building  
01902 321150 |

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.

Elaine Kirkham
Course Leader
Tel: (01902) 323711
Email: E.Kirkham@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Role/Responsible</th>
<th>Name</th>
<th>Ext</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Leader</td>
<td>Elaine Kirkham</td>
<td>3711</td>
<td><a href="mailto:E.Kirkham@wlv.ac.uk">E.Kirkham@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Student Advisor</td>
<td>Lubna Choudhury</td>
<td>3758</td>
<td><a href="mailto:L.Choudhury@wlv.ac.uk">L.Choudhury@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Student Centre Support</td>
<td>Aimee Moreton</td>
<td>1554</td>
<td><a href="mailto:Aimee.moreton@wlv.ac.uk">Aimee.moreton@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Special Needs Tutor</td>
<td>Dr Shaukat Ali</td>
<td>3940</td>
<td><a href="mailto:Shaukat.Ali@wlv.ac.uk">Shaukat.Ali@wlv.ac.uk</a></td>
</tr>
</tbody>
</table>

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

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management within their Faculty. 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.
Responding to Student Feedback “You said/We did”
As a result of student feedback we have made the following improvements/changes to this course – we are looking to monitor the enrolment and registration process, offering more support as needed.

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 may be required to sign an attendance register at lectures so that we may monitor engagement. 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 Elaine Kirkham, Course Leader

The educational aims of the course are:
The Postgraduate Certificate Medical Education is a vocationally focused programme intended to prepare hospital-based doctors (at SHO, Registrar, Specialist Registrar and Consultant level), GPs, Senior Clinical Grades and related health professionals, to become medical educators in the workplace and to improve existing skills and knowledge.

The Postgraduate Certificate Medical Education course explores the nature of teaching and learning in the clinical environment. It focuses upon the ways in which the medical teacher-practitioner may enable learning through a range of methodologies. It also explores the rationale and methods by which clinical learning is assessed across a range of metrics, critically evaluating the effectiveness of these instruments.

Upon completion of the Postgraduate Certificate Medical Education, you will have achieved an understanding of how people learn and a range of teaching and learning methodologies. You will have studied how training needs are identified, how learning is assessed and how training interventions may be evaluated. Additionally you will have learned how to improve performance through reflective practice. This will be achieved via a range of teaching and learning methods, delivered within a contextually relevant and academically challenging programme of study

The course learning outcomes are:

1. Critically apply knowledge, understanding and skills appropriate to a postgraduate role of medical educator, within the health sector and the specific clinical context
2. Critically appraise key concepts and theoretical positions that have been developed, or are developing, within learning, teaching, training, assessing and evaluating learning interventions and professional development
3. Reflect on the academic and practical application of medical education theories and practices
4. Demonstrate a broad range of transferable skills, both personal and academic, enabling the individual to maximise the range and relevance of their CPD.

5. Analyse and synthesise theory and practice, presenting findings in confident, digitally literate and innovative media as a medical educator.

6. Critically appraise clinical and medical education professional standards within the health sector and recognise obligations to their learners, the profession and society.

These will be achieved through the following learning activities:

A variety of interactive learning activities will support the achievement of the course learning outcomes. Learning will involve both classroom engagement and out of classroom activities including the use of blended learning environments. Flexible and interactive e-learning opportunities (including Wolf and PebblePad) will be a feature of learning. Personal reflection and collaborative learning will be vital components of this course and students will be expected to participate fully.

Students will encounter a number of learning activities during a variety of formal lectures, seminars and tutorials. The course may make use of case studies, problem solving activities, discussions (both structured and unstructured), action learning sets, evaluation of online and documentary resources and guest speaker inputs.

Students will be expected, and directed, to read from a range of sources, including academic journals. Students will work autonomously as well as interactively within group exercises. In order to progress and show knowledge and skill at Master's level requires a significant amount of self-directed as well as lecturer directed reading and this forms a significant part of this course.

Both formative and summative assessment tasks will enhance opportunities for learning.

Where appropriate visiting speakers, external visits and real-time (as opposed to text book) case based activities will add a practical dimension to the learning process. Recognising the rich potential learning from the workplace, opportunities to work with organisations will be maximised.

The course is accredited, endorsed or approved (depending on the professional body requirements) not applicable.

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 some or all of the following situations: 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
Mrs Claire Blanchard, University of Chester

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 and Masters Awards

<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

Blended Learning Activities
Students are entitled to:

<table>
<thead>
<tr>
<th>1. Have full access to an electronic copy of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, handouts, and reading lists</th>
<th>All students will, through access to WOLF and similar sites, be able to view and interact with electronic copies of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, handouts, and reading lists 7HR010, 7HR014, 7HR013</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Formative assessment opportunities on line with appropriate meaningful electronic assessment feedback;</td>
<td>Where appropriate some modules will offer opportunities for formative assessment and/or feedback, for example feedback on assets shared through Pebblepad 7HR013</td>
</tr>
<tr>
<td>3. Have opportunities to collaborate on line with others in their learning cohort;</td>
<td>Students, in particular for the Reflective Practitioner module, will be able to engage in on-line work groups and problem solving exercises. Teaching observation feedback will also be given online 7HR010, 7HR014, 7HR013</td>
</tr>
<tr>
<td>4. Have the opportunity to participate in electronic Personal Development Planning (ePDP);</td>
<td>Each student will be required to complete an electronic PDP 7HR010, 7HR014, 7HR013</td>
</tr>
<tr>
<td>5. Submit all appropriate assessments online;</td>
<td>All appropriate assessments will be submitted online 7HR013</td>
</tr>
<tr>
<td>6. Opportunities to engage in interactive learning during all face to face sessions.</td>
<td>All students will have opportunities to engage in interactive learning during all face-to-face sessions. 7HR010, 7HR014, 7HR013</td>
</tr>
</tbody>
</table>

Assessment Methods

A variety of assessment methods will be used, depending upon the module. These will include a range of formative and summative methods, for example written assignments, on-line group exercises, an electronic reflective journal, a teaching observation and an individual led-seminar/micro-teach.

Students will experience a range of assessment methods to demonstrate achievement of the learning outcomes (both formative and summative). Variety and innovation in assessment across modules is a positive feature of this course. An Assessment Tariff will apply to try and ensure consistency in assessment loading between modules that are equally weighted. All assessment tasks will be commensurate with study at postgraduate level.

Underpinning the assessment policy within this course are a number of principles, including clarity (about what the assessment task involves), transparency (how grades are arrived at) validity (grades awarded are fair and appropriate), equity of treatment, performance measurement and reliability. Assessment should provide a learning opportunity for the student, through the task set, and promote improvement in performance in the future through the feedback provided.

Assessment will include both individual and group exercises. Emphasis will be placed upon a synthesis of academic best practice contextualised within work place realities. Students will be required to produce critiques of theory and research, case study analyses, personal reflection and development portfolios, skills audits and action plans. Across the course there will be a use of in class tests, verbal presentations, and written submissions including reports, essays, projects, and plans.

Formative assessment and feedback opportunities will be provided through presentations, role plays, tutorials, coaching and mentoring sessions, and feedback on written work Assessment will include both individual and group exercises. Emphasis will be placed upon a synthesis of academic best practice contextualised within work place realities. You will be required
to produce critiques of theory and research, and case study analyses. Across the course there will be a use of in class tests, verbal presentations, and written submissions including reports, essays, projects, and plans.

Formative assessment and feedback opportunities will be provided through presentations, role plays, tutorials, coaching and mentoring sessions, and feedback on written work.

Support for Learning
In the Postgraduate Certificate Medical Education programme, a real emphasis will be placed upon ensuring that students are offered significant levels of tutor support and individual coaching within UWBS. This will include a focus upon academic staff facilitating individual meetings and study skill sessions with students, feedback on student reflection through Pebblepad, tutor feedback on one in situ individual teaching observation, and peer feedback on one micro-teach.

A Personal Tutor is allocated to every student. Personal Tutors maintain regular communication (virtual and/or face-to-face) with each of their designated tutees. Follow up meetings are arranged with students who are not making satisfactory progress or who are at risk of withdrawal. Personal Tutors assist students in their personal and academic development, planning and progression as well as offering students advice and guidance to help them liaise with other staff and support facilities in their school and the University, including study skills support.

The Course Leader will monitor the academic and experiential quality of the Course through Award Boards, focus groups and other channels. The Course Leader also supports and directs students proactively on the Course, both collectively and individually, and responds to inquiries and requests from students with regard to the academic programme of study.

The Special Needs Tutor (SNT) liaises with the Student Enabling Centre (SEC) regarding provision for specific disabled students & disseminates information from the SEC on the needs of specific disabled students. The SNT also monitors requests for, and provision of, specific examination and assessment arrangements, publicise SNT 'surgery' arrangements and make available time to meet with individual disabled students to enable them to discuss their own school-specific disability issues where necessary. The SNT takes a pro-active role in monitoring the welfare and academic progress of disabled students within the school.

Any Distinctive Features of the course

The Postgraduate Certificate Medical Education is a recognised and relevant qualification for medical and clinical practitioners who are or who may be training, coaching, mentoring and assessing learners in the NHS and related sectors.

This course has developed from many years of experience of delivering relevant learning outcomes to medical educators. It is based upon a good awareness of training needs in this context.

You will leave the programme with a range of skills, and with confidence to lead within the complexity of the health and social care environment. You will have a qualification that is appropriate, valued and relevant in the Health sector and which can aid your development and career progression.

Staff leading and delivering the programme engage in advisory and commissioning roles within the health and social care contexts, contributing to national and regional initiatives. The Course Leader is a member of the Higher Education Academy Community of Practice for Medical/Clinical Educators, which aims to develop best practice models and share resources and expertise in the delivery of medical education.

Successful completion of the Postgraduate Certificate Medical Education also enables progression onto the MSc Health Care Leadership, with accreditation of prior certified learning for one module.
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 the Learning Centre or our study skills support website at www.wlv.ac.uk/skills
- 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 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 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, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint 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:

**Part-time:** normally modules worth no more than 80 credits each academic year.

**October Start:**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td>C 20 7HR013 Design and Deliver Medical Education (hand in sem2)</td>
<td>C 20 7HR014 People Development in Healthcare</td>
</tr>
<tr>
<td>C 20 7HR010 The Reflective Practitioner</td>
<td></td>
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</tbody>
</table>

**January Start:**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
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<td></td>
</tr>
</tbody>
</table>

C = Core

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

WOLF TOPIC:  [http://wolf.wlv.ac.uk/wbs/71952/](http://wolf.wlv.ac.uk/wbs/71952/)
Postgraduate Certificate in Medical Education

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](http://www.wlv.ac.uk/skills)
- E: skills@wlv.ac.uk
- T: 01902 32(2385)

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

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

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

**Special Needs (Students with disabilities)**
- Special Needs Tutor or Student Enabling Centre
- W: [www.wlv.ac.uk/sec](http://www.wlv.ac.uk/sec)
- E: sec@wlv.ac.uk
- T: 01902 32(1074)

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

**Personal Issues**
- Personal Tutor (see eVision for details)
- University Counselling Service
- W: [www.wlv.ac.uk/counselling](http://www.wlv.ac.uk/counselling)
- E: counsellingservices@wlv.ac.uk
- T: 01902 32(2572)

**Special Needs Tutor or Student Enabling Centre**
- W: [www.wlv.ac.uk/sec](http://www.wlv.ac.uk/sec)
- E: sec@wlv.ac.uk
- T: 01902 32(1074)

**General queries**
- eVision helpdesk or your Student Centre

**Independent academic, financial, international and housing advice Students’ Union Advice and Support Centre**
- W: [www.wolvesunion.org/advice](http://www.wolvesunion.org/advice)
- E: advice.wolvesunion@wlv.ac.uk
- T: 01902 32(2038)
Extensions, Extenuating Circumstances and Leave of Absence

The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

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

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

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

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

Health and Wellbeing whilst using your computer

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

Set-up and space

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

Taking a break

You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.
Progression for Further Study
Successful completion of the Postgraduate Certificate Medical Education also enables progression onto the MSc Health Care Leadership, with accreditation of prior certified learning for one module.

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.