Faculty of Education Health and Wellbeing
Institute of Public Health, Social work and care

BA (Hons) Social Care and Deaf Studies

ON CAMPUS COURSE GUIDE 2016/7
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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.

| Please enter the contact details for your Personal Tutor for your future reference: |
| The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision |
| Your local Academic Faculty Office is: |
| Faculty of Education Health and Wellbeing |
| MC125 |
| MC Building |
| Wulfruna Street |
| City Campus |
| Wolverhampton |
| WV1 1SB |
| Academic Support: 01902 518600 |
| Your Student Centre is: |
| Student Centre Wulfruna |
| MI Building |
| City Campus |
| 01902 321062 |

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.

Course Leader: Vik Kelly-Teare - email: V.Kelly-Teare@wlv.ac.uk
Social Care related course enquiries email: FEHWSocialCare@wlv.ac.uk

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Building and room number</th>
<th>Telephone number 01902 32-</th>
<th>Email @wlv.ac.uk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vik Kelly-Teare</td>
<td>Senior Lecturer Course Leader</td>
<td>MC building Room MC315</td>
<td>01902 323329</td>
<td><a href="mailto:V.Kelly-Teare@wlv.ac.uk">V.Kelly-Teare@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Lee Quinney</td>
<td>Principal Lecturer Head of Applied Social Studies</td>
<td>MC Building Room MC304</td>
<td>01902 322225</td>
<td><a href="mailto:L.Quinney@wlv.ac.uk">L.Quinney@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Stephen Iafrati</td>
<td>Senior Lecturer and Course Leader Deaf Studies</td>
<td>MH Building</td>
<td>01902 323471</td>
<td><a href="mailto:S.Iafrati@wlv.ac.uk">S.Iafrati@wlv.ac.uk</a></td>
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<tr>
<td>Sandra Pratt</td>
<td>Senior Lecturer Faculty of Social Sciences</td>
<td>MH Building</td>
<td>01902 323326</td>
<td><a href="mailto:Spratt@wlv.ac.uk">Spratt@wlv.ac.uk</a></td>
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<tr>
<td>Thaisa Whistance</td>
<td>Lecturer Faculty of Social Sciences</td>
<td>MH Building</td>
<td>01902 323418</td>
<td><a href="mailto:T.Whistance@wlv.ac.uk">T.Whistance@wlv.ac.uk</a></td>
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<tr>
<td>Liz Tilly</td>
<td>Lecturer Social Care</td>
<td>MC Building Room MC315</td>
<td>01902 518674</td>
<td><a href="mailto:Liz.Tilly@wlv.ac.uk">Liz.Tilly@wlv.ac.uk</a></td>
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<tr>
<td>Colin Elton</td>
<td>Senior Lecturer Social Care</td>
<td>MC building Room MC315</td>
<td>01902 321190</td>
<td><a href="mailto:Colin.Elton@wlv.ac.uk">Colin.Elton@wlv.ac.uk</a></td>
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<tr>
<td>Pauline Lim</td>
<td>Faculty Enabling Tutor</td>
<td>WP109</td>
<td>01902 518868</td>
<td><a href="mailto:P.Lim@wlv.ac.uk">P.Lim@wlv.ac.uk</a></td>
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<td><strong>STUDENT ADVISORS</strong></td>
<td><strong>HERE2HELP STUDENT CENTRE</strong></td>
<td><strong>PERSONAL TUTOR</strong></td>
<td><strong>SKILLS FOR LEARNING</strong></td>
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<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>
<td></td>
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<tr>
<td>Links to our Graduate Interns</td>
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<td></td>
<td>Based in our Learning Centres</td>
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<tr>
<td>Pre-entry support</td>
<td>Enrolment &amp; module registration</td>
<td>Support for your academic development and progression</td>
<td>Online and in person support and guidance</td>
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<tr>
<td>General support about study and student life</td>
<td>Submitting work &amp; examinations</td>
<td>Personal (pastoral) guidance</td>
<td></td>
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<tr>
<td>Guidance – referral to University services</td>
<td>Academic regulations – one week extensions &amp; extenuating circumstances</td>
<td>A consistent point of contact throughout your studies. Three meetings per year.</td>
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<tr>
<td>Knowledge of the Faculty and its Courses</td>
<td>Leave of absence</td>
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<td>Student finance issues</td>
<td>Student enabling centre</td>
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<td>Career &amp; counselling appointments</td>
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<tr>
<td>Contact: <a href="mailto:FEHWSupport@wlvc.ac.uk">FEHWSupport@wlvc.ac.uk</a></td>
<td>City - MX building 01902 321150</td>
<td>Check who your tutor is on e:vision</td>
<td>Skills for Learning website</td>
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<tr>
<td>Regular drop in sessions &amp; appointments</td>
<td>Walsall - WA building 01902 323135</td>
<td>Meet with your personal tutor at regular intervals</td>
<td>Workshops</td>
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<tr>
<td>City – MC building</td>
<td>Log a call – e:vision helpdesk (Help&gt;contacts)</td>
<td>Visit SAMS to book an appointment</td>
<td>Drop-in sessions</td>
<td></td>
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<td>Walsall – WN &amp; WP building</td>
<td></td>
<td><a href="http://FEHWSams.wlv.ac.uk/">http://FEHWSams.wlv.ac.uk/</a></td>
<td>Appointments</td>
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<tr>
<td>Burton Campus</td>
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<td>Study guides</td>
<td></td>
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</table>

*** Visit the Student Support homepage for more information ***

*** Also visit the Students Union Advice and Support Centre for impartial guidance **
Course Structure for Undergraduate courses

Students will study:

**Full-time:** normally modules worth 120 credits each academic year

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

<table>
<thead>
<tr>
<th>Semester 1 level 4</th>
<th>Semester 2 level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core or option</strong></td>
<td><strong>Module code</strong></td>
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<tr>
<td>C</td>
<td>4SC001</td>
</tr>
<tr>
<td>C</td>
<td>4SC002</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>4DF007</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 1 level 5</th>
<th>Semester 2 level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core or option</strong></td>
<td><strong>Module code</strong></td>
</tr>
<tr>
<td>C</td>
<td>5SC004</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>5SC003</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Module code</td>
<td>Module title</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5SC005</td>
<td>The Child in Trouble</td>
</tr>
<tr>
<td>C 5DF004</td>
<td>BSL People and Places Part One and Research into Language Development and Deafness</td>
</tr>
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<tr>
<td>20</td>
<td>Semester 1 level 6</td>
</tr>
<tr>
<td>C 6SC004</td>
<td>The Management and Administration of Welfare</td>
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<tr>
<td></td>
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<tr>
<td>C 6SC001</td>
<td>Broadening Horizons: European Perspectives on the Organisation and Delivery of Social Care</td>
</tr>
<tr>
<td>C 6DF004</td>
<td>British Sign Language Skills within Work and Community Domains</td>
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</tbody>
</table>

* denotes project module
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 Vik Kelly-Teare Course Leader

The educational aims of the course are: There is an ever demanding need for Social Care services in society today and it is often at the forefront of the media and political and social debate. As such it makes an ideal partner for study alongside Deaf Studies. Deaf Studies attracts many students who want to work with people in the community who are linked to the deaf world. As a student of Deaf Studies you will consider a variety of issues and perspectives surrounding deaf people and their relationship with society. You will study and critical analyse key issues for social care in contemporary society, the impact these social issues have on people’s lives and the social care responses to deal with these issues.

In studying social care with deaf studies you will gain a deeper insight into the experience of those members of the deaf world who participate in the social care sector whether as professionals, paid carers or service users. The course fosters cooperative and independent work as well as critical reflection. You will be encouraged to develop effective communication in an interactive context utilising digital literacy. The course equips students with knowledge and skills appropriate to a range of graduate skills in the statutory, voluntary and commercial sector. You will also have the opportunity to carry out volunteer work in the local community – an experience that broadens your knowledge, deepens your appreciation of civic responsibility and enhances your opportunities for employment.

The course equips you with knowledge and skills appropriate to a range of graduate skills in the statutory, voluntary and commercial sector and a relevant practical skill in a vibrant and developing area of social care.

The course learning outcomes are:

<table>
<thead>
<tr>
<th>Certificate in Higher Education</th>
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</thead>
<tbody>
<tr>
<td>At the end of <strong>level 4</strong> you, the student, will be able to:</td>
</tr>
<tr>
<td>1. Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study</td>
</tr>
<tr>
<td>2. Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.</td>
</tr>
<tr>
<td>3. Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work</td>
</tr>
<tr>
<td>4. Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments</td>
</tr>
<tr>
<td>5. Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility</td>
</tr>
</tbody>
</table>
### Diploma in Higher Education

At the end of **level 5** you, the student, will be able to:

1. Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

2. Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.

3. Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.

4. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

5. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.

6. Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

### BA Non-Honours Degree

At the completion of **60 level 6 credits** you, the student, will be able to:

1. Demonstrate a conceptual understanding of the range and type of formal and informal social care together with an awareness of the political and cultural debates around the Deaf community and with the legal and policy context of social care in Britain and other European countries.

2. Critically appraise theories about society, welfare states, deaf issues and social care in particular those relating to the impact of inequality and discrimination on social care services and service users. Deaf issues will be addressed within the wider context of hearing impairment and related disabilities.

3. Demonstrate an effective level of critical awareness of the contribution of professional/social care practice, use of information technology together with awareness of technology and technical aids in relation to Deaf and Deaf-Blind people.

4. Research the legal, social and economic framework of social care policy and/or provision or the Deaf community in the UK.

5. Demonstrate effective communications skills in BSL to Intermediate level.

### BA Honours Degree

At the end of **level 6** you, the student, will be able to:

1. Demonstrate a conceptual understanding of the range and type of formal and informal social care together with an awareness of the political and cultural debates around the Deaf community and with the legal and policy context of social care in Britain and other European countries.
2. Critically appraise theories about society, welfare states, deaf issues and social care in particular those relating to the impact of inequality and discrimination on social care services and service users. Deaf issues will be addressed within the wider context of hearing impairment and related disabilities.

3. Demonstrate an effective level of critical awareness of the contribution of professional/social care practice, use of information technology together with awareness of technology and technical aids in relation to Deaf and Deaf-Blind people.

4. Research the legal, social and economic framework of social care policy and/or provision or the Deaf community in the UK.

5. Demonstrate effective communications skills in BSL to Intermediate level.

These will be achieved through the following learning activities:

We believe that a course of study should enable students to achieve our graduate attributes of digital literacy, global citizenship, being knowledgeable and enterprising. We will help you to attain these goals through your learning activities and offer a variety of these which include:-

- Seminars
- Lectures with access to online notes
- Interactive lectures
- Tutorials
- Small and large group work
- Student presentations
- Community-based learning through voluntary work experience
- Case studies
- Use of videos and DVDs.
- Research activities
- Independent and guided study
- Collaborative and individual on-line activities
- Discussion forums
- On-line activities and poster presentations support students' digital literacy.
- Content based learning
- Podcasts
- Use of an electronic Personal Development Planning environment (ePD)

The course is accredited, endorsed or approved (depending on the professional body requirements) N/A

**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.

**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).

**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’ Students have been telling us that they wanted more about young people in the course and so we have introduced some new modules and new themes in existing modules that examine young people and youth culture.
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.

**External Examiners**

Carol Dicken, Senior Lecturer (Practice Learning) School of Social Work, Kingston University and St George’s, University London

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

**Undergraduate Honours Degrees**

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<thead>
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<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
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<td>3 years</td>
<td>5 years</td>
<td></td>
</tr>
<tr>
<td>Degree</td>
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<td>5 years</td>
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<th>Part Time Students</th>
<th>Normal</th>
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<td>8 years</td>
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</tr>
<tr>
<td>Degree</td>
<td>4 years</td>
<td>8 years</td>
<td></td>
</tr>
</tbody>
</table>

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.

The above maximum registration periods do not include time away from study approved under Leave of Absence procedure (see below)

**Course Information**

**Blended learning:**

As a student at the University of Wolverhampton you have six blended learning entitlements. This means that there are ways in which we guarantee to give you opportunities to develop digital literacy and also to work and learn through different media that may suit you or meet your needs in other ways. You will have the opportunity to use a vast range of technology to enhance your learning.

The University has its own comprehensive range of technology to support learning, ranging from its library systems to an online learning environment with facility for live chat and forums. You will be given the opportunity of using technology targeted specifically at your learning. These might be online pieces of work to help you develop your knowledge and skills or the opportunity to work with other student online in a collaborative way. They may include online submission of work or simple access to lecturer produced slide, notes and podcasts.

We guarantee that in all modules you will have access to electronic copies of lecturer produced materials and online module guides. In a variety of modules you will have the opportunity to ‘have a go’ at work and get feedback from tutor or electronic feedback before handing in final copies. In a numbers of modules there are other activities that are not formally assessed that you can try in order to improve your learning.

You will be able to access electronic and email support (see Support for Learning for more information). All lecturers use interactive teaching activities routinely in classes and in one module (may be an optional module) at each level you will get the opportunity to revisit your own ePDP (online portfolio) that you will build throughout your time at the University.

**Assessment methods:**

At level 4 students are adjusting to the requirements of higher education. For some, this is a transition from school/FE and for others it is from the world of work. Students enter with
different abilities and levels of knowledge of the Social Care and Deaf Studies. The subject teams’ assessment strategy at level 4 is based on understanding this and giving students the opportunity to enter level 5 equally prepared. Therefore at level 4 assessment is designed to build self-confidence and orientate students toward university life and learning with others on the course. Assignments require students to demonstrate knowledge of and understanding of selected concepts and theories pertaining to their subject areas. Social Care pays particular attention to understanding who needs social care and why, whilst Deaf Studies allows students to look at deafness and identity and commence studies in basic British Sign Language. There is a focus on both study and key skills, i.e. written communication skills, referencing, and working with others. A range of class based exercises, formative assessments (including online) and summative assessments are used across Level 4. Feedback on these is designed to enable students to develop and improve their own work. Level 4 supports students in acquiring the underpinning knowledge and skills that they will need to progress further with their studies. Feedback on assignments is given on content and analysis and also on written communication skills, referencing, structure and presentation. This is then applied as generic criteria throughout the entire course with raised expectations at each level as appropriate.

Level 5 further develops skills and consolidates knowledge and understanding achieved at level 4. Students are expected to demonstrate wider reading, the use of databases and other pertinent IT together with the ability to synthesize evidence from a number of different sources. Students are expected to develop a sound grasp of the theoretical underpinnings and principles of the subject areas and assessment mirrors this. Students are assessed (both formative and summative) using a wide variety of assessment types including essays, exams, voluntary work, research exercises, case studies, presentations, and formative Blended Learning exercises and online collaborations. At Level 5 students are expected to demonstrate the ability to analyse sources and apply learning more widely. Students should have an understanding of research and be developing higher levels of competence in study skills and digital literacy.

At level 6 students are expected to be competent and independent learners with the ability to use study skills appropriately as well as other methodological tools appropriate to their subject area. Students should be able to evaluate sources and arguments and make judgements. They should have developed a thorough understanding of the body of knowledge of their subject area and be able to communicate this effectively. Opportunities however, still exist for formative assessment particularly through the submission of plans and the delivery of presentations in relation to their independent study. Various modes of assessment are utilized including coursework, presentations, online collaboration, examinations and case studies. The culmination of the programme for students is their independent study in which they should demonstrate their ability to critically evaluate and analyse, demonstrate research skills and understanding, demonstrate a high level of study skills and digital literacy together with a command of theory and knowledge pertaining to the subject area.

Support for learning:
The University has developed a range of resources to support students directly with their learning and with personal and practical eventualities that can affect learning. These resources are all signposted through the University web pages and include;

Study Support
LIS works in partnership with the course team to ensure that students are fully supported in their academic studies. We aim to achieve this by providing access to key sources of
Learning Centres – These offer a vibrant blend of traditional library services, together with the latest learning resource technologies, wireless access, modern study facilities, and self-service options. Our Learning Centres are open seven days a week and many of our resources are accessible 24/7 via www.wlv.ac.uk/lib

Help and advice - Our dedicated Customer Service team will welcome you and advise on how to find the best information, from you very first visit, and continue to support you throughout your course.

Key texts - We work with your module leaders to ensure that we provide access to key texts, and the latest research publications, so saving you money and time locating key sources of information. For details check our catalogue Summon www.wlv.ac.uk/lib/search

Skills for Learning - specially created to enable you to develop important academic and employability skills. Look out for our popular skills workshops, www.wlv.ac.uk/lib/skills_for_learning/workshops.aspx, or follow us on Facebook. For more info see http://www.wlv.ac.uk/lib/skills-for-learning/

On-line support – If you can’t come to us we will come to you via our online services e-books, e-journals from your Subject pages, e.g. Nursing and Midwifery http://www.wlv.ac.uk/lib/subjects/health-professions/ and online help facilities via ASSIST www.wlv.ac.uk/lib/contacts/assist.aspx

Find us on all campuses: City, MD Building: Walsall, WH Building: Telford, SA Building; Queen’s Hospital Burton, BE Building

Personal support

The Careers and Employment Services team offering support in finding a part-time job whilst studying and help in preparing for work after study. Counselling offering a confidential space in which you can talk to a counsellor about your concerns. Personal appointments are available on all campuses; there is a drop-in service every weekday at City Campus and on online counselling is available via WOLF. The student financial support unit can help students with advice on funds available to students.

Personal tutoring
Each student is allocated a named person tutor who they should have contact with (virtual and/or face to face) at least 3 times a year to support personal and academic development and progression.

Students with disabilities
The student enabling centre provides a comprehensive range of support for D/deaf, Dyslexic and Disabled students including; screenings and assessments, guidance on gaining financial support, various support services and enabling technologies.
Course support
In their first year of study all students undertake modules which incorporate learning opportunities to support the acquisition of study skills, in particular the year long module ‘Understanding Social Care’. Students will receive support from class tutors at all levels of the course as appropriate. At level 5 students have the opportunity to undertake online formative assessments that are designed to test and enhance their skills. Information can also be found on our WOLF page entitled ‘Social Care’ and Facebook page ‘Social Care UoW’

Distinctive features of the course:
The combination of criminal justice and criminology and social care provides a wide-ranging and interdisciplinary approach. The staff team is made up of staff who have ‘hands on’ experience in social care and social work and are active researchers. To develop the ability to form links with local social care providers, also this course encourages community-based learning through placement in local voluntary agencies and organisations. We pride ourselves in our supportive culture with a large team of academic and student support staff to provide excellent pastoral care and support, together with a welcoming academic environment in which to undertake your degree.

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 join 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.

Where to get help with your course
For Social Care course enquiries related to:
- Module information
- Award information
- Tutorial enquiries

please email our dedicated inbox: FEHWSocialCare@wlv.ac.uk
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)

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

**Personal Issues**
- Personal Tutor (see eVision for details)
- University Counselling Service
- W: www.wlv.ac.uk/counselling
- E: counselling.services@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)

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

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

**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.

Taking a **Leave of Absence** can ensure that you have the time away from your studies you need, but it is important you understand all the implications. There are plenty of people who can advise you before you make your decision:

- Your Student Centre (either in person or you could log an e:Vision Helpdesk call).
- The Students’ Union Advice and Support Centre.
- Student Advisors in your Faculty.
- Your Personal Tutor.
- The International Support Team (based in MX Student Centre, City Campus).

**Please consider before taking a Leave of Absence**

- If you’re a full-time student, you could consider switching to part-time mode as an alternative.
- While on a Leave of Absence you won’t have access to University premises or resources or participate in any assessment.
- If you take a Leave of Absence after you have enrolled but before completing your module, any summative (graded) assessment submitted will be carried forward and will contribute to your assessment result for that module when you return, provided the same assessment requirements remain.

**Financial impact**
You should consider the implications of taking a Leave of Absence will have on your funding and finances. On approval of your Leave of Absence you must ensure that you
are fully aware of the fee implications on your return to the course, as fees may be due again for the modules that you were studying when the leave of absence was agreed.

However, your individual circumstances will affect your right to funding so it is important that you seek advice from the Students’ Union Advice and Support Centre – who will also be able to advise you about the impact of any benefit entitlement.

You will not be entitled to Council Tax exemption whilst on a Leave of Absence.

**Your tuition fees**

In accordance with the University’s fee liability policy, you will be liable for any fees due dependent on the date that you officially apply for Leave of Absence. If you are a full-time undergraduate UK student, tuition fees are due as follows:

- Attendance in Term 1 = 25% of the tuition fee is due.
- Attendance in Term 2 = 50% of the tuition fee is due.
- Attendance in Term 3 = 100% of the tuition fee is due.

If you are a part-time student, your fee liability is dependent on the number of modules registered in any period.

If you are an international student we take into account the fact that you will have paid a non-refundable deposit and your fee liability points will be at the start of the first term and third term (remainder of fee). We recommend you seek guidance on this from the International Student Support team in MX Student Centre.

**Health & Safety issues**

Specific procedures relating to your course will be explained to you during induction and at appropriate points throughout the course. The University can accept no responsibility for any injury sustained through a student's negligence, misuse of equipment or disregard of instructions. You must observe all instructions regarding accident and fire prevention. All accidents must be reported immediately to a member of staff and will be recorded on an accident report form.

If you have a medical or other condition which may endanger yourself or others in a particular situation you must inform the member of staff present, and also discuss the condition beforehand with the Faculty Enabling Tutor.

Fire notices, exits and assembly points are posted in all teaching rooms and around the buildings. Procedures to be observed when the alarm sounds are to leave as quickly as possible in a quiet and orderly manner and to assemble at the appropriate point. Do not attempt to re-enter the building until you are told it is safe to do so. You may need to show your identity card on entry to the building so ensure you have it with at all times.

**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 are well equipped to continue their post-graduate studies in Sociology, Education and Social Work.

**Career Opportunities**
With Social Care and Deaf studies you will have opportunities of working in a range of careers. You can work directly in the Deaf Community and in a wide range of roles in Social Care, mostly in the public and not for profit sector.

With further training you could become a teacher of a National Curriculum subject or become a counsellor for Deaf People. Other career destinations have included communication support, key skills coordinator NVQ assessor, and social care officer.

**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.