About this guide

Welcome

Course Management and Staff Involved with the Course

Course Structure

About the Course

Contact Hours

University Academic Calendar

Timetables

Student Voice

Student Feedback

Student Charter

Engagement

The Wolverhampton Graduate

External Examiners

Academic Regulations

Exam Regulations

Course information

Personal Tutor

Academic Misconduct

Support for Students

Anonymous Marking

Where to Get Help with your Course

Extensions, Extenuating Circumstances and Leave of Absence

Health and Safety Issues

Health and Wellbeing whilst using your computer

Progression for Further Study

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

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the 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: | MC125  
MC Building  
Wulfruna Street  
City Campus  
Wolverhampton  
WV1 1SB  
Academic Support: 01902 518600  
Student Advisors: 01902 518809/ 323584 |
| 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

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>School/Building and room number</th>
<th>Telephone number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vik Kelly-Teare</td>
<td>Senior Lecturer and 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 Department 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>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>
</tr>
<tr>
<td>Liz Tilly</td>
<td>Senior 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>
</tr>
<tr>
<td>Pauline Lim</td>
<td>Faculty of Enabling Tutor</td>
<td>WP Building Room WP109</td>
<td>01902 518868</td>
<td><a href="mailto:P.Lim@wlv.ac.uk">P.Lim@wlv.ac.uk</a></td>
</tr>
<tr>
<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>
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<tr>
<td>Links to our Graduate Interns</td>
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<td>Based in our Learning Centres</td>
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<td>Online and in person support and guidance</td>
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<td>Pre-entry support</td>
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<tr>
<td>General support about study and student life</td>
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<tr>
<td>Guidance – referral to University services</td>
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<tr>
<td>Knowledge of the Faculty and its Courses</td>
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<td>Transferable support on your academic study skills:</td>
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<td>General skills guidance</td>
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<tr>
<td>Contact: <a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a></td>
<td>Log a call – e:vision helpdesk (Help&gt;contacts)</td>
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<tr>
<td>Regular drop in sessions &amp; appointments</td>
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<tr>
<td>City – MC building</td>
<td>City - MX building</td>
<td>Meet with your personal tutor at regular intervals</td>
<td>Skills for Learning website</td>
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</tr>
<tr>
<td>Walsall – WN &amp; WP building</td>
<td>01902 321150</td>
<td></td>
<td>Workshops</td>
<td></td>
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<tr>
<td>Burton Campus</td>
<td>Walsall - WA building</td>
<td>Visit SAMS to book an appointment</td>
<td>Drop-in sessions</td>
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<tr>
<td></td>
<td>01902 323135</td>
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<td>Appointments</td>
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<td>Study guides</td>
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<td>Online resources</td>
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<td>Twitter, Facebook, Skype (wlv_skills) and YouTube</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.

Level 4 (Year 1)

<table>
<thead>
<tr>
<th>Semester 1 level 4</th>
<th>Semester 2 level 4</th>
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</thead>
<tbody>
<tr>
<td>Core or option</td>
<td>Module code</td>
</tr>
<tr>
<td>C</td>
<td>4SC001</td>
</tr>
<tr>
<td>C</td>
<td>4SC002</td>
</tr>
<tr>
<td>C</td>
<td>4SC004</td>
</tr>
<tr>
<td>C</td>
<td>4SC003</td>
</tr>
</tbody>
</table>

Level 5 (Year 2)

<table>
<thead>
<tr>
<th>Semester 1 level 5</th>
<th>Semester 2 level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core or option</td>
<td>Module code</td>
</tr>
<tr>
<td>C</td>
<td>5SC004</td>
</tr>
<tr>
<td>C</td>
<td>5SC005</td>
</tr>
<tr>
<td>C</td>
<td>5SC006</td>
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</tbody>
</table>
You should be aware that there may be a limited number of placements available. The following criteria will be applied to determine eligibility:

Students Selection criteria for placement:

1. The placements will only be available for students on the BA Social Care (Single honours) programme.
2. Students will have passed all modules at level 4 gaining 120 credits
3. Satisfactory Enhanced DBS
4. If we have above the numbers of students requiring a placement available, additional criteria’s will be added;
   - Students gaining at least 50% in the core modules. If still too many.
   - Mean average based on the student’s marks at the end of level 4 modules

The module leader will provide further information to you nearer the time about how to apply.

Level 6 (Year 3)

<table>
<thead>
<tr>
<th>Semester 1 level 6</th>
<th>Semester 2 level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core or option</td>
<td>Core or option</td>
</tr>
<tr>
<td>Module code</td>
<td>Module code</td>
</tr>
<tr>
<td>Module title</td>
<td>Module title</td>
</tr>
<tr>
<td>Credits</td>
<td>Credits</td>
</tr>
</tbody>
</table>

| C | 6SC004 | The Management and Administration of Welfare | 20 | C | 6SC003 | Delivering and Using Services | 20 |
| C | 6SC005 | Exploring Youth: The Hidden Issues | 20 | C | 6SC002 | Independent Study in Social Care | 20 |
| C | 6SC006 | Vulnerabilities and Ageing | 20 | O (Choose one only) | 6SC007 | The Toxic Trio: Mental Ill Health, Substance Misuse and Domestic Violence | 20 |
| C | 6SC008 | Learning Disability and Citizenship | 6HL001 | Explaining Patterns of Women’s & Men’s Health | 20 |
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 – Social Care & Joint Subject Course Leader

The educational aims of the course are:

The specialist award in Social Care is designed for those who want to develop a career within the expanding social care sector. It offers opportunities to study issues in contemporary society such as poverty, social exclusion and policy responses. Students are able to study both children and adults together with options for specialisms in mental health and learning disability. This programme gives you an opportunity to engage with and learn about social care through:

- understanding the provision of formal and informal care, the knowledge, core values and
- ethics that underpin social care provision
- the changing face of social care and key social issues that impact on people’s lives
- the assessment, management and organisation of social care and
- specialisms in adult care, child care and learning disability that focus on the child in trouble; substance misuse; mental health; and supporting people with a learning disability

The course will equip you with knowledge and skills appropriate to a range of graduate jobs in the statutory, voluntary, not-for-profit and private sector.

The course learning outcomes are:

At the end of this course you, the student, will be able to:

<table>
<thead>
<tr>
<th>Certificate in Higher Education</th>
</tr>
</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</td>
</tr>
</tbody>
</table>
with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

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.

3. Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

4. Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

5. Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

### 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 systematic and detailed knowledge of the range and type of formal and informal social care and the legal and policy context of social care
in England together with a European dimension.

2. Critically appraise theories about society, the welfare state and social care.

3. Demonstrate critical awareness of the contribution of professional/social care practice to the delivery and funding of social care provision.

4. Demonstrate a commitment to the values and ethics of social care through detailed knowledge of coherent arguments at the forefront of the discipline.

5. Demonstrate in depth knowledge and systematic understanding of the specific needs and disadvantages faced by certain groups in society e.g. older people, young people and disabled people and the social processes that give rise to such needs.

6. Apply social policy and sociological theories to critically analyse social need and policy outcomes and be able to convey core theories, concepts and approaches to understanding social care and societal responses to needs.

**BA Honours Degree**

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

1. Demonstrate a systematic and detailed knowledge of the range and type of formal and informal social care and the legal and policy context of social care in England together with a European dimension.

2. Critically appraise theories about society, the welfare state and social care.

3. Demonstrate critical awareness of the contribution of professional/social care practice to the delivery and funding of social care provision.

4. Demonstrate a commitment to the values and ethics of social care through detailed knowledge of coherent arguments at the forefront of the discipline.

5. Demonstrate in depth knowledge and systematic understanding of the specific needs and disadvantages faced by certain groups in society e.g. older people, young people and disabled people and the social processes that give rise to such needs.

6. Apply social policy and sociological theories to critically analyse social need and policy outcomes and be able to convey core theories, concepts and approaches to understanding social care and societal responses to needs.

These will be achieved through the following learning activities:

Your learning will include the study of six modules a year. The learning activities which will support you in the achievement of the learning outcomes are wide and varied. Throughout the programme these learning activities will enable you to achieve our graduate attributes of digital literacy and global citizenship. Additionally you will become knowledgeable and
enterprising in your chosen field. The types of learning experiences which will help you achieve this include:

**Lectures:** You will experience a variety of lecture formats. Both teacher and student centred lectures are encouraged. Within the lecture time will be provided where you are encouraged to be interactive with lecturers to aid clarification and extension of your knowledge and understanding. All lecture material will be supported by digital technology to enhance learning, and will be made available for you to access independently throughout a module on WOLF our virtual learning environment.

**Seminars:** These are educational opportunities to extend and deepen your understanding of topics covered in a module. Seminars are important learning opportunities, and will take the form of smaller groups of students. In some seminar forums you will be encouraged to take the lead in discussing relevant articles, policies and the theoretical and evidence base that underpins health care and all its nuances.

**Workshops:** Workshops will allow you to develop skills of interaction and critical debate with a wide variety of academic staff and students, they are essential to developing skills for working in the real environment of health care.

**Debate and dialogue:** The University’s virtual learning environment, WOLF provides a forum for you and your colleagues to engage in dialogue with each other as well as with academic staff.

**Formative on-line assessments:** Here opportunities will be provided for you to ‘have a go’ at some summative assessment tasks before the actual (graded) assessment is submitted. This will develop your academic and practical skills through tutorial guidance and feedback.

**Peer presentations:** You will be required to study some aspects of specific modules independently and feedback your findings to the wider group, which allows you to further develop your academic skills and understanding.

**Independent and self-directed learning:** These are essential aspects of ‘reading for a degree’. Academics responsible for module delivery will ensure essential reading material is made known to you e.g. articles, chapters in books, whole books, policies and web based material. In each module there will be a degree of freedom for you to explore topics of your own choice in the context of the module specific learning outcomes. To achieve this you will be encouraged to seek out and review material additional to that recommended by module leaders to support your academic development in relation to the subject specific outcomes e.g.: topic specific articles, web sites or books

**Tutorials:** Face to face meetings with Module Leaders, the Award Leader and your Personal Tutor aim to tailor academic advice to meet your individual needs. By developing your own Personal Development Plan (PDP) you can get the most out of your higher education learning journey, and beyond, for example when pursuing employment or further HE courses.

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”
We would like to hear more feedback from you and in order to do this and get a broad student voice, we are starting to meet with student groups informally every semester.

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:
1. Understand the subject area you are studying;
2. Acquire and develop the skills and knowledge needed to ensure success;
3. Prepare for assessment tasks;
4. Learn from and with your fellow students;
5. Receive feedback from your tutors on your progress;
6. Fully participate in sessions, forums, seminars and other activities;
7. 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:

<table>
<thead>
<tr>
<th>Undergraduate Honours Degrees</th>
<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Degree</td>
<td>3 years</td>
<td>5 years</td>
<td></td>
</tr>
<tr>
<td>Degree</td>
<td>3 years</td>
<td>5 years</td>
<td></td>
</tr>
<tr>
<td>Part Time Students</td>
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</tr>
<tr>
<td>Honours Degree</td>
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<td>8 years</td>
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</tr>
<tr>
<td>Degree</td>
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<td>8 years</td>
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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
Social Care is taken from both Social Work and Social Policy Benchmarks. QAA Benchmark Statements can be found at:


Blended Learning
As a student at this University you are entitled to experience the opportunities afforded by blended learning, where traditional learning and teaching is enhanced with the use of a range of technological approaches, such as online and interactive learning resources. These are provided within the University virtual learning environment referred to as WOLF (Wolverhampton On-line Learning Forum).

All your modules will be supported by a WOLF topic, this is a place on WOLF where module related information and learning resources are located. You will have access to
electronic versions of all lecturer produced documents, as well as the opportunity to engage in online dialogue with your lecturers and fellow students.

We also provide ‘state of the art’ technological equipment and extensive access to high quality desk top computers across the University. Our learning centres and information services are also supported by high quality technology, enabling you to access a great deal of support for your learning, not just when you are on campus but also from home and work. The learning centre staff provide a comprehensive ASSIST service whereby queries regarding reference material/study skills can be made via email, followed by a ‘real-time’ response from well qualified library personnel. The course will draw on a wide range of interactive learning methods, some enhanced with interactive technology, for example collaborative forums in WOLF. All staff engage in interactive learning routinely in lectures.

Finally, as part of your use of blended learning opportunities we will expect you to use the technology to research your own sources of information in order to meet the course and module learning outcomes.

Assessment Methods
The course is taught at three academic levels (levels 4-6) with each level attracting 120 credits which is delivered through 6 x 20 credit modules. At each level you will be given an option between two modules in the second semester.

Level 4
At level 4 you will be 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. Level 4 is designed to enable you to gain a wide breath of underpinning knowledge of the Social Care. You will be introduced to issues of inequality and issues around poverty, welfare and welfare benefits and gain an understanding of how social care is delivered today. You will also gain an understanding of the times in people’s lives when they are more likely to need intervention from care services. You will be introduced to the emerging themes and debates in the subject area. Level 4 assessments are designed to build your self-confidence and orientate you toward university life and learning with others on the course. This is done through the use of coursework done in collaboration with others. 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. You will be supported in acquiring the underpinning knowledge and skills that you will need to progress further with your studies. Feedback on assignments is given on content and analysis and also on written communication skills, referencing, structure and presentation.

Level 5
Level 5 further develops skills and consolidates knowledge and understanding achieved at level 4. You 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. You 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, case studies and formative Blended Learning exercises. At Level 5 you will be expected to demonstrate the ability to analyse sources and apply learning more
widely. You should have an understanding of research and be developing higher levels of competence in study skills and digital literacy. You will be given the opportunity and tested on your ability to relate theory to policy and practice. You are also required to critically analyse the impact of policy and legislation on recipients of social care and the wider society. At level 5 you will begin deeper study into particular service users groups and social issues i.e. young people, people with learning disabilities, older people and mental ill health.

**Level 6**

At level 6 the is a greater focus on you as a competent and independent learner with the ability to use study skills appropriately and focus on deeper learning in the subject area using theory appropriately and having a sound grasp of the subject area. You should be able to critically evaluate sources and arguments and make your own judgements. Opportunities however, still exist for formative assessment particularly through 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 you is your independent study in which you should demonstrate your 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 your chosen subject area and area of interest. At level 6 you will also have the opportunity to further your study into particular service users groups and social issues i.e. young people, people with learning disabilities, older people and mental ill health.

**Support for Learning**

The University provides a range of resources to support students directly with their learning as well as other areas of their life. These resources are all signposted through the University web pages and include;

**Study Support**

Academic skills support is available to all students throughout all levels of study, via the school and learning centres. Academic skills sessions are introduced within the induction programme, different modules and through a blended learning approach with access to material in WOLF. This is designed to help you to use the learning resources effectively and also to help you when it comes to completing assessments. Academic skill development is further embedded within the curriculum at different levels; module lecturers, personal tutors and the Award Leader will monitor your progress on the course and will encourage you to understand the grade you are awarded for a piece of assessed work, where necessary academic staff will encourage you to act on written feedback when your assessed work is returned to you.

- Some useful resources are signposted through the ‘Skills for Learning’ web pages at [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills).

- Learning Information Services advisors offer individual support across our four campus learning centres.

- ASSIST – which provides real-time online librarian support

**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 online counselling is available via WOLF.

The student financial support unit can help students with advice on funds available to students.

The student enabling service centre provides a comprehensive range of support for 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 that incorporate learning opportunities to support the acquisition of study skills, in particular the Students will receive support in class from sessions written and delivered by LIS staff.

Distinctive Features of the course

Social care is one of the biggest areas of growth in the economy with more expansion likely due to the nature of the ageing society. There are diverse and multifaceted issues facing society such as domestic violence, youth crime, substance misuse and the integration of people with disabilities and learning disabilities into society. Much of this work is being pushed out of the arena of traditional social work.

The staff team is made up of staff whom have ‘hands on’ experience in social care and social work and are active researchers.

This course encourages community-based learning through work based learning opportunities in local voluntary agencies and organisations.

We pride ourselves on 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:

1. Visit the Learning Centre or our study skills support website at www.wlv.ac.uk/skills
2. Download the Students’ Union guide to Avoiding Academic Misconduct (“Write Right”) - available from the Student’s Union website;
3. Book a Skype appointment with study skills adviser or join the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
4. 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 –
1. Being in possession of “revision notes” during an examination
2. The purchase or commission of assignments from others
3. Theft of other students' work
4. 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 –
1. Cut or copied and pasted materials from websites
2. Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
3. 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)

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

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

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

Independent academic, financial, international and housing advice
- Students’ Union Advice and Support Centre
- W: www.wolvesunion.org/advice
- E: advice.wolvesunion@wlv.ac.uk
- T: 01902 32(2038)

Extensions, Extenuating Circumstances and Leave of Absence
The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.
Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

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

**Extenuating Circumstances** – claims for extenuating circumstances are also submitted via your e: Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. 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:
1. Your Student Centre (either in person or you could log an e:Vision Helpdesk call).
2. The Students’ Union Advice and Support Centre.
3. Student Advisors in your Faculty.
4. Your Personal Tutor.
5. The International Support Team (based in MX Student Centre, City Campus).

**Please consider before taking a Leave of Absence**
6. If you’re a full-time student, you could consider switching to part-time mode as an alternative.
7. While on a Leave of Absence you won’t have access to University premises or resources or participate in any assessment.
8. 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:
9. Attendance in Term 1 = 25% of the tuition fee is due.
10. Attendance in Term 2 = 50% of the tuition fee is due.
11. 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 gain careers, mostly in the public and not-for-profit sector including:
- care management and the NHS,
- housing associations and various forms of supported living,
- early years settings (work with children under 5),
- agencies supporting young people,
- agencies supporting people with a learning disability,
- agencies supporting older people,
- substance misuse and domestic violence agencies and other advice settings,
- policy research and development and advocacy.

Graduates in Social Care with a good honours degree (2:1 or above) are eligible to apply for a Master's level qualifying social work award.

**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.

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