Faculty of Education, Health and Wellbeing

Institute of Public Health, Social Work and Care

BA (Hons) Social Work

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.

<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>
<tbody>
<tr>
<td>Your local Academic Faculty Office is:</td>
<td>Faculty of Education, Health and Wellbeing MC125 MC Building Wulfruna Street City Campus Wolverhampton WV1 1SB Academic Support: 01902 518600</td>
</tr>
<tr>
<td>Your Student Centre is:</td>
<td>Student Centre MI Building City Campus 01902 321062</td>
</tr>
</tbody>
</table>

Please note that in order to develop and improve the Course, it may be necessary on
occasions to amend or revise the details given in this Course Guide. We are pleased to
hear your views and welcome suggestions for ways of improving the operation of the
Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies at the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Dr Karen Roscoe, Course Leader (K.Roscoe@wlv.ac.uk)

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
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<tbody>
<tr>
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<td>01902 518765</td>
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<td>Julie Williams</td>
<td><a href="mailto:J.Williams@wlv.ac.uk">J.Williams@wlv.ac.uk</a></td>
<td>01902 323500</td>
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</table>

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Student Advisors FEHWSupport@wlv.ac.uk 01902 518809/ 323584

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Deborah Sharman D.Sharman@wlv.ac.uk 01902 323591
Ida Bentley Ida.Bentley@wlv.ac.uk 01902 323591
# Student Support in FEHW

<table>
<thead>
<tr>
<th><strong>STUDENT ADVISORS</strong></th>
<th><strong>HERE2HELP STUDENT CENTRE</strong></th>
<th><strong>PERSONAL TUTOR</strong></th>
<th><strong>SKILLS FOR LEARNING</strong></th>
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<tbody>
<tr>
<td>Dedicated staff employed within the Faculty to support your University experience</td>
<td>Each campus has a Student Centre, commonly known as ‘Here2Help’</td>
<td>An academic member of staff will act as your <a href="#">personal tutor</a> for the duration of your Degree.</td>
<td>Trained and professional staff supporting your academic work</td>
</tr>
<tr>
<td>Links to our Graduate Interns</td>
<td></td>
<td></td>
<td>Based in our <a href="#">Learning Centres</a></td>
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<tr>
<td>Pre-entry support</td>
<td>Enrolment &amp; module registration Submitting work &amp; examinations Academic regulations – one week extensions &amp; extenuating circumstances Leave of absence Student finance issues Student enabling centre Careers &amp; counselling appointments</td>
<td>Support for your academic development and progression Personal (pastoral) guidance A consistent point of contact throughout your studies. Three meetings per year.</td>
<td>Transferable support on your academic study skills: General skills guidance Academic writing support Referencing Searching for literature</td>
</tr>
<tr>
<td>General support about study and student life</td>
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<tr>
<td>Guidance – referral to University services Knowledge of the Faculty and its Courses</td>
<td></td>
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</tr>
<tr>
<td><strong>Contact:</strong> <a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a></td>
<td>City - MX building 01902 321150 Walsall - WA building 01902 323135 Log a call – <a href="https://e:vision">e:vision</a> helpdesk (Help&gt;contacts)</td>
<td>Check who your tutor is on <a href="https://e:vision">e:vision</a> Meet with your personal tutor at regular intervals Visit SAMS to book an appointment <a href="http://FEHWSams.wlv.ac.uk/">http://FEHWSams.wlv.ac.uk/</a></td>
<td>Skills for Learning <a href="#">website</a> Workshops Drop-in sessions Appointments Study guides Online resources <a href="#">Twitter</a>, <a href="#">Facebook</a>, Skype (wlv_skills) and <a href="#">YouTube</a></td>
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***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

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>C/O 4SO001 Sociology for Social Workers</td>
<td>C/O 4SO006 Law for Social Work Practice</td>
</tr>
<tr>
<td>C/O 4SO002 Psychology for Social Workers</td>
<td>C/O 4SO007 Social Work Skills in Context</td>
</tr>
<tr>
<td>C/O 4SO003 Values for Ethical Practice</td>
<td>C/O 4SO008 Practising Social Work</td>
</tr>
</tbody>
</table>

Mandatory Skills Days – up to 5 ‘shadowing’ days

## Level 5

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td>C/O 5SO005 Social Policy for Social Workers</td>
<td>C/O 5SO003 Level 5 Practice Learning</td>
</tr>
<tr>
<td>C/O 5SO002 Social Work with Children and Families</td>
<td></td>
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<tr>
<td>C/O 5SO001 Social Work with Adults</td>
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</table>

5SO004 (20 credits) Applied Theories and Methods for Social Work

Mandatory skills days

## Level 6

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C/O 6SO022 Research Mindedness for Social Workers</td>
<td>C/O 6SO021 Interprofessional Working in Organisations</td>
</tr>
<tr>
<td>C/O 6SO026 Critical Debates in Social Work</td>
<td></td>
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</tbody>
</table>

6SO023 (60 credits) Social Work Placement
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 Your personal tutor.

Social Work Values

Valuing Diversity
The Wolverhampton programme has a long history of meeting the needs of the region, drawing upon and respecting the diversity it offers. The course reflects the regional demographic in terms of ethnic and cultural diversity, and as a student on the award, you are joining in with this rich tradition.

Service-users and carers, detailed later in this section, play an important part in the programme. As a student social worker it is important to develop an understanding of service-users as people who possess their own strengths and capabilities and this will be reinforced when you study the level 4 modules 4SO007 & 4SO008. You will then develop social work skills based upon a range of approaches, starting with service-user strengths and the identification of needs.

Many of the service-users you will work with on placements will be experiencing difficulties related to their socio-economic position: that is, many of the difficulties they face are as much structural as personal and your work on 4SO001 will begin to demonstrate this. The region is one of the most socially and economically deprived in England, therefore it is very common for social workers to support and work with people regarded as economically poor and other socially marginalised groups who are often demonised by politicians and sections of the national and local media. In response, social workers promote the service user voice and the needs of marginalised or poorly understood groups in society.

Challenging own prejudices
It is important as a social work student that you are aware of how negative stereotypes are created and sustained and that you examine your response to them, alongside other prejudices. We begin to address this in your first year with 4SO003 (Values for Ethical Practice) and this is developed further at level 5 in the specialist modules, Adults and Children and Families, (5SO001 & 5SO002) and practice placement. In your final year it becomes fully integrated into the placement as you reflect and demonstrate values in practice as a discrete part of the placement module.

The concept of structural and professional power is a core part of consideration upon the social work value-base that helps to guide all practice. You need to develop a clear understanding of power imbalances in the service-user carer relationship and the appropriate use of statutory powers in an ethical framework – for example in ensuring the protection of vulnerable adults and children and other interventions. Modules examining sociology and social policy offer structural perspectives, whereas the psychology for social workers module focuses upon human learning, thinking and behaviour in the context of social problems and need across the human lifespan. Themes within these modules inevitably link to consideration of issues and dilemmas within the values and ethics module. Other modules examine these issues at more legal (4SO004, Law for Social Work Practice), personal and practice levels at level 5 (5SO003 Placement Learning).

This work will continue throughout the award in all the modules wherever and whenever it arises, particularly in the skills development days and placement modules.
Maintaining Probity and Integrity
High standards of personal and professional behaviour are expected by the public (on placement) and in the university – for example, academic misconduct is not merely an ‘academic matter’ but is linked directly to your honesty and integrity. We expect good levels of attendance, and for you to contact staff if you are unable to attend taught days in the university. As a student, you will also demonstrate this in the placements and although you are not ‘registered’ with the HCPC the standards expected from you are the same. In extreme circumstances of poor conduct you could be referred to the ‘suitability for practice panel’, which is made up of a number of professionals from social work and other groups.

Preventing and Challenging Discrimination
There are a variety of ways in which you can engage with this aspect of social work practice at personal, professional and political levels. The course seeks to encourage you to determine the type of social worker you want to be and how best you can engage in such challenges.

A starting point for this is set out in sections one and two, and, as you are entering a profession which has a long tradition of working with marginalised groups, and which has sought to engage in strategies to challenge discrimination, oppression and disadvantage. Modules in this award draw upon that tradition, notably 5SO005 (social policy for social workers), as this will identify ways in which social workers, acting together with service-users/carers can successfully challenge aspects of discrimination in service delivery.

The award and the University also has a range of policies and statements which are designed to enable you to work in an environment which is non-discriminatory and you, along with all staff members, are encouraged to challenge discriminatory practices at all levels.

Reflecting on Own Practice
You are introduced to reflective practice in your first year through skills development days linked to 4SO007/8 and 4SO003. You will be utilising models of reflection drawn from the work of Schön; Boud, Keogh and Walker; and the more recent addition of Jan Fook’s work. The modules will help you identify future learning needs for the first placement.

The aim of reflection is to improve practice on a personal or agency level - something which will assist in raising standards of professional practice. This connects with other aspects of social work’s core values in encouraging you to develop and engaged practice, for example in addressing people’s socio-economic circumstances and preventing and challenging discrimination.

The use of small group work allows you to work together with other students and thereby assist each other’s development through collaborative learning. You will also find this to be a feature of the skills development days, as you comment upon your own (and others’) practice.

Finally, you will carry this forward into two placements: the 70 and 100 days in assessed practice located in an agency providing a social work or care service. In these placements you will be given the opportunity to demonstrate your ability to critical reflect and engage in actual practice settings, and demonstrate how you can effectively learn in, and from practice experience.
**Working Inclusively**

During the selection process, you should already have been interviewed by a service-user/carer as well as someone who works for one of partner agencies. These core relationships will be reinforced throughout the course.

There is a strong service user involvement throughout the programme, from their involvement in recruitment and selection, award management (through Course Management Committee) and teaching and learning. This includes the skills’ development days and, where applicable, teaching sessions. You will come to understand the experiences of those who use services as we seek to break down any false dichotomies between ‘theory’ and ‘practice’. The nature of the School’s Service User and Carer Hub-group is referred to elsewhere in the guide as being central to the running of the programme. In addition, many of the contributors to the award from the staff team are also carers and these perspectives are brought to bear throughout their teaching, again recognising and valuing the existing diversity within the staff team in this area.

There will also be sessions where you will be ‘taught’ by service-users, carers, practising social workers and also other professional groups – bringing you into contact with a range of people who are involved in the programme.

The educational aims of the course are:

The BA Hons programme aims to prepare you for Social Work Practice and to be eligible to apply for registration with the Health and Care Professions Council as a Social Worker. In addition the University will confer the academic award of the BA (Hons) Social Work.

The course is designed for students who want to enter professional social work, a profession which engages with people who experience levels of social disadvantage, social problems, and/or discrimination. Typically you will want to help enhance people’s lives at a personal and structural level, countering discrimination and oppression. The course will equip you with the appropriate knowledge and skills, as well as encouraging and enabling you to explore the value base necessary for qualified social workers.

At the point of graduation you will have met the requirements of the Professional Capabilities Framework (PCF) for qualifying social work programmes and you will also have a broad academic and practice based understanding of social work through placement experiences, supported by wide reading and research. The ability to question, critically analyse and reflect upon issues is very important during the learning experience. **The broad aims of each year of the course are detailed below**

**Year 1 (level 4)**

In the first year you will have the opportunity to develop your knowledge of social work by studying two core disciplines that underpin it: sociology and psychology. You will also have the opportunity to develop your own self-awareness and understanding of personal values and professional ethics and be introduced to aspects of the law, which underpins practice and service provision. Alongside these modules, there will be teaching and workshops to assist your development of social work skills. It is our intention that service users, carers, and practitioners will contribute to the delivery and assessment of these sessions.

The Health and Care Professions Council (HCPC), the regulatory body for social work, and the College of Social Work, require students to have developed basic skills, knowledge and values to work with a range of service user groups with understanding and
respect. Therefore, before your first placement you may have the opportunity to develop your knowledge, values and skills in practice settings by carrying out ‘shadowing’ days, where you will have opportunities to meet service users, carers and staff. You will have the opportunity to experience role plays and scenario-based ‘close to reality’ learning in a virtual learning lab, our virtual hospital ward, or community flat located within the Wolverhampton city centre campus. Service users and carers are involved in this work too. Prior to commencing the first placement you are required to have met the PCF criteria:

‘By the point of assessment of readiness for direct practice (prior to first placement), students should demonstrate basic communication skills, ability to engage with users, capacity to work as a member of an organisation, willingness to learn from feedback and supervision, and demonstrate basic SW values, knowledge and skills in order to be able to make effective use of first practice placement’.

This means that you must have passed all of the modules in year 1 and have attended the skills sessions in the first year. There are 30 skills days in total, spread over three years of study with the bulk taking place at level 4. The professional shadowing days will form part of these 30 skills days.

To help you understand how the course is structured, you will have a number of group tutorials in the first Semester. This should help you settle in and will create an opportunity to get to know each other in smaller groups, get to know a tutor, and get to know where to seek help, guidance and support with study skills, accommodation, and personal and emotional needs.

In addition to the academic modules in semester two, there will be a series of workshops led by practitioners covering topics such as substance misuse, youth justice, learning disability, dementia, domestic violence/abuse. These will enhance enhancing your understanding of social work practice.

Year 2 (level 5)

You will be given the opportunity to further your understanding of social work and its application through the study of social work theories and methods; social policy; adult social care; and, children and families social work. These modules are taught in Semester 1 before the commencement of your first placement, thereby further preparing students for practice.

There will also be opportunities to develop your skills further and before the placement commences during sessions related to level 5 modules.

Your first (full time) placement (70 days) begins in your second year is likely to take place in a social care setting and could include any of the following:

- Support settings for people with a learning disability
- Working in Housing Associations
- Working in Sure Start or other family support centres
- Residential settings in either adults’ of children’s services
- Young people’s advocacy service.
- Residential and advice service for homeless young people.
- Housing providers offering a range of services to people with learning disabilities, mental health difficulties, young people and older people.
- Children’s Centres
- Drug and Alcohol Advice and Support Services
- Housing Advice
- Women’s Centres (includes domestic abuse services)
• Student / Social Enterprise Projects e.g. SWEET
• Ex-Offender Services
• Young People in Residential Care (EBD)
• Disability Rights and Services e.g. Headway
• Social Workers in schools project
• HIV Services e.g. THT
• Fostering Services

During your placement you will have the support of a practice educator and a placement supervisor; sometimes the same person fulfills both roles. You should meet with them together to discuss your progress. The specific roles are set out in the Placement Learning Handbook. Placement is undertaken as part of a practice module, which includes some teaching at the university. You will be allocated a university tutor as part of the module team for practice modules. The tutor will meet you in small groups and support you and your learning from placement through workshops held at the University. Any difficulties that might arise on placement that cannot be resolved will receive the support of the university tutor in the placement setting. The placement is assessed by the practice educator and university tutors. The module includes ‘holistic assessment’ of the knowledge, skills and values demonstrated across the nine domains of the PCF, which you have been developing throughout the whole of the award.

By the end of year 2 you should have reached the following PCF criteria:
‘By the end of the first placement and level 5, you should be able to demonstrate effective use of knowledge, skills and commitment to core values in SW in a given setting in predominantly less complex situations, with supervision and support. You will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions’.

Year 3 (level 6)
In your final year, you will have the opportunity to study 3 modules alongside a 100 day placement. These modules will enable you to ‘re-visit’ the learning and teaching that took place at earlier levels of study. You will further develop your knowledge and understanding of research in the “Research Mindedness” module, which will enable you to carry out in depth study of research papers referred to in other modules. Your skills in developing an argument will be developed in a ‘Critical debates in Social Work’ module, which examines the question of ‘what is social work’? Finally, the module ‘Inter-Professional Working in Organisations’ will help contextualise your placement experiences.

Level 6 is as much about completing your studies as it is preparing you for your Assessed and Supported Year in Employment (ASYE), that is, your first year as a qualified and registered social worker. This is achieved by looking at ‘supervision’ in more depth and helping you prepare for job interviews and the transition to your ASYE. Your placement will be supported by a practice module, which will be 60 credits. There will be workshops to support the placement, and there will also be workshops focusing on ‘ethical dilemmas in practice’ as this will form part of the assessment of the placement. The workshops on ethical dilemmas should enable you to build on your knowledge gained at earlier levels of study and the type of social worker you are becoming: a fusion of self in practice.
At level 6 you are likely to be placed in an organisation where you will undertake statutory social work tasks, working alongside a qualified and registered social worker in a post requiring social work registration. These can take many forms but may include:
- Local Authority Children’s or Adults’ Services Teams
- Hospital Social Work teams
- Fostering and Adoption Services
- CAFCASS (Children and Family Court Advisory and Support Service.)
- CAMHS (Child and Adolescent Mental Health Services)
- Local Authority – Safeguarding work with C&F’s, and Adults
- Community Mental Health Teams

Drawing on the whole course experience should enable you to meet the required PCF criteria for the end of the qualifying award:

*By the end of last placement/ the completion of qualifying programmes, newly qualified social workers should have demonstrated the Knowledge, Skills and Values to work with a range of user groups, and the ability to undertake a range of tasks at a foundation level, the capacity to work with more complex situations; they should be able to work more autonomously, whilst recognising that the final decision will still rest with their supervisor; they will seek appropriate support and supervision*.  

The course learning outcomes are:

<table>
<thead>
<tr>
<th>Certificate in Higher Education</th>
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<tbody>
<tr>
<td><strong>At the end of 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>
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<table>
<thead>
<tr>
<th>Diploma in Higher Education</th>
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</thead>
<tbody>
<tr>
<td><strong>At the end of level 5</strong> you, the student, will be able to:</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>4. Use a range of established techniques to initiate and undertake critical analysis</td>
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</table>
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 understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline with an appreciation of the uncertainty, ambiguity and limits of knowledge.

2. Demonstrate an ability to deploy accurately established techniques of analysis and enquiry within a discipline and apply the methods and techniques that they have learned to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out projects.

3. Demonstrate conceptual understanding that enables the student:
   - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
   - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.

4. Demonstrate the ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

5. Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.

6. Demonstrate the qualities and transferable skills necessary for employment requiring:
   - the exercise of initiative and personal responsibility
   - decision-making in complex and unpredictable contexts
   - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

### BA Honours Degree

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

1. Demonstrate capability in social work practice, as specified by the HCPC SoPs, Requirements for Social Work Training and the PCF ensuring that social work’s core values are central. (PCF 1-9)

2. Critically reflect on evidence and information and apply and integrate this knowledge to social work processes and interventions (PCF 5, 6, 7)

3. Confidently and consistently apply intra-personal and inter-professional skills and knowledge when working with professions, agencies and service
users/carers to promote best practice with people who are often vulnerable. (PCF 1, 2, 8, 9)

4. Demonstrate a commitment to a service user and carer centred approach in practice, focused upon social work’s core values. (PCF 1, 2, 3, 4)

5. Be able to examine critically, the legal, political and social influences impacting on social work practice in a complex and changing environment, often characterised by ethical dilemmas or conflict of interests. (PCF 4, 5, 7)

These will be achieved through the following learning activities:

- formal lectures
- workshops
- individual and group tutorials
- seminar group discussions
- group work projects
- on-line electronic support for learning through WOLF (Wolverhampton On Line Framework), which is the University’s virtual learning environment. WOLF provides you with a forum in which to engage in dialogue with other students and your lecturers
- formative assessments
- self-appraisal with planning and making action plans
- discussion groups
- practice simulation and debriefing
- professional development portfolios or personal development plans
- practice placement reviews

There are also two Practice placements of 170 days in total and you will be given the opportunity to practise your skills and apply your knowledge in a variety of settings as a student social worker. When completing your practice assessment during your course, you will be encouraged and enabled to reflect on your learning, and personal and professional development, making links between academic and practice modules.

In using a variety of approaches to learning the course team seeks to help you to become a capable, critical and analytical social work practitioner, who is able to respond to the changing face of social work practice within the statutory, voluntary and independent sector settings, in line with PCF requirements.

**Blended learning**

As a student at the 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 in a virtual learning environment, WOLF (the Wolverhampton Online Learning Framework).

We also provide state of the art technological equipment and extensive access to high quality desk top computers across the University. The Library and Information Services (LIS), rated very highly by our students in the National Student Survey, are also supported by high level technology, enabling you to access a great deal of support for your learning, not just when you are on the campus – but from home, when on your placements and in work.
All your modules have a place on WOLF where module related information and learning resources are located. This is called a WOLF topic. You will have access to electronic versions of lecturer produced documents, as well as the opportunity to engage in on-line dialogue with your fellow students and lecturers. In some of the modules you have the opportunity for formative assessments, which will allow you to gain valuable feedback early in the module before you submit your summative assessments.

The course will draw on a wide range of interactive learning methods and some enhanced with interactive technology.

Additionally, some modules may include the use of state of the art streamed remote controlled video/audio cameras in the clinical skills labs. These observation and training system cameras (smots™) harness the very latest technologies to record your and others’ interpersonal skills practice for the purpose of review and evaluation to improve your interpersonal skills in simulated social care environments.

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

The course is accredited, endorsed or approved (depending on the professional body requirements) The HCPC is the Professional Statutory Regulatory Body which is responsible for the approval and re-approval of all social work programmes. The course will also seek endorsement from The College of Social Work.

The external requirements that relate to the professional nature of the degree are stated in historical documents from 2012 located at:

or
http://www.tcsv.org.uk/resources/reform-resources/#pcf

A total of 170 days of assessed practice in a placement, which will meet the current PCF standards, must be successfully completed, along with 30 ‘skills days’, which are integrated throughout the two years of the course.

The main reference points for the course are:
The Professional Capability Framework (PCF) and the College of Social Work (tCSW) good practice standards: http://www.tcsv.org.uk/professional-capabilities-framework/

The Health and Care Professions Council (HCPC) regulatory framework and Standards of Proficiency: http://www.hpc-uk.org/aboutregistration/standards/index.asp

**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:
The team is trying to introduce a standardised assessment feedback to help students with their written skills. This is being piloted to help improve and prepare students for their social work practice, this was as a result of consistency of assessment noted in NSS 2014/15.

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**  
Involved with the BA (Hons) Social Work Programme

<table>
<thead>
<tr>
<th>Name of External</th>
<th>Position</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jo Rees</td>
<td>BSc Social Work Programme Director and Lead for Post-Qualifying Social Work including CPEL</td>
<td>Swansea University</td>
</tr>
<tr>
<td>Jill Hemmington</td>
<td>Senior Lecturer for Social Work and Course Leader for Approved Mental Health Practice</td>
<td>University of Central Lancashire</td>
</tr>
</tbody>
</table>

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>
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</tbody>
</table>

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

**Exemptions**

- Students will not have an automatic right to re-take any of the two practice modules (5SO003 and 6SO002).
- There will be no compensations for modules at any level of study.
- Students must pass all modules at levels 4 and 5 before they can progress to the next level of study.
- Practice modules will be at 40 credits at level 5 and 60 credits at level 6.
Attendance

Student attendance must be 100% for practice placements.

The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. Staff are committed to helping you fulfil your potential. Your attendance at, and participation, in classes is a key factor in ensuring that you do so.

Attendance will help you to:-
- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for and undertake assessments;
- Learn from and with your fellow students;
- Receive feedback from teaching;
- Participate in practical and group work;
- Develop your communication skills.

If you are unable to attend a class please let your tutor know that you are unable to do so. He/she may then be able to give you advice on what was covered in the class, and what you need to do to catch up. Please do remember how important attendance is to your success. The University considers this to be so important that it reserves the right to review the position of students who fail to attend.

The programme will deviate from the standard structure in the following ways:
- There will be 3 components of summative assessment for module 6SO002
- To accommodate full time placement in semester 2, module 5SO004
- Applied Theories and Methods for Social Work will be a ‘custom’ module, and will run from September with a hand in date of end of April.

Recognition of Professional Learning (RPL)
As all modules are applied to Social Work practice, RPL is not accepted against the social work degree. Exemptions from specific modules are not permitted; all modules must be studied and passed.

Course Information
Support for Learning: Study Support

The university offers a variety of learning resources to help you progress. Academic skills support is available to all students throughout all levels of study, via the faculty 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 to help you with using the learning resources effectively and also to help you when it comes to the assessments. Academic skill development is further embedded within the curriculum at different levels, through the ways in which lecturers present information and guide you to use it. Further support for learning is offered via personal tutors, tutorials with lecturers and feedback provided by lecturers for individual modules. For specific assistance with a module, you should only approach the module leader and no-one else, as the ML is the only person who has knowledge of the module. However, whilst bearing this in mind, in their absence you should contact the Award Leader, or the
Head of Work and Social Care in the absence of the Award Leader or non-response from them (e.g. annual leave) if the enquiry is urgent. This process must be followed as it enables the team to be highly responsive and as informative as they can be in their reply to student enquiries. We aim to respond to emails in three working days or less, but there is no obligation for staff to respond during weekends or annual leave. Staff may notify you of the next best alternative person to contact in their absence in an automatic message via their email ‘out of office’ auto-reply.

Some useful resources are signposted through the Skills for learning web pages: http://www.wlv.ac.uk/lib/skills_for_learning.aspx

This is a great resource for you to enhance your academic skills, it offers a range of advice from basic IT skills, to essay writing and preparing for examinations, to personal development planning.

Learning Information Services advisors offer individual support across our campus learning centres. ASSIST provides real-time online librarian support.

**Personal Tutors**

You will be allocated a personal tutor at the start of your course with whom you will build and develop a relationship to help you achieve the course learning outcomes. Your personal tutor will meet with you on a regular basis and support and guide you as you progress through to the completion of your course.

**Other Support**

Counselling offers 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.

The student enabling service 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.

The Inter-faith Centre is also available to those requiring spiritual guidance, support or a listening ear.

**Distinctive features of the course**

The social work course is underpinned by the professional body, national and European requirements. The course at the University of Wolverhampton has some excellent features including:

- Opportunities for inter-disciplinary learning.
- Approved placement opportunities across a range of settings in the statutory and independent sector
- Visiting lecturers from Germany, France and Sweden and the Netherlands. There is a strong commitment to International Social Work on the award.
• Placement learning model: there are placement module leaders who ensure that the learning on placement is fully integrated into the curriculum and run a series of support workshops to facilitate this transferable learning.

Our excellent facilities on campus (catering, libraries and well equipped social learning spaces) will ensure your learning is enjoyable. We are noted for our friendly and approachable staff, who are keen to help you as you take up your chosen career in social work.

Ethical practice is a core component of our curriculum, and is the focus of a year one (level 4) module (4SO003). The theme of ethical practice is integrated throughout the practice modules, and culminates in a level 6 module (practice learning) which focuses upon the identification and resolution of ‘ethical dilemmas’ in practice. The level 5 social policy module is aimed at encouraging ethical and political engagement with social justice and the policy process.

This course leads to an academic award and eligibility to apply for registration as a social worker with HCPC.

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

- 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 textbook 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
The Universities online learning system (WOLF) contains module content specific materials and contact details for course/module staff who can support you and point you in the direction of other assistance available.
Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

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. Faculties should only include this section if there is anything which is course specific)

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**

**Employability & Your Personal Development Portfolio (PDP)**

**What is ‘Employability’?**

‘Employability’ is concerned with the development of skills aimed at enhancing your employment prospects throughout your time here at the University of Wolverhampton. Developing specialist subject and academic knowledge is important for employers but they also want to employ individuals who are able to:

- Communicate effectively,
- Work in a team and have good interpersonal skills.
- Solve problems
- Work on their own using their own initiative and are able to adapt to changing situations
- Be self-confident

**How Will You Develop Your Employment Skills?**

At the Faculty of Education Health & Wellbeing we aim to provide you with the opportunity to develop these through the modules you will be studying. The assessments you do for your modules are designed to help you develop Subject specific skills through the research you undertake for the assignments. In addition, they are also designed to help you develop other key skills such as your written communication skills. Where you have formal presentations, this will build your self-confidence in addition to helping you develop your skills of verbal communication. Working as part of a team will develop vital group-work skills. Attending your classes regularly will further ensure that you have the opportunity to develop other skills.

Throughout your time at the University, you will develop and be able to demonstrate a number of skills, some of which are listed below:

- Working as part of a group
- Demonstrating teamwork skills and leadership skills
- Effective communication
- Written (via reports etc.)
- Oral (through formal presentations)
- Problem-solving
- IT skills (which include use of basic packages for word processing, spreadsheets, use of email etc.)
• Time management – attending classes, handing in of assignments, planning study time

You may also be working part-time. The experience you gain within a work environment is a very worthwhile one and also helps you to develop transferable skills which are valued by employers.

The University and The Faculty of Education Health and Wellbeing have a range of support services available at Undergraduate level, but if you are having difficulties you should contact your named personal tutor (this can be found on e-Vision). They should be able to advise, or at least direct you to some who can.

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.