Faculty of Education Health and Wellbeing

Institute of Education

BEd (Hons) Early Primary Education

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>Sister Dora (WP) Building</td>
</tr>
<tr>
<td></td>
<td>Walsall Campus</td>
</tr>
<tr>
<td></td>
<td>Tel: 01902 518934</td>
</tr>
<tr>
<td>Your Student Centre is:</td>
<td>HERE 2 HELP</td>
</tr>
<tr>
<td></td>
<td>WA Building</td>
</tr>
<tr>
<td></td>
<td>Walsall Campus</td>
</tr>
<tr>
<td></td>
<td>01902 32 3135</td>
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</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.

Clair Jenkins
Head of Department, Primary ITE
clair.jenkins@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>Tel No</th>
<th>Room</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clair Jenkins</td>
<td>01902 323186</td>
<td>WE114</td>
<td><a href="mailto:Clair.jenkins@wlv.ac.uk">Clair.jenkins@wlv.ac.uk</a></td>
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<td><a href="mailto:Emma.Luckhurst@wlv.ac.uk">Emma.Luckhurst@wlv.ac.uk</a></td>
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<td><a href="mailto:T.Bunn@wlv.ac.uk">T.Bunn@wlv.ac.uk</a></td>
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<td><a href="mailto:Simi.McConnell@wlv.ac.uk">Simi.McConnell@wlv.ac.uk</a></td>
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</tr>
<tr>
<td>Name</td>
<td>Phone</td>
<td>Office</td>
<td>Email</td>
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<tr>
<td>Sarah Powell</td>
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</tr>
<tr>
<td>Faculty Enabling Tutor</td>
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</tbody>
</table>
## Student Support in FEHW

<table>
<thead>
<tr>
<th>STUDENT ADVISORS</th>
<th>HERE2HELP STUDENT CENTRE</th>
<th>PERSONAL TUTOR</th>
<th>SKILLS FOR LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedicated staff employed within the Faculty to support your University experience</td>
<td>Each campus has a Student Centre, commonly known as ‘Here2Help’</td>
<td>An academic member of staff will act as your personal tutor for the duration of your Degree.</td>
<td>Trained and professional staff supporting your academic work</td>
</tr>
<tr>
<td>Links to our Graduate Interns</td>
<td></td>
<td></td>
<td>Based in our Learning Centres</td>
</tr>
<tr>
<td>Pre-entry support General support about study and student life Guidance – referral to University services Knowledge of the Faculty and its Courses</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>Contact: <a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a> Regular drop in sessions &amp; appointments City – MC building Walsall – WN &amp; WP building Burton Campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City - MX building 01902 321150 Walsall - WA building 01902 323135 Log a call – e:vision helpdesk (Help&gt;contacts)</td>
<td>Check who your tutor is on e:vision 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 website Workshops Drop-in sessions Appointments Study guides Online resources Twitter, Facebook, Skype (wlv_skills) and YouTube</td>
<td></td>
</tr>
</tbody>
</table>

*** Visit the [Student Support homepage](http://www.wlv.ac.uk/support) for more information ***

*** Also visit the Students Union [Advice and Support Centre](http://www.wlv.ac.uk/students/advice) for impartial guidance **
**Course Structure for Undergraduate courses**

Students will study:

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

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**Level 4 (1)**

<table>
<thead>
<tr>
<th>Year long modules</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 4PE001 The Developing Maths Teacher</td>
<td>20</td>
</tr>
<tr>
<td>C 4PE002 4PE003 Science and Technology</td>
<td>20</td>
</tr>
<tr>
<td>C 4PE004 The Developing Child</td>
<td>20</td>
</tr>
<tr>
<td>C 4PE005 Attachment 1</td>
<td>20</td>
</tr>
<tr>
<td>C 4PE006 Introducing Curriculum Concepts</td>
<td>20</td>
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</tbody>
</table>

**Level 5 (2)**

<table>
<thead>
<tr>
<th>Year long modules</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 5PE002 Early Mathematical Development: Theory and Practice</td>
<td>20</td>
</tr>
<tr>
<td>C 5PE003 Meeting Individual Needs</td>
<td>20</td>
</tr>
<tr>
<td>C 5PE005 Attachment 2</td>
<td>20</td>
</tr>
<tr>
<td>C 5PE008 Early Language and Literacy in the Classroom</td>
<td>20</td>
</tr>
<tr>
<td>C 5PE011 Curriculum, Pedagogy and Play</td>
<td>20</td>
</tr>
<tr>
<td>C 5PE010 How to Use Research to Inform Practice</td>
<td>20</td>
</tr>
</tbody>
</table>

**Level 6 (3)**

<table>
<thead>
<tr>
<th>Year long modules</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 6PE001 The Emerging Professional</td>
<td>20</td>
</tr>
<tr>
<td>C 6PE006 Early Child Education</td>
<td>20</td>
</tr>
<tr>
<td>C 6PE005 Learning in the Community</td>
<td>20</td>
</tr>
<tr>
<td>C 6PE004 Research Project</td>
<td>20</td>
</tr>
<tr>
<td>C 6PE003 Attachment 4</td>
<td>20</td>
</tr>
<tr>
<td>C 6PE002 Attachment 3</td>
<td>20</td>
</tr>
</tbody>
</table>

In order to achieve the aims of the award you will need to undertake a study of the most important subjects that make up the primary school curriculum. You will, therefore, study in some detail the core subjects of English, mathematics and science together with technological understanding. You will also receive an introduction to the foundation subjects of the primary school curriculum and study areas of professional studies that provide an overview of education and educational philosophy.

The year is divided into two semesters but, usually, Early Primary modules work across the traditional university semesters in line with the school timetable. The undergraduate course consists of six modules at NQF Level 4, 5 and 6. You must pass all modules at each level before progressing to the next year of your course. Each module has a clear
Module Guide and, sometimes, additional module guidance which explains assessment tasks, submission dates and provides a weekly outline for each module.

You will undertake four school attachments across the course, at least one in each year. Each attachment consists of a sequence of one-day serial visits, followed by a block period in school.

Through the Professional Studies module you will be able to develop further your awareness of the professional duties and responsibilities of teachers which includes activities such as effective communication (oral and written) with children, colleagues, parents and carers; the capacity to work with and manage change; the ability to take responsibility for their professional learning and development through independent learning; an understanding of the teacher's role and the roles of others in safeguarding and promoting the well-being of children.

Subject specific modules will support you in developing further your own subject specific knowledge, skills and understanding relating to each subject taught in the primary curriculum to support effective teaching (planning, delivery, monitoring and assessment) and learning. This includes confidently engaging with new and emerging technologies and digital literacy's for administration and management as well as to directly support teaching and learning in the classroom.

School based training will provide you with the opportunity to demonstrate your knowledge, skills understanding to plan, teach (through a range of appropriate teaching, learning and behaviour management strategies) and evaluate lessons and/or sequences of lessons. To give appropriate recognition of your achievements the final school attachment module is graded using the University’s marking scale. The grade for the final school attachment will be awarded as closely as possible in accordance with the criteria used by the inspection agency, the Office for Standards in Education (OFSTED), when awarding grades 1, 2, 3 or 4 in their assessment of trainees nearing completion of their training. The award of grade 4 for school attachment is a fail grade.

This is a full-time course. You are expected to attend all sessions and attendance records are maintained. The National College stipulate a minimum number of days from the training programme that must be spent in schools.
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 Clair Jenkins: Head of Department

The educational aims of the course are: To understand the aims, principles and design of the curricula and how to use this effectively to support teaching and learning; and, to understand the process of learning, including some of the key paradigms and their impact on educational practice. This includes a knowledge and understanding of how children’s learning can be affected by a range of factors (physical, intellectual, linguistic, social, cultural and emotional development) and how to encourage children to become successful, confident learners and responsible global citizens.

The course learning outcomes are:

**Certificate in Higher Education**

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

**Diploma in Higher Education**

<table>
<thead>
<tr>
<th>At the end of <strong>level 5</strong> you, the student, will be able to:</th>
</tr>
</thead>
<tbody>
<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 of information, and to propose solutions to problems arising from that analysis</td>
</tr>
</tbody>
</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. Understand the aims, principles and design of the curricular appropriate to the age range of children they are being trained to teach and use this effectively to support teaching and learning;

2. Demonstrate a knowledge and understanding of the processes of learning, including some of the key paradigms and their impact on educational practice. This includes a knowledge and understanding of how children’s learning can be affected by a range of factors (physical, intellectual, linguistic, social, cultural and emotional development) and how to encourage children to become successful, confident learners and responsible global citizens.

3. Demonstrate the knowledge, skills understanding to plan, teach (through a range of appropriate teaching, learning and behaviour management strategies) and evaluate lessons and/or sequences of lessons appropriate to the children for which they are being trained to teach.

4. Demonstrate subject specific knowledge, skills and understanding relating to each subject taught in the primary curriculum to support effective teaching (planning, delivery, monitoring and assessment) and learning. This includes confidently engaging with new and emerging technologies and digital literacy’s for administration and management as well as to directly support teaching and learning in the classroom.

5. Demonstrate an awareness of the professional duties and responsibilities of teachers which includes activities such as effective communication (oral and written) with children, colleagues, parents and carers; the capacity to work with and manage change; the ability to take responsibility for their professional learning and development through independent learning; an understanding of the teacher’s role and the roles of others in safeguarding and promoting the well-being of children.

6. Reflect confidently on their own value systems, development and practices and actively engage in professional dialogue, questioning concepts and theories encountered in their studies and relevant research. This knowledgeable and enterprising approach is a key skill in preparing to be a teacher of the future.

### BA Honours Degree

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

1. Understand the aims, principles and design of the curricular appropriate to the age range of children they are being trained to teach and use this effectively to support teaching and learning;
2. Demonstrate a knowledge and understanding of the processes of learning, including some of the key paradigms and their impact on educational practice. This includes a knowledge and understanding of how children's learning can be affected by a range of factors (physical, intellectual, linguistic, social, cultural and emotional development) and how to encourage children to become successful, confident learners and responsible global citizens.

3. Demonstrate the knowledge, skills understanding to plan, teach (through a range of appropriate teaching, learning and behaviour management strategies) and evaluate lessons and/or sequences of lessons appropriate to the children for which they are being trained to teach.

4. Demonstrate subject specific knowledge, skills and understanding relating to each subject taught in the primary curriculum to support effective teaching (planning, delivery, monitoring and assessment) and learning. This includes confidently engaging with new and emerging technologies and digital literacy’s for administration and management as well as to directly support teaching and learning in the classroom.

5. Demonstrate an awareness of the professional duties and responsibilities of teachers which includes activities such as effective communication (oral and written) with children, colleagues, parents and carers; the capacity to work with and manage change; the ability to take responsibility for their professional learning and development through independent learning; an understanding of the teacher's role and the roles of others in safeguarding and promoting the well-being of children.

6. Reflect confidently on their own value systems, development and practices and actively engage in professional dialogue, questioning concepts and theories encountered in their studies and relevant research. This knowledgeable and enterprising approach is a key skill in preparing to be a teacher of the future.

BEd Honours Degree

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

1. Understand the aims, principles and design of the curricular appropriate to the age range of children they are being trained to teach and use this effectively to support teaching and learning;

2. Demonstrate a knowledge and understanding of the processes of learning, including some of the key paradigms and their impact on educational practice. This includes a knowledge and understanding of how children's learning can be affected by a range of factors (physical, intellectual, linguistic, social, cultural and emotional development) and how to encourage children to become successful, confident learners and responsible global citizens.

3. Demonstrate the knowledge, skills understanding to plan, teach (through a range of appropriate teaching, learning and behaviour management strategies) and evaluate lessons and/or sequences of lessons appropriate to the children for which they are being trained to teach.

4. Demonstrate subject specific knowledge, skills and understanding relating to each subject taught in the primary curriculum to support effective teaching (planning, delivery, monitoring and assessment) and learning. This includes confidently
engaging with new and emerging technologies and digital literacy’s for administration and management as well as to directly support teaching and learning in the classroom.

5. Demonstrate an awareness of the professional duties and responsibilities of teachers which includes activities such as effective communication (oral and written) with children, colleagues, parents and carers; the capacity to work with and manage change; the ability to take responsibility for their professional learning and development through independent learning; an understanding of the teacher’s role and the roles of others in safeguarding and promoting the well-being of children.

6. Reflect confidently on their own value systems, development and practices and actively engage in professional dialogue, questioning concepts and theories encountered in their studies and relevant research. This knowledgeable and enterprising approach is a key skill in preparing to be a teacher of the future.

These will be achieved through the following learning activities:
Throughout the course, you will be expected to work closely with your peers, professional colleagues and tutors through a range of lectures, seminars, workshops and blended learning opportunities. You will be guided and supported to develop your knowledge and understanding of the principal features of primary education; to engage meaningfully with fundamental questions concerning the aims and values of education and its relationship to society; to construct and test your research about educational issues in a clear, lucid, ethical and coherent manner; to value and respect and show commitment to the communities in which you work; and, demonstrate sensitivity to the needs of others, respecting their individual rights, and supporting their intellectual and social development. Centre-based training is assessed through a range of tasks including formal assignments, presentations and portfolios.

Further to this, to satisfy the requirements of this course and to be recommended for the award of Qualified Teacher Status (QTS), you must show sufficient evidence of achieving of the professional standards for the award of QTS as outlined in current National College documentation. Underpinning these Standards are rigorous requirements to demonstrate appropriate professional conduct, as well as perform effectively in all aspects of the teacher’s role. You will have to discharge the professional responsibilities and duties of teachers during all phases of the course, including those periods when working in an educational setting (e.g. in a primary school). For example, you must develop and be able to demonstrate a number of skills, some of which are listed below:

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge which will enable you to maintain pupils’ interest in the subject, and address misunderstandings.
4. Plan and teach well-structured lessons.
5. Fulfil wider professional responsibilities including making a positive contribution to the wider life and ethos of the school and developing effective professional relationships with colleagues.

School-based work is assessed through formal observations and the completion of a portfolio including a Record of Professional Development through which the professional standards are demonstrated.
The course is accredited, endorsed or approved (depending on the professional body requirements).
This course adheres to 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.

The BEd (HONS) Early Primary Education with a recommendation for QTS is subject to regulations over and above those set out in the University of Wolverhampton's Academic Handbook of Principles, Regulations and Procedures. This is because you are required to meet all the Standards set out in the current National College documentation and pass the Professional Tests to be recommended for QTS. To meet these requirements, the BEd (HONS) in Early Primary Education is presented as a coherent course.

To qualify for the award (BEd (HONS)) you must pass every module of the BEd (HONS) Early Primary course – this includes Attachment Modules. You must have passed 120 credits at Level 4 and 120 credits at Level 5 and 120 credits at Level 6. A Level 6 project module will need to be included in the total of Level 6 credits. This award leads to the recommendation for QTS. (Further details relating to classification are available on the website.) No compensation is permitted. No APA is permitted.

A re-sit of an Attachment Module is permitted on one occasion subject to the agreement of the Academic Board.

If you fail a module you will have the right to attempt the failed assessment once during the academic year to which it relates unless special circumstances exist. If you fail a second time, you have the right to repeat a module. The University cannot guarantee that all modules will be available to be repeated, in which case you will be required to take a replacement module.

The university will need to ensure that you have met all the relevant standards set out in the current National College documentation in order for you to be recommended for QTS. This may mean, on occasions, ensuring that your subject knowledge and understanding continues to be secure beyond the point at which it is assessed in any particular module.

To qualify for the award of BA (HONS) in Primary Education Studies you must have passed 120 credits at Level 4 and 120 credits at Level 5 and 120 credits at Level 6. A Level 6 project module will need to be included in the total of Level 6 credits. It should be noted that this award does not lead to the recommendation for QTS and is, therefore, subject to normal university regulations for the award of an honours degree. (Further details relating to classification are available on the website).

To qualify for the award of BA in Primary Education Studies you must have passed 120 credits at level 4 and 120 credits at Level 5 and 60 credits at level 6. It should be noted that this award does not lead to the recommendation for QTS and is, therefore, subject to normal university regulations for the award of an honours degree.

To qualify for the award of Diploma in Higher Education in Primary Education (DipHE) you must pass a total of at least 240 credits. Of the 240 credits, you must pass at least 120 credits at level 5 (or above). This award does not lead to the recommendation for QTS.
To qualify for the Certificate in Higher Education in Primary Education (CertHE) you must have a total of at least 120 credits at level 4 or above. The award does not lead to the recommendation for QTS. Please note that a pre-requisite for a pass mark for any single piece of work is that the standard of written English is acceptable.

**Interim Awards**
Please see above (Academic regulations).

**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 to the course by reviewing the assessment requirements and submission dates. Our aim is to allow all students the opportunity to focus fully on their centre-based and school based work and therefore to ensure all students reach their full potential. As a team we also respond flexibly to students needs and have developed intervention groups to enable all students to make better than expected progress in their second attachment. We always work closely with students throughout the academic year and in the NQT year to make sure that the course fully supports the needs to the student and the emerging professional.

Student Charter
The University’s Student Charter has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we are seeking to promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.

Engagement
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:
- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for assessment tasks;
- Learn from and with your fellow students;
- Receive feedback from your tutors on your progress;
- Fully participate in sessions, forums, seminars and other activities;
- Develop your communication skills.
If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You may be required to sign an attendance register at lectures so that we may monitor engagement. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found [here](#).

Contact time with teaching and associated staff is available to help shape and guide your studies. The term ‘contact hours’ refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.

**The Wolverhampton Graduate**

The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:

1. acquire, generate, interrogate and apply knowledge from a wide range of sources,
2. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
3. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning
4. present ideas clearly in an informed and persuasive manner to a variety of audiences.
5. be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner
6. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
7. prepare for the world of work through engagement with real life situations, briefs and problems
8. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.
External Examiners
Ed Tyson – University of Cumbria
Daniel Ayres – University of East London
Dionne Barton– De Montfort University
Robert Morgan – University of Greenwich

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety via the Modules and Programmes page on e-vision in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader.

Academic Regulations
This course follows the University’s academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.

Exam Regulations
The University also have regulations that specifically cover examinations. Examination Regulations

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

Undergraduate Honours Degrees

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<th>Normal</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>Full Time Students</td>
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<tr>
<td>Honours Degree</td>
<td>3 years</td>
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<tr>
<td>Degree</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)

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.

This course adheres to 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.
The BEd (HONS) Early Primary Education with a recommendation for QTS is subject to regulations over and above those set out in the University of Wolverhampton’s Academic Handbook of Principles, Regulations and Procedures. This is because you are required to meet all the Standards set out in the current National College documentation and pass the Professional Tests to be recommended for QTS. To meet these requirements, the BEd (HONS) in Early Primary Education is presented as a coherent course as explained on pages 12 and 13.

Course Information
Communications

One of the most important ingredients contributing to the success of any organisation – and the operation of a course like the BEd (HONS) Early Primary Education - is an effective and efficient system of communication. At any time we may need to contact you on important matters relating to work or your personal life. You too from time to time will want to consult us, possibly urgently.

It is therefore essential that you follow the guidelines set out below.

Notice Boards and WOLF

Check your Year Group notice board (Ground floor, WN Block), each day that you are on the Walsall Campus. If you are not able to do this yourself, ask someone to do it for you. In addition to this, it is important that you check module details on WOLF and that you access your emails regularly.

Contacting Staff

In most cases your Personal Tutor will be your first line of contact, but in all cases, if the member of staff you wish to contact is not in her/his room, please leave a message with the administration team explaining briefly your query or concern and giving times when you could meet. If there is a telephone number you can be contacted on, then please leave this. You are also invited to email members of the team but we would ask that you appreciate there are times when members of the team may have difficulty accessing emails due to their work in partnership schools, their teaching and research commitments. We aim to respond within a reasonable timeframe.

Notification of address and other contact details

Please make sure that the Student Office have your up-to-date home and term-time addresses and other contact details. It may be necessary to contact you urgently and this can only be done if we have your current contact information accurately recorded

Illness and Absence

If you are ill and your performance has been or will be affected, you must let Placement Team have official medical certification. Other personal and domestic problems may also affect your performance.

Although you will probably wish to discuss such matters with your Personal Tutor, the responsibility for submitting any request for extenuating circumstances to be taken into consideration is entirely your own.
It is essential that the Student Office is informed as soon as possible of all problems, whether they are health related or personal, so that your request for extenuating circumstances can be transmitted to the relevant Subject and Award Board. Informing the Student Office after the meeting of the Boards may be too late.

When you are in school on attachment please ensure that the appropriate people (e.g. family) have the school contact number.

When you are in school on attachment please ensure that the appropriate people (e.g. family) have the school contact number.

**Timetables**

This is a full-time course. There are days in which you are not expected to attend centre-based training or when you will not be working in school. It is of paramount importance that you review your timetable thoroughly at the start of the year and develop a personal timetable identifying assessment dates and reading time. It is also important that you are available during half terms and some holiday periods to ensure that, if necessary, tutorials can be provided. Please note that the timetable if subject to change at short notice.

**Social networking website communication – Academic Misconduct**

Please note that communication about schools, school and University staff, other trainees, pupils and their families outside a professional capacity is in appropriate:

You must also note that any communication about school or University staff is likely to breach confidentiality or bring an individual or organisation into disrepute may result in an investigation.

If the investigation reveals breach of terms and conditions of employment and/or the University’s Fitness to Practice Code – the consequences could lead to termination of study.

If you have any doubt about the use of social networking please do not hesitate to consult the relevant professional body.

Please note, the use of social networking to divulge inappropriate information will be subject to investigation and may lead to your termination from a professional award

**Personal Tutor**

When you join the University you will be given a Personal Tutor. This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other aspects that affect your study. In order for personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.

**Academic Misconduct**

We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously
all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

**Support for Students**
The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:

- Visit the Learning Centre or our study skills support website at [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills)
- Download the Students’ Union guide to Avoiding Academic Misconduct ("Write Right") - available from the Student’s Union website:
- Book a Skype appointment with study skills adviser or join the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
- Contact your personal tutor or module leader.

Remember – there is help available if you need it.

**Defining Academic Misconduct**

**Cheating**
Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.

Other common examples of cheating would include –

- Being in possession of “revision notes” during an examination
- The purchase or commission of assignments from others
- Theft of other students’ work
- Prohibited communication during an examination

**Plagiarism**
Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic Faculty.

The most common forms of plagiarism are –

- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
• Copying material from a text book or journal

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

**Collusion**

Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

**Plagiarism Detection**

In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.

Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

**Penalties**

Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University's policy on Academic Misconduct, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint are available on the [conductandappeals](#) website.

**Anonymous Marking**

Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations,
presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.

When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.

Where to get help with your course
The student support site on WOLF is where general notices and information is posted and used to relay urgent messages to all students so it is vital that you subscribe to this site on WOLF and check e-mails you receive. You should check the WOLF site for each module that you are taking. You will access all students’ services through three platforms: WOLF, PebblePad and evision which you will be introduced during Welcome Week.

Student Support
If you have, or think you may have a special need such as dyslexia, or some other disability or illness affecting your studies in the long term, do contact:

Dr Stephanie
Brewster Faculty
Enabling Tutor
s.brewster@wlv.ac.uk
k WA106
01902 323026
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

Support for Study Skills
W: www.wlv.ac.uk/skills
E: skills@wlv.ac.uk
T: 01902 32(2385)

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

Who to Contact for help when you are studying on campus

IT Problems
W: www.wlv.ac.uk/ITServices
T: 01902 32(2000)

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

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

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

General queries
- eVision helpdesk
- or your Student Centre

Careers & Employment Centre
W: www.wlv.ac.uk/careers
E: careers@wlv.ac.uk
T: 01902 32(1414)
Extensions, Extenuating Circumstances and Leave of Absence

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

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

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

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

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

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

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

 Please consider before taking a Leave of Absence

• If you’re a full-time student, you could consider switching to part-time mode as an alternative.
• While on a Leave of Absence you won’t have access to University premises or resources or participate in any assessment.
• If you take a Leave of Absence after you have enrolled but before completing your module, any summative (graded) assessment submitted will be carried forward and will contribute to your assessment result for that module when you return, provided the same assessment requirements remain.
Financial impact
You should consider the implications of taking a Leave of Absence will have on your funding and finances. On approval of your Leave of Absence you must ensure that you are fully aware of the fee implications on your return to the course, as fees may be due again for the modules that you were studying when the leave of absence was agreed.

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

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

Your tuition fees
In accordance with the University’s fee liability policy, you will be liable for any fees due dependent on the date that you officially apply for Leave of Absence.
If you are a full-time undergraduate UK student, tuition fees are due as follows:
• Attendance in Term 1 = 25% of the tuition fee is due.
• Attendance in Term 2 = 50% of the tuition fee is due.
• Attendance in Term 3 = 100% of the tuition fee is due.
If you are a part-time student, your fee liability is dependent on the number of modules registered in any period.

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

Health 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
All those who successfully complete the BEd (HONS) in Early Primary Education and have passed the Professional Tests in English and mathematics will be recommended for the award of QTS.
This will allow you to take up a teaching post in a maintained school and to begin their induction into the teaching profession. The BEd (HONS) provides an ideal foundation for newly qualified teachers (NQTs). Further details of the induction procedures can be found on the National College website.

Upon completing the course successfully, you will be ideally placed to undertake the induction period that is designed to make sure that all NQTs are supported through the first year of teaching after gaining QTS. It also helps to ensure that future development is built on a firm foundation. There are two main aspects to the induction period; an individual programme of professional development and monitoring, and assessment against national induction standards. The induction period lasts for the equivalent of three school terms.

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.