Faculty of Education, Health and Wellbeing
Institute of Health Professions

BSc (Hons) Emergency Practitioner (Top Up)

COURSE GUIDE 2016/7
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 Sister Dora (WP) Building Walsall Campus Telephone: 01902 518934</td>
</tr>
<tr>
<td>Your Student Centre is:</td>
<td>Student Office WA Building Walsall Campus Telephone: 01902 323135 Email: <a href="mailto:Here2Help@wlv.ac.uk">Here2Help@wlv.ac.uk</a></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.

Jim Bethel, Course Leader - james.bethel@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Building and Room Number</th>
<th>Telephone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim Bethel</td>
<td>Course Leader</td>
<td>WP103</td>
<td>01902 518833</td>
<td><a href="mailto:james.bethel@wlv.ac.uk">james.bethel@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Alan Clarke</td>
<td>Lecturer</td>
<td>WP124</td>
<td>01902 323589</td>
<td><a href="mailto:Alan.clarke2@wlv.ac.uk">Alan.clarke2@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Course Administration</td>
<td>Administration</td>
<td>WP Building</td>
<td>01902 518934</td>
<td><a href="mailto:FEHWWalsallAdmin@wlv.ac.uk">FEHWWalsallAdmin@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Pauline Lim</td>
<td>Faculty Enabling Tutor</td>
<td>WP109</td>
<td>01902 518868</td>
<td><a href="mailto:P.Lim@wlv.ac.uk">P.Lim@wlv.ac.uk</a></td>
</tr>
</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</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>
</tbody>
</table>

### Contact:
- City - MX building 01902 321150
- Walsall - WA building 01902 323135
- Log a call – e:vision helpdesk (Help>contacts)

Visit SAMS to book an appointment [http://FEHWSams.wlv.ac.uk/](http://FEHWSams.wlv.ac.uk/)

Check who your tutor is on e:vision Meet with your personal tutor at regular intervals

Skills for Learning website Workshops Drop-in sessions Appointments Study guides Online resources Twitter, Facebook, Skype (wlv_skills) and YouTube

*** Visit the [Student Support homepage](http://) for more information ***

*** Also visit the Students Union [Advice and Support Centre](http://) 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.

Indicative Course Structure

Year 1

<table>
<thead>
<tr>
<th>Level 6 (3)</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>6HW067 Minor injuries for emergency practitioners 20 credits</td>
<td>6HW068 Minor illness for Emergency Practitioners 20 credits</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>6HW068 Minor illness for Emergency Practitioners 20 credits</td>
<td>6HW068 Minor illness for Emergency Practitioners 20 credits</td>
<td></td>
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<tr>
<td><strong>AND</strong></td>
<td>6HW071 Theory into Practice for Emergency Practitioners - Minor injuries: 20 credits</td>
<td></td>
<td>6HW073 Theory into practice for Emergency Practitioners – minor illness: 20 credits</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>6HW073 Theory into practice for Emergency Practitioners – minor illness: 20 credits</td>
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For the Honours degree 2 additional modules need to be completed – as per below

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
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<tbody>
<tr>
<td>6HW032 Research and evidence based practice 20 credits</td>
<td>1 elective module 20 credits</td>
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</table>

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 course leader Jim Bethel

The educational aims of the course are: This innovative and exciting course facilitates the development of professional and clinical knowledge and skills vital to the role of Emergency Practitioner. It is designed to enable and empower you to safely and effectively fulfil this dynamic role in practice, facilitating the links between specialist theory and practice and enhancing your critical thinking and decision-making skills.

The course is suitable for experienced staff from a variety of first contact, urgent or emergency care settings including first contact and urgent care centres, minor injury units, primary and pre-hospital care and the emergency department setting.
As a graduate you will reflect a knowledgeable and enterprising approach to emergency healthcare and adopt a critical, analytical and imaginative approach to your developing practice.

The course learning outcomes are:

<table>
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<tr>
<th>BSc Non-Honours Degree</th>
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<tbody>
<tr>
<td><strong>At the completion of 80 level 6 credits</strong> you, the student, will be able to:</td>
</tr>
<tr>
<td>1. Critically reflect on professional expertise, clinical judgement and ethical decision-making skills used in the collaborative provision of healthcare in the multicultural setting.</td>
</tr>
<tr>
<td>2. Critically evaluate the evidence underpinning practice and modern healthcare and apply knowledge in an enterprising way (including the use of advanced technologies appropriate to the role).</td>
</tr>
<tr>
<td>3. Apply skills in physical examination, history taking and appropriate documentation to make a holistic, patient focused assessment of need in traumatic injury and undifferentiated illness in both the adult and the child.</td>
</tr>
<tr>
<td>4. Collate evidence gained during clinical examination, order appropriate investigations, arrive at a working diagnosis and thereby justify an individualised plan of care.</td>
</tr>
<tr>
<td>5. Utilise a sound evidence base for practice and advanced diagnostic skills that enable safe and effective discharge or referral of patients with traumatic injury and undifferentiated illness.</td>
</tr>
<tr>
<td>6. Critically reflect on the role of the Emergency Nurse Practitioner as a role-model to provide guidance and support; to nurture your own and others intellectual curiosity in accordance with your Professional Code.</td>
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<table>
<thead>
<tr>
<th>BSc Honours Degree</th>
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<tbody>
<tr>
<td><strong>At the end of level 6</strong> you, the student, will be able to:</td>
</tr>
<tr>
<td>1. Critically reflect on professional expertise, clinical judgement and ethical decision-making skills used in the collaborative provision of healthcare in the multicultural setting.</td>
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</table>

These will be achieved through the following learning activities:
As part of your studies you will come into contact with a range of activities designed to promote and enhance your learning experience. Our use of blended learning activities encourages you to identify and address particular learning needs related to your practice.
Formal learning - we promote a blended approach to learning; some core content will be delivered in the ‘face to face’ traditional teaching style but will include interactive activities to challenge your knowledge and practice in the emergency care setting. Formative activities are designed to guide and prepare you for summative coursework.

Applying theory to practice – we use a variety of approaches to enhance your ability to evaluate, articulate and apply evidence to inform practice. You will make use of a range of electronic resources to investigate the influence and impact of global healthcare communities on national and local policy.

Problem solving and decision making – Problem based learning is an engaging and dynamic tool that can be an effective way to enhance your understanding of real practice issues affecting the role of the Emergency Practitioner in practice. It provides an opportunity to develop your skills in clinical decision making within a safe environment, and to apply knowledge to deliver and lead quality initiatives to improve the experience of the patient (and family) in the first contact, urgent or emergency care setting.

Student-led activities
We expect you to contribute to discussions (face to face and online) in a positive and professional manner. Being part of a learning community will increase your awareness of different points of view, and help you to affirm your own personal and professional values. You will complete directed and guided study which will sometimes require working with others in your peer group.

Research skills – you will be supported in the preparation of a detailed evidence based intervention or research proposal which will develop and expand your theoretical and practical knowledge of the research process.

Use of the virtual learning environment
The integration of computer based technology, directed studies and traditional teaching can enhance the quality and efficiency of your learning experience. You will be encouraged to access virtual and electronic learning resources within both University and the healthcare environment. The VLE offers e-mail access and discussion forums to communicate with fellow professionals in the learning community and develop your personal and professional values.

The ability to use digital resources and equipment is a key attribute of a graduate nurse and reflects the need for the Emergency Practitioner to use advanced technologies in areas such as record keeping, delivery and management of first contact, urgent or emergency care.

Workplace learning – we hope that as you develop graduate skills during your course, you will be able to apply you are learning to your normal activities in the practice setting. You will be able to reflect on personal and professional learning, the development of knowledge and skills and identify strategies to develop first contact, urgent or emergency care in the future. The support of a clinical mentor(s) is critical to this.

The course is accredited, endorsed or approved (depending on the professional body requirements) N/A
Contact Hours
At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.

Contact time on this course will be based on your interaction with staff in some or all of the following situations: lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.

Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.

University Academic Calendar

University Academic Calendar.

Timetables
Timetabling information is available to you through the following:

1) Using the teaching timetable where you can search for and view all modules online at www.wlv.ac.uk/timetable.
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.

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:

1. Delivery: the core theory modules are delivered in short blocks of whole days rather than the more traditional time allocation of undergraduate modules. Students who travel some distance to attend the award and/or those undertaking the award partly or wholly in their free time prefer this method of time allocation.

2. In class formative assessment: in addition to the always available formative assessment available on the VLE each block of taught sessions includes an in-class formative assessment that mirrors, to as great an extent as possible, the circumstances of the summative assessment. These in-class papers are subsequently made available on the VLE for repetition if needed.

3. Availability of lecture notes: students asked that lecture notes be available before, during and after they are used in the classroom in order for better preparation and revision to happen. All lecture notes are now available on this basis.

4. Mentorship: students asked for clarity on the role of the mentor and mentor guidelines have been produced and placed on the VLE in response to this. The award leader is also happy to provide workplace based support for mentors and students if the role needs face to face clarification.

Feedback: many students who had not undertaken academic work for some time and/or lacked confidence with academic writing skills asked for the opportunity to submit draft work for feedback. The award leader is happy to provide this feedback on an electronic basis and, where requested, negotiate face to face tutorials.

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
Alison Marchbank, The University of Northampton

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:

Top-Up Honours Degrees

<table>
<thead>
<tr>
<th>Part Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Degree (120 Credits)</td>
<td>2 years</td>
<td>4 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
Section A.3.7. Exemption to permit module 6HW073 to run across semester 2 and 3 in year one.

Section B.4.1. Applicants that have trained as a nurse overseas, or an international applicant, must provide evidence of IELTS 7.0 or above and evidence of current NMC registered status to practice in the UK.
Section D.3.9. No compensation will be awarded.

Section M.7.1. The interim award of BSc Emergency Practitioner will only be awarded if the following modules (80 credits) are completed in year one.

- 6HW067 Minor Injuries for Emergency Practitioners
- 6HW068 Minor Illness for Emergency Practitioners
- 6HW071 Theory in Practice for Emergency Practitioners, Minor Injuries
- 6HW073 Theory in Practice for Emergency Practitioners, Minor Illness

Course Information

Your course is classed as a ‘top up’ degree and equates to 50% of the final year of study in a full time 3-year undergraduate degree. You must previously have studied and passed 120 credits at certificate level (level 1/4) or equivalent, and 120 credits at diploma level (level 2/5) or equivalent, prior to commencing this course. You should also have at least 2 years’ experience working in a first contact/primary care/urgent care/first contact, urgent or emergency care setting and have the support of a clinical mentor during the course.

The course is therefore suitable for:-

- Staff working in minor injury units or urgent care centres
- Staff working in GP surgeries
- Physiotherapists working in primary, urgent and first contact, urgent or emergency care settings
- Paramedics and ambulance first-responders
- Pharmacists
- Voluntary urgent and first contact, urgent or emergency care providers such as St Johns Ambulance
- Military nurses
- Emergency Department Nurses

Course Information

Student support for learning

LIS works in partnership with the course team to ensure that students are fully supported in their academic studies. We aim to achieve this by providing access to key sources of information; Learning Centres offering facilities to study and learn together; opportunities to develop a range of academic and employability skills; all fully supported by friendly and helpful staff. We also welcome feedback, and will use it to inform our future development to support learning and teaching in the University.

Learning Centres – These offer a vibrant blend of traditional library services, together with the latest learning resource technologies, wireless access, modern study facilities, and self-service options. Our Learning Centres are open seven days a week and many of our resources are accessible 24/7 via www.wlv.ac.uk/lib

Help and advice - Our dedicated Customer Service team will welcome you and advise on how to find the best information, from you very first visit, and continue to support you throughout your course.
Key texts - We work with your module leaders to ensure that we provide access to key texts, and the latest research publications, so saving you money and time locating key sources of information. For details check our catalogue Summon www.wlv.ac.uk/lib/search

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

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

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

Personal support
Student Advisors
There are student advisors to offer help and advice on a range of issues that may be affecting your studies. Accessible by telephone and e-mail FEHWSupport@wlv.ac.uk or the website.

Additional 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

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

Academic Misconduct
We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.
Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

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

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

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

Remember – there is help available if you need it.

Defining Academic Misconduct

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

Other common examples of cheating would include –
- Being in possession of “revision notes” during an examination
- The purchase or commission of assignments from others
- Theft of other students’ work
- Prohibited communication during an examination

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

The most common forms of plagiarism are –
- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a text book or journal
When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

**Collusion**

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

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

**Plagiarism Detection**

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

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

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

**Penalties**

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

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

**Anonymous Marking**

Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.
When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.

**Where to get help with your course**
Please note that there is a Course Topic in WOLF, which houses useful information and enables you to network with other students on the same course. The topic is listed under the heading ‘Informational’ at the bottom of your WOLF home page. The Course Leader will use your University email to communicate with you (sent from WOLF) so please continue to check for emails throughout your course.
Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

Administration queries:
- enrolment
- extensions
- extenuating circumstances
- Leave of Absence
- Course transfer, etc

**eVision helpdesk or your Student Centre**

Academic and Course related queries
- Personal Tutor
- Course Leader
- Head of Department (by email)

Module related queries
- Module guide (on WOLF)
- Module Leader
- or Tutor

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

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)

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

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

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

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

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

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

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

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

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

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

• 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
To be discussed with the course leader or visit the website
www.wlv.ac.uk/healthprofessions/cpd

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.