Faculty of Education Health and Wellbeing

Institute of Education

MA Professional Practice and Lifelong 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 \nWalsall Campus \n01902 51 8934</td>
</tr>
<tr>
<td>Your <strong>Student Centre</strong> is:</td>
<td>HERE 2 HELP \nWA Building \nWalsall Campus \n01902 32 3135</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.

Victoria Wright, Course Leader
E-mail V.Wright@wlv.ac.uk; Tel No: 01902 323121

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Wilde</td>
<td><a href="mailto:J.Wilde3@wlv.ac.uk">J.Wilde3@wlv.ac.uk</a></td>
<td>01902 323210</td>
</tr>
<tr>
<td>Dr Val Hall</td>
<td><a href="mailto:V.Hall@wlv.ac.uk">V.Hall@wlv.ac.uk</a></td>
<td>01902 323376</td>
</tr>
<tr>
<td>Professor Alan Tuckett</td>
<td><a href="mailto:Alan.Tuckett@wlv.ac.uk">Alan.Tuckett@wlv.ac.uk</a></td>
<td>01902 322803</td>
</tr>
<tr>
<td>Anne Groll</td>
<td><a href="mailto:A.Groll@wlv.ac.uk">A.Groll@wlv.ac.uk</a></td>
<td>01902 322141</td>
</tr>
<tr>
<td>Theresa Loughlin</td>
<td><a href="mailto:T.Loughlin@wlv.ac.uk">T.Loughlin@wlv.ac.uk</a></td>
<td>01902 323252</td>
</tr>
<tr>
<td>Cathy Lacey</td>
<td><a href="mailto:cathie.lacey@wlv.ac.uk">cathie.lacey@wlv.ac.uk</a></td>
<td>01902 323138</td>
</tr>
<tr>
<td>John Chorley</td>
<td><a href="mailto:J.Chorley@wlv.ac.uk">J.Chorley@wlv.ac.uk</a></td>
<td>01902 323261</td>
</tr>
<tr>
<td>Pete Bennett</td>
<td><a href="mailto:PeteB@wlv.ac.uk">PeteB@wlv.ac.uk</a></td>
<td>01902 323338</td>
</tr>
<tr>
<td>Sandie Bates</td>
<td><a href="mailto:Sandie.bates@wlv.ac.uk">Sandie.bates@wlv.ac.uk</a></td>
<td>01902 323226</td>
</tr>
</tbody>
</table>

Course Admissions and Enrolment Queries

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neelam Paul</td>
<td><a href="mailto:N.Paul@wlv.ac.uk">N.Paul@wlv.ac.uk</a></td>
<td>01902 323352</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></td>
<td></td>
<td></td>
<td>Online and in person support and guidance</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>
<tr>
<td>General support about study and student life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance – referral to University services Knowledge of the Faculty and its Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact: <a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a></td>
<td>City - MX building 01902 321150 Walsall - WA building 01902 323135 Log a call – 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>
</tr>
<tr>
<td>Regular drop in sessions &amp; appointments City – MC building Walsall – WN &amp; WP building Burton Campus</td>
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</tr>
</tbody>
</table>

*** Visit the Student Support homepage for more information ***
*** Also visit the Students Union Advice and Support Centre for impartial guidance ***
Course Structure for Postgraduate Courses

Students will study:

**Full-time**: normally modules worth 180 credits (a full masters course may be completed over one calendar year)

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

Enter module codes only in the following tables to reflect the proposed structure for your course. Please shade in the semesters in which your students will undertake the masters dissertation.

Overview of the course diet for the MA in Professional Practice and Lifelong Education

**Year 1**

<table>
<thead>
<tr>
<th>Semesters 1 &amp; 2: Core Modules</th>
<th>Semester 2: Core Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustaining Criticality in Professional Practice (7PC001) 20 credits</td>
<td>Research Methods in Education (7ED007) 20 credits</td>
</tr>
<tr>
<td>Mentoring: Critical Dialogue and Professional Practice (7ED005) 20 credits</td>
<td></td>
</tr>
<tr>
<td>Policy, Politics and Practice (7PC007) 20 credits or Developing Language and Literacy in the Post Compulsory Sector (7PC006)</td>
<td></td>
</tr>
</tbody>
</table>

**Year 2**

<table>
<thead>
<tr>
<th>Semesters 1 &amp; 2: Core Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation (7ED026) 60 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semesters 1 &amp; 2: Option Modules (to be selected as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring: Collaborative and Reflective Relationships (7ED006) 20 credits</td>
</tr>
<tr>
<td>Identity and the Management of Changing Roles in Lifelong Education and Professional Practice (7PC003) 20 credits</td>
</tr>
<tr>
<td>Critical Approaches to Lesson Observations in the PCE Sector (7PC002) 20 credits 20 credits</td>
</tr>
<tr>
<td>Developing Numeracy in the Post Compulsory Sector (7PC008) 20 credits</td>
</tr>
</tbody>
</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 Victoria Wright

The educational aims of the course are:

Overview

The MA in Professional Practice and Lifelong Education aims to develop the knowledge, understanding, skills and professional values of participants engaged with lifelong education and professional practice.

Academic skills

The MA in Professional Practice and Lifelong Education endeavours to enhance participants' capacity to apply scholarship, theory and research to relevant professional practice.

Professional development

The MA in Professional Practice and Lifelong Education aims to support the development of critical and reflective dialogue in lifelong education and training. Participants are expected to engage in reflective activities that examine the key literature and research in this field. It is anticipated that participants will synthesise theory and practice in order to actively engage in their own continuing professional development.

Personal development/working with others/communication

The MA in Professional Practice and Lifelong Education also aims to promote innovative thinking, creativity and flexibility in approaches to working independently and with others. Independent learning is also encouraged to sustain continued professional development in the future

The course learning outcomes are:

<table>
<thead>
<tr>
<th>Postgraduate Certificate</th>
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<tbody>
<tr>
<td>At the end of 60 credits at level 7 you, the student, will be able to:</td>
</tr>
</tbody>
</table>

1. Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student:
   - to evaluate critically current research and advanced scholarship in the discipline
   - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

2. Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge
and understanding, and to develop new skills to a high level.

1. Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

2. Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

3. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

4. Demonstrate the qualities and transferable skills necessary for employment requiring:
   - the exercise of initiative and personal responsibility
   - decision-making in complex and unpredictable situations
   - the independent learning ability required for continuing professional development.

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**Postgraduate Diploma**

At the end of 120 credits at level 7 you, the student, will be able to:

1. Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student:
   - to evaluate critically current research and advanced scholarship in the discipline
   - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

2. Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

3. Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

4. Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

5. Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

6. Demonstrate the qualities and transferable skills necessary for employment requiring:
   - the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development.

**Masters Degree**

At the end of 180 credits at level 7 you, the student, will be able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Originality in the application of knowledge to explain the significance of some relevant professional, institutional, and sector factors shaping lifelong education and professional practice</td>
</tr>
<tr>
<td>2.</td>
<td>A systematic understanding and critical awareness of issues of diversity and social justice related to lifelong education and professional practice</td>
</tr>
<tr>
<td>3.</td>
<td>In depth knowledge of key policies, theories and practices within the field of lifelong education and professional practice based upon recent research and writing</td>
</tr>
<tr>
<td>4.</td>
<td>Evaluate critically current research and advanced scholarship</td>
</tr>
<tr>
<td>5.</td>
<td>Recognition of own value positions related to education and professional practice</td>
</tr>
<tr>
<td>6.</td>
<td>The ability to analyse, judge and critique areas of knowledge and practice</td>
</tr>
</tbody>
</table>

These will be achieved through the following learning activities:
Learning will be face to face and blended and will consist of the following:

- Lectures;
- Seminars;
- Tutorials;
- Debates;
- Small and large group work;
- Discussion forums and blogs;
- Student presentations;
- Research activities;
- Independent and guided study;
- Collaborative on-line tasks and activities;
- Individual on-line tasks and activities;
- Video / audio analysis;
- Case studies;
- Role play.
- Research poster presentation
- Social Networking spaces

On-line activity will support digital literacies. Module teaching and learning activities will support students' professional development.

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”

We will be reflecting on feedback collated at key points on the course and will engage with that feedback through discussion with students.

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
Gill Waugh,
University of Bolton

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:

Postgraduate and Masters Awards

<table>
<thead>
<tr>
<th>Part Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>2 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>2 year</td>
<td>3 years</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>1 year</td>
<td>2 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)

Course Information

Attendance:

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

Attendance will help you to:
- understand the subject area you are studying;
- acquire and develop the skills and knowledge needed to ensure success;
- prepare for and undertake assessments;
- learn from and with your fellow students;
- receive feedback from teaching;
- participate in practical and group work;
- develop your communication skills.

Please do remember how important attendance is to your success. Of course attendance can mean face to face or virtual. We value both!
Reference Points:

QAA Subject Benchmarks for post graduate programmes do not include benchmarks yet for MA Education programmes. See: Assuring standards and quality Master's degree subjects

However, the undergraduate Education Studies Benchmarks (2007) have been referred to only as a spring board. See: http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Education-studies.pdf

QAA Master’s degree characteristics (2010) have also been referred to at: http://www.qaa.ac.uk/en/Publications/Documents/Masters-degree-characteristics.pdf


Blended Learning

<table>
<thead>
<tr>
<th>Students are entitled to:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. have access where possible to an electronic copy of all lecturer-produced course</td>
<td>WOLF, Pebble Pad and /or social networking will be used by all</td>
</tr>
<tr>
<td>documents e.g. module guides, assessment briefs, presentations, handouts, and reading</td>
<td>module leaders to create greater access to module learning</td>
</tr>
<tr>
<td>lists</td>
<td>materials. Alternative online learning platforms may be sought</td>
</tr>
<tr>
<td></td>
<td>in line with the University of Wolverhampton as the University</td>
</tr>
<tr>
<td></td>
<td>is currently exploring e-learning options.</td>
</tr>
<tr>
<td>2. formative assessment opportunities on line with appropriate meaningful electronic</td>
<td>Each module will have an online formative assessment clearly</td>
</tr>
<tr>
<td>assessment feedback;</td>
<td>and directly related to the summative assessment. The purpose</td>
</tr>
<tr>
<td></td>
<td>of formative assessment will be to prepare students for the</td>
</tr>
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<td></td>
<td>summative by timely feedback on a key aspect of the summative</td>
</tr>
<tr>
<td></td>
<td>assessment</td>
</tr>
<tr>
<td>3. have opportunities to collaborate on line with others in their learning cohort;</td>
<td>WOLF, Pebble Pad and / or social media networks will be used to</td>
</tr>
<tr>
<td></td>
<td>engage learners in collaboration on line so that weekly</td>
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<td></td>
<td>sessions can be replaced in some cases and supplemented in</td>
</tr>
<tr>
<td></td>
<td>others by allowing participants to learn more often from each</td>
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<tr>
<td></td>
<td>other. Alternative online learning platforms may be sought in</td>
</tr>
<tr>
<td></td>
<td>line with the University of Wolverhampton as the University is</td>
</tr>
<tr>
<td></td>
<td>currently exploring e-learning options.</td>
</tr>
<tr>
<td>4. submit all appropriate assessments online;</td>
<td>The programme will move toward online submission and assessment</td>
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<tr>
<td></td>
<td>for summative assignment work in all modules where the format</td>
</tr>
<tr>
<td></td>
<td>of that work is appropriate.</td>
</tr>
<tr>
<td>5. Opportunities to engage in interactive learning during all face to face sessions.</td>
<td>This item depends on having easy and flexible access to IT</td>
</tr>
<tr>
<td></td>
<td>facilities in each room in each session. This is unlikely to</td>
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<td>be the case and so though we may endorse the idea, practically</td>
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discussions, debates, question and answer sessions as well as peer reviews and presentations.

Assessment Methods

A range of assessment types will be used, all of which will contribute to professional development in the education sector. This will include:

Critical evaluation via written assignment, reflective accounts of learning and CPD, written report or response to case studies, critical analysis of audio/video, seminar presentation, role play, debate, self-evaluation and assessment, diary-style writing and research poster presentations.

Support for Learning

Modules will consist of face to face sessions and appropriate blended learning activities to support professional learning. Students will receive verbal feedback informally within modules and formally through written feedback to formative and summative assignments. This feedback will be constructive and indicate to students how to progress in their learning. All students will have a module tutor to support their progress through the programme. Issues may be passed on to the award leader too. The learning centre provides learning support and resources. Many books and journals are also available electronically via WOLF or PebblePad.

Information on Learning Centre services and access to online resources is available via www.wlv.ac.uk/lib. Academic skills support is available through drop-in sessions, online guides and workshops - see Skills for Learning www.wlv.ac.uk/lib/skills

Distinctive features of the course

The programme:
Values the sustainability of learning; to build research and critical skills to ensure participants remain active critical learners beyond the duration of the programme itself;
Recognises and values participants' previous learning and works flexibly to award RPCL/RPL where possible;
Focuses on professional development by constantly valuing the personal experience of participants and encouraging a critical approach to policy and practice.

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**
We will be using Canvas and/or other online space to house materials and to generate course related discussions, course activities and support.
Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

Administration queries:
enrolment
extensions
extenuating circumstances
Leave of Absence
Course transfer, etc
eVision helpdesk or your Student Centre

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

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

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

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

Who to Contact for help when you are studying on campus

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

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

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

General queries
eVision helpdesk
or your Student Centre

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
For further information, please visit our website http://www.wlv.ac.uk/about-us/our-schools-and-institutes/faculty-of-education-health-and-wellbeing/institute-of-education/continuing-professional-development-cpd/ – or discuss with your course leader

**Alumni**

*We're proud of your success. Be proud of your connection with us.*

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information on Graduation and Alumni please visit our Alumni website.

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