Faculty of Education Health and Wellbeing

Institute of Education

MSc Clinical Medicine
Teaching and Learning

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.

| Please enter the contact details for your Personal Tutor for your future reference: | The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision |
| Your local Academic Faculty Office is: | MC125  
MC Building  
Wulfruna Street  
City Campus  
Wolverhampton  
WV1 1SB  
Academic Support: 01902 518600  
Student Advisors: 01902 518809/ 323584 |
| Your Student Centre is: | Student Centre Wulfruna  
MI Building  
City Campus  
01902 321062 |

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

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

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

Ann Saxon Principal Lecturer  ann.saxon@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone No / Room No</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor B. Singh</td>
<td>MC116a</td>
<td><a href="mailto:baldevmsingh@wlv.ac.uk">baldevmsingh@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Ann Saxon</td>
<td>01902 518822 WP127</td>
<td><a href="mailto:ann.saxon@wlv.ac.uk">ann.saxon@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Jane Harvey Senior Lecturer</td>
<td>01902 518889 WP103</td>
<td><a href="mailto:j.harvey@wlv.ac.uk">j.harvey@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Course Administrator (TBC)</td>
<td>MC117</td>
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</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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-entry support</th>
<th>Enrolment &amp; module registration</th>
<th>Support for your academic development and progression</th>
<th>Transferable support on your academic study skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>General support about study and student life</td>
<td>Submitting work &amp; examinations</td>
<td>Personal (pastoral) guidance</td>
<td>General skills guidance</td>
</tr>
<tr>
<td>Guidance – referral to University services</td>
<td>Academic regulations – one week extensions &amp; extenuating circumstances</td>
<td>A consistent point of contact throughout your studies. Three meetings per year.</td>
<td>Academic writing support</td>
</tr>
<tr>
<td>Knowledge of the Faculty and its Courses</td>
<td>Leave of absence</td>
<td></td>
<td>Referencing</td>
</tr>
<tr>
<td></td>
<td>Student finance issues</td>
<td></td>
<td>Searching for literature</td>
</tr>
<tr>
<td></td>
<td>Student enabling centre</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Careers &amp; counselling appointments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact: <a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a></th>
<th>City - MX building 01902 321150</th>
<th>Check who your tutor is on e:vision</th>
<th>Skills for Learning website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular drop in sessions &amp; appointments</td>
<td>Walsall - WA building 01902 323135</td>
<td>Meet with your personal tutor at regular intervals</td>
<td>Workshops</td>
</tr>
<tr>
<td>City – MC building</td>
<td>Log a call – e:vision helpdesk (Help&gt;contacts)</td>
<td>Visit SAMS to book an appointment</td>
<td>Drop-in sessions</td>
</tr>
<tr>
<td>Walsall – WN &amp; WP building</td>
<td></td>
<td><a href="http://FEHWSams.wlv.ac.uk/">http://FEHWSams.wlv.ac.uk/</a></td>
<td>Appointments</td>
</tr>
<tr>
<td>Burton Campus</td>
<td></td>
<td></td>
<td>Study guides</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Online resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Twitter, Facebook, Skype (wlv_skills) and YouTube</td>
</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.

### Full-time structure

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE</strong></td>
<td><strong>CORE</strong></td>
</tr>
<tr>
<td>Service Improvement Project 7HW025</td>
<td>Advanced Research Skills 7HW012</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>CORE</strong></td>
<td><strong>CORE</strong></td>
</tr>
<tr>
<td>Career and Personal Development Planning 7WB005</td>
<td>Design Deliver Med Ed 7HR013</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>CORE</strong></td>
<td><strong>CHOOSE 1</strong></td>
</tr>
<tr>
<td>Critical Reflection &amp; Reflexivity in Professional Learning 7ED001</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>OPTIONAL</strong></td>
<td><strong>OPTIONAL</strong></td>
</tr>
<tr>
<td>Mentoring; Critical Dialogue &amp; professional Practice 7ED001</td>
<td>Clinical Governance and Patient Safety 7HW109</td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
<tr>
<td><strong>OPTIONAL</strong></td>
<td><strong>OPTIONAL</strong></td>
</tr>
<tr>
<td>Leading &amp; transforming Change 7HR006</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

**SEMESTER 3**

<table>
<thead>
<tr>
<th>CORE</th>
<th>Research Dissertation 7HW015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60</td>
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</table>

### Part-time structure

#### Semester 1 (yr 1)

<table>
<thead>
<tr>
<th>CORE</th>
<th>Service Improvement Project 7HW025</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
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</tbody>
</table>

#### Semester 2 (yr 1)

<table>
<thead>
<tr>
<th>CORE</th>
<th>Service Improvement Project 7HW025</th>
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<tbody>
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<td></td>
<td>20</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CORE SPECIALIST</th>
<th>Critical Reflection &amp; Reflexivity in Professional Learning 7ED001</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>20</td>
</tr>
</tbody>
</table>
### SEMESTER 1 (yr 2)

<table>
<thead>
<tr>
<th>CORE SPECIALIST</th>
<th>Design Deliver Med Ed 7HR013</th>
<th>20</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CHOOSE 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OPTIONAL</td>
<td>Mentoring; Critical Dialogue &amp; professional Practice 7ED005</td>
<td>20</td>
</tr>
<tr>
<td>OPTIONAL</td>
<td>Clinical Governance and Patient Safety 7HW109</td>
<td>20</td>
</tr>
<tr>
<td>OPTIONAL</td>
<td>Leading &amp; transforming Change 7HR006</td>
<td>20</td>
</tr>
</tbody>
</table>

### Yr 2/3

| CORE                                | Research Dissertation 7HW015 | 60 |

### SEMESTER 2 (yr 2)

| CORE                                | Advanced Research Skills 7HW012 | 20 |

### About the Course

This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Ann Saxon Principal lecturer [ann.saxon@wlv.ac.uk](mailto:ann.saxon@wlv.ac.uk)

The educational aims of the course are: The MSc Clinical Medicine (Teaching and Learning) has been developed by practicing NHS Consultants and Health Academics in consultation with National Health Service (NHS) Trust Partners. The course is designed for doctors who are looking to develop and refine their teaching and learning, research skills and develop understanding of effective teamwork and best practice. The MSc Clinical Medicine (Teaching and Learning) aims to enhance teaching, learning and research skills, thereby, facilitating personal and professional development and strengthening participants’ ability to bring about positive change, solve problems effectively, and ensure patient safety.

The Teaching and Learning Masters will be differentiated from the other Masters routes by its structure, by the demonstration of a deepening understanding of self-development as a reflective learner and as a clinical teacher utilising modules 7ED001 (Critical Reflection & Reflexivity in Professional Learning) and 7HR013 (Design and Deliver Medical Education) and within the Masters dissertation in module 7HW015.

This course has a strong emphasis on the evaluation and development of both clinical practice, research, and encourages participants to reflect critically on workplace experiences and learning. For participants, the course aims to provide a clear framework which supports CPD, recognition of prior learning and work based learning.
The course aims to provide a route for doctors who wish to take a different speciality, to change medical career routes and for doctors seeking further accreditation of subspecialty expertise.

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 critically evaluate current research and advanced scholarship in Teaching and Learning.
   - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses in Teaching and Learning.

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 including reflection and self-awareness.
### 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 critically evaluate current research and advanced scholarship in Teaching and Learning
   - 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 Teaching and Learning.

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.

### Master's Degree

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

1. Critically apply knowledge, understanding and skills appropriate to a professional clinical role within the healthcare context.

   - Critically debate the key concepts and theoretical positions that have been developed or are developing with a focus relevant to Teaching and Learning

   - Critically reflect on the academic and practical application of theories and practices in the healthcare context with a focus relevant to Teaching and Learning
These will be achieved through the following learning activities:

The MSc Clinical Medicine: Teaching and Learning, is a vocationally focused academic programme, intended to prepare doctors from the NHS to become effective professionals in the workplace and to develop and improve existing skills and knowledge. The course will offer the opportunity to engage with key CPD, but also to extend skills and personal development through the strands of self-awareness, application and innovation within their organisational context, delivered by specialists from the Faculties of Social Sciences and Education, Health and Wellbeing, together with medical educators in the NHS context.

The student experience on this course will be set within a mixture of independent, group and tutor-led study facilitated by a range of classroom, laboratory and blended learning support.

Students will work alone and in groups to develop problem-solving skills; and a systematic approach to research, applied within their specialist area of study. Reflective practice will be utilised to facilitate the application of knowledge and research skills in the light of personal experience and literature-based evidence in the context of vocational and research opportunities.

For the independent research element of the course, students will be allocated a personal supervisor who will support their learning in order to advance their knowledge and critical awareness of current research and contemporary issues, within their specialist area of study.

The core requirements of General Medical Council (GMC), Good Medical Practice (2013), require self-directed learners that are able to continually develop and maintain their professional skills at the highest level.

Accordingly summative assessments will be based on:

- Presenting evidence and attainment of agreed objectives and outcomes.
- Assignments
- Work Based Learning Projects
- A research dissertation.
The course is accredited, endorsed or approved (depending on the professional body requirements) N/A

**Contact Hours**
At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.

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

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

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

**University Academic Calendar**
*University Academic Calendar.*

**Timetables**
Timetabling information is available to you through the following:

1) Using the teaching timetable where you can search for and view all modules online at [www.wlv.ac.uk/timetable](http://www.wlv.ac.uk/timetable).
2) Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3) For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at [www.wlv.ac.uk/ctu](http://www.wlv.ac.uk/ctu).

**Student Voice**
The Student Voice is a partnership between the University and the Students’ Union, put in place to make sure students opinions/feedback are heard at every level of university governance, from course level to the University’s governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management within their Faculty. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: [Faculty Representatives](#).
If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – Student Voice

For independent advice and guidance on all matters related to being a student eg. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail Advice and Support.

Responding to Student Feedback “You said/We did”
This is a new course and feedback from future students will be reviewed and incorporated into the course.

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

TBC

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

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Full Time Students</td>
<td>Normal</td>
<td></td>
</tr>
<tr>
<td>Masters Degree</td>
<td>1 year</td>
<td>2 years</td>
</tr>
<tr>
<td>Postgraduate Diploma</td>
<td>1 year</td>
<td>2 years</td>
</tr>
<tr>
<td>Postgraduate Certificate</td>
<td>1 year</td>
<td>1 year</td>
</tr>
<tr>
<td>Postgraduate Certificate in Education (M)</td>
<td>1 year</td>
<td>2 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part Time Students</th>
<th></th>
<th></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
Reference Points

We have followed guidance a wide range of university policies and strategies
QAA subject benchmark (Master's degree characteristics)
Framework for Higher Education Qualifications (FHEQ)
Special Educational Needs Disability Act 2001 (SENDA)
Race Relations Amendment Act (2000) (RRAA)
Equality Act (2010)
Quality Code - **Part A: Setting and Maintaining Academic Standards**.

Including:

- **Qualifications Frameworks**
- **Characteristics Statements**
- **Credit Frameworks**

Quality Code - **Part B: Assuring and Enhancing Academic Quality**

- **University Policies and Regulations**
- **Medical Leadership Competency Framework**
- **Good Medical Practice (2013)**

**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 following page gives clear instructions of who to contact should you require assistance.
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
- 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)

General queries
- eVision helpdesk or your Student Centre

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
Students will be able to progress to one of the Doctoral or PhD studies
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.