Faculty of Education Health and Wellbeing

Institute of Education

Post Graduate Certificate in Higher Education & Professional Practice

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 Walsall Campus Tel: 01902 518934</td>
</tr>
<tr>
<td>Your Student Centre is:</td>
<td>HERE 2 HELP WA Building Walsall Campus 01902 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.

Dr Paul Wiseman, SFHEA
Course Leader, Post Graduate Certificate in Higher Education & Professional Practice
P.wiseman@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>Tel No 01902 32</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Paul Wiseman, SFHEA</td>
<td>3375</td>
<td><a href="mailto:P.Wiseman@wlv.ac.uk">P.Wiseman@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Course Leader and Module Leader: 7ED038</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Megan Lawton, SFHEA</td>
<td>2593</td>
<td><a href="mailto:M.J.Lawton@wlv.ac.uk">M.J.Lawton@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Module Leader: 7ED037</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Chris Wakeman, SFHEA</td>
<td>3373</td>
<td><a href="mailto:C.Wakeman@wlv.ac.uk">C.Wakeman@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Module Leader: 7ED039</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Brendan Bartram</td>
<td>N/A</td>
<td><a href="mailto:B.Bartram@wlv.ac.uk">B.Bartram@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Senior lecturer on 7ED037, 7ED039</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Stephanie Brewster, SFHEA</td>
<td>3026</td>
<td><a href="mailto:S.Brewster@wlv.ac.uk">S.Brewster@wlv.ac.uk</a></td>
</tr>
</tbody>
</table>

Stephanie is the Faculty Enabling tutor. Stephanie is the first point of contact for any students who might have additional or special needs.
<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>Traiend and professional staff supporting your academic work</td>
</tr>
<tr>
<td>Links to our Graduate Interns</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>Pre-entry support General support about study and student life Guidance – referral to University services Knowledge of the Faculty and its Courses</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>
</tbody>
</table>

Contact: FEHWSupport@wlv.ac.uk
Regular drop in sessions & appointments City – MC building Walsall – WN & WP building Burton Campus

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

Level 7

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
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<tbody>
<tr>
<td>7ED037 Contemporary Teaching in Higher &amp; Professional Education</td>
<td>7ED038 Supporting learners and fostering learning in higher &amp; professional education</td>
<td>7ED039 Issues, Challenges and Opportunities in Higher &amp; Professional Education</td>
</tr>
</tbody>
</table>

Module information for the PG Cert HE & PP

Module Title               Contemporary teaching in higher and professional education
Semester                  1
Module Code                7ED037
Pre-requisites             None
Co-requisites              one

Description:
This module provides an introduction to the core issues, strategies and techniques required to teach effectively in a higher or professional education context. It explores the changing role of all staff responsible for facilitating student learning. The course is designed to provide you with the essentials of learning and teaching and includes observation of learning and peer review as part of the core curriculum. The module is suitable for practitioners who have a teaching commitment in higher or professional education whether new to teaching or an experienced member of the teaching staff. A valuable part of the module delivery is the sharing of experiences and andragogical cultures that exist within the various schools and faculties from across the University and beyond. You are encouraged to integrate andragogical theory and practice and to align your thinking with discipline specific approaches throughout the module programme.

Learning Outcomes:

1. Demonstrate a critical understanding of the relationship between learning and teaching in the Higher & Professional Education context and show evidence of a positive and reflective approach to personal improvement (A5, V1, V2, V3, V4)
2. Plan and deliver learning which demonstrates a clear and unambiguous understanding of constructive alignment and related concepts (A2, K1, K2, K5, V1, V2, V3, V4)
3. Systematically apply teaching and assessment strategies and techniques to support student learning (A4, K2, V1, V2, V3, V4)
4. Demonstrate a critical awareness of how ICT and other contemporary technology can be used to enhance teaching in higher & professional education (A1, K4, V1, V2)
Module Title: Supporting learners and fostering learning in higher & professional education

Semester: 2
Module Code: 7ED038
Pre-requisites: None
Co-requisites: None

Description:
This module provides opportunities for you to develop your own knowledge and skills through dialogue and discussion with tutors and other practitioners in the area of supporting learners and assisting learning. During the module programme you will be required to engage in on-going critical reflection on your own developing practice and align this with contemporary concepts and ideas relating to teaching and learning. After an initial review of related models and theories of learning, the module focuses on the individual student and some of the key factors that influence the learning process. The dynamic nature of teaching and learning support and the inclusive nature of contemporary practice in higher and professional education are key components of the course.

Learning Outcomes:

1. Demonstrate a systematic understanding of the current research and/or advanced scholarship which underpins the process of student learning. (A5, K3, V3, V4)
2. Identify the range of factors which affect the student learning process and; where possible, suggest strategies for improving practice (A1, A3, K1, K3, V1, V2)
3. Analyse the challenges and opportunities for inclusive andragogic practice (A2, A4, K1, K6, V1, V2)

Module Title: Issues, Challenges and opportunities in higher and professional education

Semester: 3
Module Code: 7ED039
Pre-requisites: None
Co-requisites: None

Description:
This module will explore current issues, challenges and opportunities in the context of higher and professional education. The programme for the module will change each year to reflect issues that are ‘trending’ at any particular time. Guest speakers from across the university and beyond will be invited to deliver sessions and explore the issues, challenges and opportunities that are pertinent to each particular topic.

Learning Outcomes:

1. Systematically analyse the contemporary factors, challenges and opportunities underpinning professional practice in Higher Education (A5, V3, V4)
2. Critically evaluate complex organisational problems and quality issues that impact on learning and teaching in order to suggest workable and sustainable solutions (A1, A4, K1, K3, K6, V1, V2)
3. Demonstrate the appropriateness of chosen investigative techniques to understand a specific contemporary issue in own area (K1, V3, V4)
4. Communicate ideas and project outcomes to a predefined audience (A5)
Recognition of Prior Learning (RPL)

We recognise that students studying for the PG Cert HE & PP may have previous experience or have gained AFHEA. Credits from other courses and institutions will only be accepted if the learning outcomes can be matched against a similar module from the course programme and are relevant to the area of study covered by the PG Cert HE & PP. All applications are considered by the Course Leader and have to be approved by them. If you have D1 you will still need to provide evidence as part of your RPL claim for 7ED038 against the module learning outcomes. D1 RPL can only be used against 7ED038 when taken as part of the PG Cert HE & PP. By the end of the PG Cert HE & PP you will need to show that you have met all the criteria for D2.

Your Professional Learning

Each module will provide the opportunity to customise your learning to your setting and make the experience as professionally relevant as possible. This will always be in the context of the latest and most relevant theoretical discussions in the field of education. You therefore have the opportunity to customise the award so that it is consistently supporting you and your setting.

The UKPSF and HEA

The HEA Fellowship scheme is based upon the United Kingdom Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF). The UKPSF was developed by sector-wide leaders and is supported by, the Higher Education Academy, Guild HE, the Department for Employment and Learning, the Higher Education Funding Councils for England, Scotland and Wales, the National Union of Students and Universities UK. The UKPSF includes core dimensions that all those who teach and/or support learning should be able to evidence to a greater or lesser extent depending on your role and experience.
Dimensions of the UKPSF
Each of these three areas has a further set of statements outlining in more detail what aspects of academic practice should be evidenced.

During the PG Cert HE & PP participants will be expected to provide evidence for each of the Dimension from the UKPSF appropriate for either D2, some of these will be achieved during formal assessment while others are embedded within the course programme across the three modules.

<table>
<thead>
<tr>
<th>Areas of activity</th>
<th>Core Knowledge</th>
<th>Professional Values</th>
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<tbody>
<tr>
<td>(A1) Design and plan learning activities and/or programmes of study</td>
<td>(K1) The subject material</td>
<td>(V1) Respect individual learners and diverse learning communities</td>
</tr>
<tr>
<td>(A2) Teach and/or support learning</td>
<td>(K2) Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</td>
<td>(V2) Promote participation in higher education and equality of opportunity for learners</td>
</tr>
<tr>
<td>(A3) Assess and give feedback to learners</td>
<td>(K3) How students learn, both generally and within their subject/disciplinary area(s)</td>
<td>(V3) Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</td>
</tr>
<tr>
<td>(A4) Develop effective learning environments and approaches to student support and guidance</td>
<td>(K4) The use and value of appropriate learning technologies</td>
<td>(V4) Acknowledge the wider context in which higher education operates recognising the implications for professional practice</td>
</tr>
<tr>
<td>(A5) Engage in continuing professional</td>
<td>(K5) Methods for evaluating the effectiveness of teaching</td>
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<td></td>
<td>(K6) The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</td>
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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 Paul Wiseman.

The educational aims of the course are: Overview: The Post Graduate Certificate in Higher Education and Professional Practice (PG Cert HE & PP) is designed for staff currently working in Higher or Professional Education. The UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education (2012) forms the spine of the whole course and all participants will be required to evidence and reflect on the dimensions of the UKPSF throughout their studies.

The course supports the practical working needs of staff within an inclusive student-focused learning and teaching environment. The course enables you to develop your classroom practice, including e-learning, within a framework of current andragogical theory. It will also provide an opportunity for you to develop skills in curriculum design and educational research.

The course and module learning outcomes, activities and assessments have been mapped to Descriptor 2 (D2) of the UKPSF and is accredited by the Higher Education Academy (HEA).

If you successfully complete the whole course you will have provided evidence that you have met the criteria to be awarded Fellow of the HEA (FHEA).

The module 7ED038 can be studied as a separate CPD module and is accredited for Descriptor 1 (D1) of the UKPSF.

If you successfully complete the module 7ED038 you will have provided evidence that you have met the criteria to be awarded Associate Fellow of the HEA (AFHEA).

Academic skills: The PG Cert HE & PP seeks to enhance your capacity to apply scholarship, theory and research to relevant UK and international contexts and use critical reflection and analysis as a means for enhancing professional practice.

Professional development: The PG Cert HE & PP aims to support the development of initiative and decision-making in complex and unpredictable situations related to teaching, learning and student support. You are expected to develop these skills by understanding the key debates at the forefront of your field and employ underpinning theory to evaluate and improve your own judgement, professional practice and development.

Personal development/working with others/communication: The PG Cert HE & PP 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:

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<tbody>
<tr>
<td>1.</td>
<td>Demonstrate an understanding of constructive alignment in the context of programme design in higher and professional education.</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstrate understanding and application of inclusive teaching approaches in the context of individual and disciplinary practice for a diverse student body.</td>
</tr>
<tr>
<td>3.</td>
<td>Critically evaluate current theories of teaching, learning and assessment, and; articulate a reflexive and critical approach to current and future practice.</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrate use of a variety of appropriate blended learning, teaching and assessment methods in a range of contexts for diverse student groups.</td>
</tr>
<tr>
<td>5.</td>
<td>Critically analyse, synthesise and apply research at the forefront of developments in learning and teaching in higher education and from within your own subject area.</td>
</tr>
<tr>
<td>6.</td>
<td>Provide evidence to meet the criteria of Descriptor 2 in UK Professional Standards Framework in terms of areas of activity, core knowledge and professional values appropriate to successful academic practice in higher or professional education.</td>
</tr>
</tbody>
</table>

These will be achieved through the following learning activities:

The programme will typically be organised around a limited number of whole day face-to-face events throughout the year, where participants take part in a range of activities including a variety of group discussions, presentations and e-learning events.

In addition participants will be required to take part in group on-line learning tasks between the face-to-face meetings and the cohort will also be placed in learning sets to enable discussion and the preparation of joint presentations and to provide peer support during the programme.

Individual tutorials with tutors and mentors are also part of the programme which requires independent reading and research to supplement the course materials and resources.

Further Module specific information:

The module 7ED037 ‘Contemporary Teaching in Higher and Professional Education’ provides opportunities for you to engage with teaching and observation activities in a higher education setting. During the module you will engage with activities and formal assessments that cover a range of endeavours from across the Dimensions of the UKPSF, including all ‘areas of activity’, which are demonstrated through observation of learning activities during the module programme and assessed through evidence included in the e-portfolio submitted at the end of the module.

In addition to the areas of activity Dimensions, you will also reflect and evidence aspects of ‘core knowledge’ and ‘professional values’. In terms of core knowledge, Dimensions K1 – K6 will be evidenced through the mandatory observation of learning activities and will be assessed in your e-portfolio.

In addition to the areas of activity and core knowledge, you will demonstrate aspects of professional values. This may vary from person to person depending on what you include in your e-portfolio and which aspects you chose to address during 7ED037. You should bear in mind that ALL the aspects of the Dimensions must be evidenced by the end of the PG Cert HE & PP.
Finally, you should note that you are expected to reflect on and map each Dimension in your e-portfolio. For example, you feel you have provided evidence within the e-portfolio to meet a particular aspect, or a number of aspects, you should map the aspects met by placing the appropriate denotation(s) (i.e. A1, A2, K1, V3) in brackets and in bold at the end of that piece of evidence. “I believe every student should be given the opportunity to reach their potential. When I plan my teaching I try to vary the activities that I want my students to do so I can offer an inclusive learning experience. I follow up my teaching sessions by using a blog where students can post questions that they want clarifying. (A1, K4, V1, V2)”

It is likely that you will evidence Dimensions a number of times and in different sections of the e-portfolio submission.

Moving onto 7ED038 ‘Supporting Learners and Fostering Learning in Higher and Professional Education’, in 7ED038 you will be presented with opportunities to address many Dimensions of the UKPSF. Of particular significance during the module programme will be areas of activity (A2, A4), core knowledge (K2, K3, K4) and professional values (V1, V2). Other aspects from the Dimensions are relevant and participants may focus on germane aspects of your choice when compiling your assessed work. As in the case of 7ED037, the 2000 word Case Study submission which forms the assessed work for 7ED038 should be mapped to Dimensions of the UKPSF.

You may take 7ED038 as a stand-alone CPD module enabling you to gain D1 Associate Fellow of the HEA (AFHEA)

Finally, 7ED039 ‘Issues, Challenges and Opportunities in Higher and Professional Education’, provides opportunities for you to engage with a small scale research study which links strongly to Dimensions of the UKPSF. Your research for this module may focus on a diverse range of topics and disciplinary areas, it is difficult to be specific about which aspects may be relevant, however; area of activity (A5) and professional values (V3, V4) will be of particular relevance.

As the assessed work for this module is a poster you may wish to take this forward for a formal conference delivery, you are not expected to map to the dimensions of the UK PSF on the poster itself. Instead, you provide a brief reflective commentary (300 words maximum) explaining which aspects of the UKPSF you believe you have evidenced and why.

<table>
<thead>
<tr>
<th>D1 – Associate FHEA – 7ED038</th>
<th>D2 – Fellow HEA - PG Cert HE &amp; PP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning.</td>
<td>Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning.</td>
</tr>
<tr>
<td>Individuals should be able to provide evidence of:</td>
<td></td>
</tr>
<tr>
<td>Successful engagement with at least two of the five Areas of Activity</td>
<td>Successful engagement across all five Areas of Activity</td>
</tr>
<tr>
<td>Successful engagement in appropriate teaching and practices related to these Areas of Activity</td>
<td>Successful engagement in appropriate teaching practices related to the Areas of Activity</td>
</tr>
</tbody>
</table>
Appropriate Core Knowledge and understanding of at least K1 and K2  

Appropriate knowledge and understanding across all aspects of Core Knowledge

A commitment to appropriate Professional Values in facilitating others’ learning  

A commitment to all the Professional Values

Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities  

Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice

Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities  

Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices

**IMPORTANT:** You should note that if the University of Wolverhampton is not your main employer there may be an additional fee payable by the candidate to the HEA for professional recognition.

The course is accredited, endorsed or approved (depending on the professional body requirements) This course will be accredited by the [Higher Education Academy, UK](https://www.heacademy.ac.uk) (HEA). Successful candidates will be awarded a Fellowship of the HEA (FHEA). Participants completing the ‘Contemporary Teaching in Higher & Professional Education’ module will be entitled to claim Associate Fellow status with the HEA (subject to accreditation).

**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](https://www.wlv.ac.uk)

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

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

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

Your engagement will help you to:
- Understand the subject area you are studying;
- Acquire and develop the skills and knowledge needed to ensure success;
- Prepare for assessment tasks;
- Learn from and with your fellow students;
- Receive feedback from your tutors on your progress;
- Fully participate in sessions, forums, seminars and other activities;
- Develop your communication skills.

If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You may be required to sign an attendance register at lectures so that we may monitor engagement. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found here.

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

**The Wolverhampton Graduate**

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

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

External Examiners
Our external examiner for the PG Cert HE & PP is Dr Janet Strivens, SFHEA from The University of Liverpool. In addition to ensuring academic standards for this course our external examiner will also monitor that you have met the criteria for D2 and if you are taking 7ED038 as a CPD module D1.

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

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

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

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

<table>
<thead>
<tr>
<th>Postgraduate and Masters Awards</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part Time Students</td>
<td></td>
<td></td>
</tr>
<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>
</tbody>
</table>
Postgraduate Certificate | 1 year | 2 years

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)

This course adheres to the University’s academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them.

**Course Information**

**Reference Points**

- The United Kingdom Professional Standards Framework (UK PSF)
- The QAA Quality Code for Higher Education
- The Staff Educational Development Association (SEDA) Professional Development Framework.
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)
- Master’s Degree Characteristics (QAA)

**There are currently no Education Benchmark Statements at Masters Level**

**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 documents e.g. module guides, assessment briefs, presentations, handouts, and reading lists</td>
<td>All documents will be available in electronic form via WOLF</td>
</tr>
<tr>
<td>2. formative assessment opportunities on line with appropriate meaningful electronic assessment feedback;</td>
<td>On-line tasks will be provided offering formative assessment in a variety of tasks.</td>
</tr>
<tr>
<td>3. have opportunities to collaborate on line with others in their learning cohort;</td>
<td>Most on-line tasks (via WOLF blogs or e-portfolios) will encourage the development of collaboration with cohort colleagues and tutors.</td>
</tr>
<tr>
<td>4. have the opportunity to participate in electronic Personal Development Planning (ePDP);</td>
<td>e-PDP is part of the assessment framework of this programme and participants will be encouraged in the creation and development of their own e-portfolio throughout the course</td>
</tr>
</tbody>
</table>
5. submit all appropriate assessments online;  
   All assessments are submitted on line

6. opportunities to engage in interactive learning during all face to face sessions.  
   All face-to-face sessions are planned to ensure active participation throughout the learning experience.

**Assessment Methods**
Completion of an e-portfolio, demonstrating a variety of learning, teaching and assessment practice (Module 1).
Submission of a proposal for curriculum change (Module 2).
Submission of a negotiated assignment based on an action-research / enquiry-based project (Module 3).

**Support for Learning**
As many of the participants are members of staff currently employed in Higher and/or Professional Education, it is not anticipated that there will be major learning support required for these individuals. Even so, as it is anticipated there will be a number of external candidates on the programme, normal support structures will be in place. Module tutors will be available for tutorials by appointment. Academic study skills are developed throughout the face-to-face sessions and during participation in the on-line tasks.

**Any Distinctive Features of the course**
The Post Graduate Certificate in Higher Education and Professional Practice will be the main source of continuing professional development for early career academic and support staff at the University of Wolverhampton or; experienced members of staff who wish to update their practice and align with current thinking. The course will also provide a route for external candidates who practice in either higher or professional education environments and who wish to gain a valid and recognised qualification in higher and professional education practices.

**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](http://www.wlv.ac.uk/skills):
- Book a Skype appointment with study skills adviser or join the online chat service ASSIST - through the [Learning Centre “Skills for Learning” website](http://www.wlv.ac.uk/skills).
- 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**

See below
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)

**Independence** 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
The PG Cert HE & PP comprises the first 60 credits for those of you who wish to work towards a Masters or Doctorate in Education. Doctorate in Education
As you progress in your career you will have opportunities through the KUDOS portfolio scheme to submit evidence for D3 Senior Fellow of the HEA or apply directly to the HEA for D4 Principal Fellow of the HEA.

Prizes

Though there are no specific prizes for participants on the PG Cert phase of the programme, provided below is an overview of the prizes available to participants on the MA Education course. Tutors nominate participants and these nominations go forward to a School for Education Futures panel. Prize winners receive their award each year at the graduation ceremony:

<table>
<thead>
<tr>
<th>Prize</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Karen Griffiths Memorial Prize.</td>
<td>This prize is awarded to a student who has shown great determination and courage when faced with difficult circumstances. The recipient of this award has continued to study to work towards a personal goal and refused to allow these difficulties to prevent him or her from being successful.</td>
</tr>
<tr>
<td>The Caparo Prize for Achievement in Educational Research</td>
<td>This prize is awarded to the student with the most outstanding piece of educational research.</td>
</tr>
<tr>
<td>The Professional and Postgraduate Development Studies Programme Prize</td>
<td>Awarded for the best performance in a subject.</td>
</tr>
</tbody>
</table>

University Academic Calendar
Post graduate exam boards are in March, June and November.

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.

APPENDIX 1
Module Information

Faculties to add module information and remove this section if not required.
<table>
<thead>
<tr>
<th><strong>APPROVED DATE</strong></th>
<th>5 May 2016</th>
<th><strong>APPROVED BY</strong></th>
<th>UQEC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVIEW DATE</strong></td>
<td>2016/7</td>
<td></td>
<td></td>
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</tbody>
</table>