Faculty of Education Health and Wellbeing
Institute of Education

Post Graduate Certificate in Education (PGCE) for Post Compulsory Education (PCE) M

Walsall 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>
</table>
| Your local Academic Faculty Office is:                                          | Sister Dora (WP) Building  
|                                                                                | Walsall Campus  
|                                                                                | Telephone 01902 518934 |
| Your Student Centre is:                                                        | HERE 2 HELP  
|                                                                                | WA Building  
|                                                                                | Walsall Campus  
|                                                                                | Tel: 01902 323135 |

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.

Cathie Lacey PGCE award leader
cathie.lacey@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>PGCE Responsibilities</th>
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<tbody>
<tr>
<td>Sandi Bates</td>
<td>Module Leader for Contextualised Study</td>
</tr>
<tr>
<td><a href="mailto:sandi.bates@wlv.ac.uk">sandi.bates@wlv.ac.uk</a></td>
<td>Self and Identity/Personal and Professional Development tutor for students on the</td>
</tr>
<tr>
<td></td>
<td>Generic route.</td>
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<tr>
<td>Pete Bennett</td>
<td>Tutor on WPCS</td>
</tr>
<tr>
<td><a href="mailto:Pete.B@wlv.ac.uk">Pete.B@wlv.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>John Chorley</td>
<td>Admissions Tutor</td>
</tr>
<tr>
<td><a href="mailto:J.Chorley@wlv.ac.uk">J.Chorley@wlv.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>Anne Groll</td>
<td>Module Leader for Politics, Policy and Practice</td>
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<tr>
<td><a href="mailto:A.Groll@wlv.ac.uk">A.Groll@wlv.ac.uk</a></td>
<td></td>
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<tr>
<td>Val Hall</td>
<td>Tutor and PL for Partnership</td>
</tr>
<tr>
<td><a href="mailto:V.Hall@wlv.ac.uk">V.Hall@wlv.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>Julie Hughes</td>
<td>Head of Department</td>
</tr>
<tr>
<td><a href="mailto:J.Hughes2@wlv.ac.uk">J.Hughes2@wlv.ac.uk</a></td>
<td>Self and Identity/Personal and Professional Development tutor GTA</td>
</tr>
<tr>
<td>Cathie Lacey</td>
<td>Award Leader</td>
</tr>
<tr>
<td><a href="mailto:cathie.lacey@wlv.ac.uk">cathie.lacey@wlv.ac.uk</a></td>
<td>Module Leader for both Self and Identity modules (CSI/RSI)</td>
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<tr>
<td></td>
<td>Module Leader for Introduction to Literacy Studies</td>
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<tr>
<td></td>
<td>Self and Identity/Personal and Professional Development tutor for students on the</td>
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<td></td>
<td>English (Literacy) route</td>
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<tr>
<td>Name</td>
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<tr>
<td>Theresa Loughlin</td>
<td><a href="mailto:T.Loughlin@wlv.ac.uk">T.Loughlin@wlv.ac.uk</a></td>
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<tr>
<td>Julie Wilde</td>
<td><a href="mailto:J.Wilde3@wlv.ac.uk">J.Wilde3@wlv.ac.uk</a></td>
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<tr>
<td>Victoria Wright</td>
<td><a href="mailto:V.Wright@wlv.ac.uk">V.Wright@wlv.ac.uk</a></td>
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<tr>
<td>Stephanie Brewster</td>
<td><a href="mailto:S.Brewster@wlv.ac.uk">S.Brewster@wlv.ac.uk</a></td>
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# Student Support in FEHW

<table>
<thead>
<tr>
<th><strong>STUDENT ADVISORS</strong></th>
<th><strong>HERE2HELP STUDENT CENTRE</strong></th>
<th><strong>PERSONAL TUTOR</strong></th>
<th><strong>SKILLS FOR LEARNING</strong></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 <a href="#">personal tutor</a> for the duration of your Degree.</td>
<td>Trained and professional staff supporting your academic work Based in our <a href="#">Learning Centres</a> Online and in person support and guidance</td>
</tr>
<tr>
<td>Links to our Graduate Interns</td>
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<tr>
<td>Pre-entry support General support about study and student life Guidance – referral to University services Knowledge of the Faculty and its Courses</td>
<td>Enrolment &amp; module registration Submitting work &amp; examinations Academic regulations – one week extensions &amp; extenuating circumstances Leave of absence Student finance issues Student enabling centre Careers &amp; counselling appointments</td>
<td>Support for your academic development and progression Personal (pastoral) guidance A consistent point of contact throughout your studies. Three meetings per year.</td>
<td>Transferable support on your academic study skills General skills guidance Academic writing support Referencing Searching for literature</td>
</tr>
<tr>
<td>Contact: <a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a> Regular drop in sessions &amp; appointments City – MC building Walsall – WN &amp; WP building Burton Campus</td>
<td>City - MX building 01902 321150 Walsall - WA building 01902 323135 Log a call – <a href="mailto:Help%3Econtacts">e:vision helpdesk</a></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 <a href="#">website</a> Workshops Drop-in sessions Appointments Study guides Online resources <a href="#">Twitter</a>, <a href="#">Facebook</a>, <a href="#">Skype</a> (<a href="https://wlv_skills">wlv_skills</a>) and <a href="#">YouTube</a></td>
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*** Visit the [Student Support homepage](#) for more information ***  
*** Also visit the Students Union [Advice and Support Centre](#) for impartial guidance ***
# Course Structure for Postgraduate Courses

Students will study:

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

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

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

Students will study:

<table>
<thead>
<tr>
<th>Level 3 (NQF 6)</th>
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<tbody>
<tr>
<td><strong>You must complete and pass:</strong></td>
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<tr>
<td>Working in the Post Compulsory Sector (20 credits)</td>
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<tr>
<td>Constructing Self and Identity (20 credits)</td>
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<table>
<thead>
<tr>
<th>GENERIC ROUTE</th>
<th>ENGLISH ROUTES</th>
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</thead>
<tbody>
<tr>
<td>Contextualised Study (20 credits)</td>
<td>Introduction to Literacy Studies (20 credits)</td>
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</table>

<table>
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<tr>
<th>Level 4 (NQF 7)</th>
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<tbody>
<tr>
<td><strong>You must complete and pass:</strong></td>
<td></td>
</tr>
<tr>
<td>Reflecting on Self and Identity (20 credits)</td>
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<tr>
<td>Personal and Professional Development (20 credits)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERIC ROUTE</th>
<th>ENGLISH ROUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics, Policy and Practice (20 credits)</td>
<td>Developing Language and Literacy in PCE (20 credits)</td>
</tr>
</tbody>
</table>
Modules common to the generic and integrated (Skills) routes are as follows:

- **Working in the Post Compulsory Sector (6PC012)**
  This module will prepare learners for teaching in the Lifelong Learning sector. It is an introductory module and will therefore cover a number of key themes. It engages with the different contexts and curriculums of the Lifelong Learning Sector. The module considers professional roles, responsibilities and relationships including policies and regulatory requirements. It will introduce a range of strategies for teaching, learning, assessing and feeding back. The module also considers record keeping and evaluation.

- **Constructing Self and Identity (6PC014)**
  This module – along with Reflection on Self and Identity and Personal and Professional Development – forms the heart of the PGCE and will prepare new teachers for a career in the Lifelong Learning Sector by establishing a foundation in planning, teaching and assessment of learning as well as developing skills in reflective practice.

- **Personal and Professional Development (7PC004)**
  This module runs across both semesters and complements 6PC014 (Constructing Self and Identity) and 7PC005 (Reflecting on Self and Identity). It contains pragmatic elements such as personal action planning for enhancing practice, and theoretical elements such as critical reflection-on-practice.

- **Reflecting on Self and Identity (7PC005)**
  This module - along with Constructing Self and Identity and Personal and Professional Development – remains at the heart of the PGCE. It further develops concepts of planning, teaching and assessing as well as exploring notions of self and subjectivity in relation to developing and continuing wider professional practice.

The remaining modules to be studied will depend on which route you are following. For students on the **Generic Route**, the remaining modules are:

- **Contextualised Study (6PC013)**
  This module will support participants in their classroom practice. The focus of the module is developing learning resources within a chosen subject discipline. Participants will appraise a variety of learning resources taking into account the learning needs of 21st century learners. The module also considers the significance of learner evaluation as a tool for reflective practice and identifying continual professional development needs.

- **Politics, Policy and Practice (7PC007)**
  This module is designed to help students develop an understanding of how FE is positioned within a globalised and marketised policy discourse. The impact of policy on post-compulsory education will be explored. A range of theoretical concepts will be introduced to help students to critique curriculum policies, strategies and practice within institutional and subject specific contexts. The module will also provide a framework for conducting a piece of small-scale educational research. After undertaking a literature review, students will design and carry out a piece of research linked to their practice in colleges.
For those on the **English Route** the remaining modules are:

- **Introduction to Literacy Studies (6PC019)**
  This module aims to provide students with an understanding of literacy theories and frameworks. Students will consider theories and principles relating to language acquisition and learning, theories and principles relating to literacy learning and development and how language can be described and analysed. Students will also consider the processes involved in the development of speaking, listening, reading and writing skills for literacy learners.

- **Developing Language and Literacy in PCE (7PC006)**
  This module aims to provide learners with an understanding of key issues relating to the English language and of key factors relating to literacy and ESOL learners. Learners will consider language change, language variety, and the relationship between language and social processes. Learners will also consider factors which influence literacy and language acquisition, learning and use.

**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 your Personal Tutor or the Award Leader.

PCE programmes seek to prepare student teachers to develop the knowledge, skills and personal qualities required of a professional teacher in the post compulsory sector. The programmes draw upon national professional standards (Education and Training Foundation 2014) and are designed to develop knowledge, understanding, skills and attitudes necessary to perform the tasks and roles associated with the PCE teacher. The programmes place emphasis on the student taking responsibility for their own learning. Student teachers will be encouraged to reflect upon their own experiences and assess their own performance, strengths, weaknesses, development needs and take responsibility for their own learning.

As such, the programme aims to encourage a holistic learning experience where theoretical knowledge is embedded into skills development. Participants will be encouraged to develop the ability to critique the existing educational knowledge base, together with the political structures in which the profession is located. To this end the model adopted will seek to achieve the following aims:

- transformation of the values and a range of ideologies that underpin the learning process
- facilitating dialogue based on concepts of equality, autonomy and empowerment viewing professional practice as being a dynamic and evolutionary process based on reframing theoretical principles
- encouraging divergent philosophies and ideals on learning
- challenging the mean-ends reasoning of technical rationality
- engaging in a cooperative search for understanding based on the notions of educationally defensible ways for improving teaching and learning
- engaging in dialogue that considers whether existing norms are justified or valid
• In order to fulfil the teaching role, student teachers will be required to demonstrate characteristics of a professional teacher by development of a value system based on the following concepts
  • equality, diversity, and inclusion
  • responding to changing needs and situations
  • respect for colleagues and learners
  • commitment to working in collaboration with a wide range of partners
  • engaging in continuous professional development
  continuous reflection in and on practice

The educational aims of the course are: The PGCE PCE (M) course is designed to enable participants to qualify as teachers in the post compulsory sector. This will most often include working with students aged 16, sometimes from 14, and older. It can involve teaching from basic education (Entry level) up to and including working with those taking higher education courses in local colleges. Students will study theory of education as well as practical aspects of planning, teaching and assessing sessions in placement. This initial teacher education course will eventually enable the holder to submit evidence for Professional Formation and QTLS status.

The course learning outcomes are:

1. Knowledge and understanding

   A Critically analyse, synthesise and evaluate current ideologies, theories and methodologies of learning, assessment and inclusive curriculum design
   B Demonstrate critical reflection of current practice and identify own judgements and personal insights that inform professional practice.

2. Practical, professional and research skills

   A Develop the professional skills of proactive practitioner who can critically reflect on own practice and exercise effective decision-making and judgements in complex situations
   B Demonstrate an understanding of how research and enquiry skills are used to interpret knowledge and inform professional practice.

3. Intellectual skills

   A Develop the ability to critically evaluate evidence-based data and respond creatively to changing needs within the wider professional context
   B Develop critiques of professional practice and current research within the limitations and constraints of existing knowledge in the post-compulsory sector.

4. Post graduate generic skills

   A Demonstrate core professional values of teachers in the post compulsory sector and engage in independent learning with regard to continuous personal and professional development strategies
   B Develop strategies to improve core skills within own professional practice as prescribed by EFT (2014)
These are in-line with the mandatory requirements of the latest requirements (LSIS 2013) for the sector. [Please see here http://www.excellencegateway.org.uk/node/26667 for further information]

These will be achieved through the following learning activities: Activities will include small group seminars, larger lectures, presentations and some small group work at university as well as attendance on placements for practical teaching experiences. Tasks will include essays, reports, reflective journaling (blogging), production of artefacts and resources as well as lesson planning and evaluation. Other tasks will be evident once on the course.

The course is accredited, endorsed or approved (depending on the professional body requirements) The course complies with both the Mandatory Content of ITE courses for the Post Compulsory Sector (as laid out by LSIS 2013) and the Professional Standards (Education and Training Foundation) 2014. Students will need to complete at least 120 hours of teaching practice and have 8 observations within their placement setting. This will be at one of several local colleges or Adult Education settings.

**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”

1) Altered the timing of modules to reflect a better pattern of study.
2) Reduced time on the induction to move straight into the course
3) Created a list of tasks for the professional practice modules
4) Merged the module guides for three modules into one (CSI/RSI/PPD) to better represent the holistic teaching
5) Used more creative assessment techniques for specific modules.

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
The external examiners for your course are Gill Waugh (Bolton University) Kirstin Sawyer (Professional at Bradford College of Further and Higher Education) and Award external to be confirmed

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

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

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

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

Postgraduate and Masters Awards

<table>
<thead>
<tr>
<th></th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate in Education (M)</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
Students studying this PGCE will study 120 credits in total, with
- 60 credits at Level 3 National Qualification Framework (NQF) Level 6
- 60 credits at Level 4 National Qualification Framework (NQF) Level 7
**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/students/unions)
- 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**
At the moment we are moving from one VLE to another so we are unable to give specific locations for course related material at this time.
Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

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

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

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

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

Who to Contact for help when you are studying on campus

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

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

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

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

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

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

60 credits of this programme are at Masters Level (NQF 7). That equates to a third of the 180 credits needed for a full masters such as our new Masters in Professional Practice and Lifelong Education (MA PPLE) and many students proceed onto the masters either directly or after a break from academic study. The masters programme is a part-time course of study and is compatible with work in the sector.

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.