Faculty of Education Health and Wellbeing

Institute of Education

Professional Doctorate in Education

COURSE GUIDE
2016/17

Course Code: ED038V31UV
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Your Course Guide
This Course Guide has been designed to help you plan your course. Read this Guide now in full. You will need to be familiar with the structures and processes on which your course rests.

When you enrol, you will have access to your 'Course Hub' via our online learning system 'WOLF'. Your course hub contains resources and further support structures to help you during your studies.

Key Documents
This Course Guide should be read in conjunction with the following resources:
• the university's Postgraduate Student Guide;
• the Student Charter,
• the information on your Faculty's Student Offer
• the University’s Policies and Regulations

You may also contact your Student Office (STAR) for queries related to the administration of your overall programme.

<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>Samuel Johnson (WN Building) Room WN301 Walsall Campus Tel 01902 518976</td>
</tr>
<tr>
<td>Your STaR Office (Here to Help) is:</td>
<td>Student, Transnational and Research Office Student Centre North, MX Building, Camp Street, Wolverhampton WV1 1AD email: <a href="mailto:internationalTNE@wlv.ac.uk">internationalTNE@wlv.ac.uk</a></td>
</tr>
</tbody>
</table>

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

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

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

Dr Maria Tsouroufli, Award Leader
M.Tsouroufli@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Building and room number</th>
<th>Telephone number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Maria Tsouroufli</td>
<td>Award Leader</td>
<td>WA202</td>
<td>01902 323316</td>
<td><a href="mailto:m.tsouroufli@wlv.ac.uk">m.tsouroufli@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Ellen Bagley</td>
<td>Administrator</td>
<td>WN301</td>
<td>01902 518968</td>
<td><a href="mailto:ellen.bagley@wlv.ac.uk">ellen.bagley@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Dr Andy Cramp</td>
<td>Head of Doctoral Studies</td>
<td>WN301</td>
<td>01902 323230</td>
<td><a href="mailto:andycramp@wlv.ac.uk">andycramp@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Dr Linda Devlin</td>
<td>Module Leader</td>
<td>WN305</td>
<td>01902 323545</td>
<td><a href="mailto:linda.devlin@wlv.ac.uk">linda.devlin@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Dr Zeta Brown</td>
<td>Module Leader</td>
<td>WN301</td>
<td>01902 323155</td>
<td><a href="mailto:zeta.brown@wlv.ac.uk">zeta.brown@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Stephanie Brewster</td>
<td>Faculty Enabling Tutor</td>
<td>WP109</td>
<td>01902 5183026</td>
<td><a href="mailto:s.brewster@wlv.ac.uk">s.brewster@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Dr Ming Cheng</td>
<td>Teaching Staff</td>
<td>WA206</td>
<td>01902 518976</td>
<td><a href="mailto:ming.cheng@wlv.ac.uk">ming.cheng@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Dr Ron Sargent</td>
<td>Teaching Staff</td>
<td>WE102</td>
<td>01902 323287</td>
<td><a href="mailto:ron.sargent@wlv.ac.uk">ron.sargent@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Dr Vinette Cross</td>
<td>Teaching Staff</td>
<td>ML115</td>
<td>01902 518711</td>
<td><a href="mailto:vinette.cross@wlv.ac.uk">vinette.cross@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Professor John Traxler</td>
<td>Teaching Staff</td>
<td>WN306</td>
<td>01902 518591</td>
<td><a href="mailto:john.traxler@wlv.ac.uk">john.traxler@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Professor Peter Lavender</td>
<td>Teaching Staff</td>
<td>WN329</td>
<td>01902 323014</td>
<td><a href="mailto:peter.lavender@wlv.ac.uk">peter.lavender@wlv.ac.uk</a></td>
</tr>
<tr>
<td>STUDENT ADVISORS</td>
<td>HERE2HELP STUDENT CENTRE</td>
<td>PERSONAL TUTOR</td>
<td>SKILLS FOR LEARNING</td>
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<tr>
<td>Dedicated staff employed within the Faculty to support your University experience</td>
<td>Each campus has a Student Centre, commonly known as ‘Here2Help’</td>
<td>An academic member of staff will act as your personal tutor for the duration of your Degree.</td>
<td>Trained and professional staff supporting your academic work</td>
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<tr>
<td>Links to our Graduate Interns</td>
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<td>Based in our Learning Centres</td>
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<td>Online and in person support and guidance</td>
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<tr>
<td>Pre-entry support</td>
<td>Enrolment &amp; module registration Submitting work &amp; examinations Academic regulations – one week extensions &amp; extenuating circumstances Leave of absence Student finance issues Student enabling centre Careers &amp; counselling appointments</td>
<td>Support for your academic development and progression Personal (pastoral) guidance A consistent point of contact throughout your studies. Three meetings per year.</td>
<td>Transferable support on your academic study skills: General skills guidance Academic writing support Referencing Searching for literature</td>
<td></td>
</tr>
<tr>
<td>General support about study and student life Guidance – referral to University services Knowledge of the Faculty and its Courses</td>
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<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 – 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>
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</table>

*** Visit the Student Support homepage for more information ***
*** Also visit the Students Union Advice and Support Centre for impartial guidance **
**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 e.g. 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”**
Student Representatives for the Professional Doctorate in Education expressed at the Course Management Committee (CMC) an interest for further opportunity to meet with fellow and new cohorts to promote a ‘buddy’ culture and share experiences. The outcome of this has been the agreement that the Professional Doctorate in Education Thesis Workshop is an open invitation to all cohorts and PhD Education Students.

**Student Charter**
The University’s FEHW Research student offer 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 applies to all students on all courses and reflects 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.

**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 Dr Maria Tsouroufli on 01902 323316 or M.Tsouroufli@wlv.ac.uk

The educational aims of the course are:
1. engage in applied professional development that enhances practice;
2. develop original knowledge about professional practice through application of appropriate educational research methods;
3. contribute to evidence-based practice in their profession.
The course learning outcomes are:

**Higher Masters in Education Research**

At the end of this course you, the student, will be able to:

1. Demonstrate how philosophy and approach can shape enquiry and influence outcomes in educational research.
2. Select and apply appropriate educational research approaches and tools to enquire into professional practice.
3. Critically scrutinise and appraise educational research in relation to professional practice.
4. Demonstrate an appreciation of the importance of piloting to inform a substantial research project.
5. Reflect, be reflexive and apply reflectivity to enhance and develop professional practice.
6. Apply appropriate digital tools to record, analyse and write about development of professional practice.

**Professional Doctorate in Education (Educational Enquiry)**

At the end of this course you, the student, will be able to:

1. Demonstrate how philosophy and approach can shape enquiry and influence outcomes in educational research.
2. Select and apply appropriate educational research approaches and tools to enquire into professional practice.
3. Critically scrutinise and appraise educational research in relation to professional practice.
4. Demonstrate an appreciation of the importance of piloting to inform a substantial research project.
5. Reflect, be reflexive and apply reflectivity to enhance and develop professional practice.
6. Apply appropriate digital tools to record, analyse and write about development of professional practice.

These will be achieved through the following learning activities:

- Research seminars, lectures, interactive group discussions, presentations (guest speakers and PGRs), writing tasks, preparatory reading, etc.
- Blended learning activities will support skills development and progress monitoring in the form of a Digital Portfolio which connects module content to online and social media activities.

By combining traditional taught sessions with virtual technologies teaching becomes a more personalised experience and is taken outside of the classroom. Examples of the strategies for blended learning within this programme include:
Blended learning
In 2008, the University adopted a Blended Learning Strategy which promotes the integration of technology supported learning across all our modules. We believe this will improve the employability and, digital literacy, of our students and the effectiveness and efficiency of our learning and teaching practice. Outline for the student how the 6 blended learning entitlements have been incorporated in this course.

Students are entitled to:

<table>
<thead>
<tr>
<th>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</th>
<th>Provided through WOLF (and any new University digital facilities at module and course level).</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. formative assessment opportunities on line with appropriate meaningful electronic assessment feedback;</td>
<td>Tutor feedback online at module level + Digital Portfolio forum participation Ethical self-assessment and formal approval. Cluster networking and external research group networking extends formative feedback beyond Academic Adviser / Module Tutor to include cluster leaders and researchers.</td>
</tr>
<tr>
<td>3. have opportunities to collaborate on line with others in their learning cohort;</td>
<td>Digital Portfolio – • Wiki building during • E-journal peer reviewing • Forum participation – critical responses to advanced educational research • Forum participation – building enquiry / piloting methods/reflecting on methods • Virtual world knowledge transfer – presenting work through and to avatars • Cluster networking and external research group networking.</td>
</tr>
<tr>
<td>4. have the opportunity to participate in electronic Personal Development Planning (ePDP);</td>
<td>The Digital Portfolio is an extension of the PDP.</td>
</tr>
<tr>
<td>5. submit all appropriate assessments online;</td>
<td>At module level.</td>
</tr>
<tr>
<td>6. opportunities to engage in interactive learning during all face to face sessions.</td>
<td>At module level – the delivery of modules is, in all cases, interactive and responsive.</td>
</tr>
</tbody>
</table>
Course Information
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.

Professional Doctorate Awards

<table>
<thead>
<tr>
<th></th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Doctorate</td>
<td>3 year</td>
<td>4 years</td>
</tr>
<tr>
<td>Part Time Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Doctorate</td>
<td>6 year</td>
<td>8 years</td>
</tr>
</tbody>
</table>

The above maximum registration periods do not include time away from study approved under the Leave of Absence procedure.

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 Modules:

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Delivered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>8ED001</td>
<td>Reflective Development (Includes initial induction/confere nce weekend)</td>
<td>60 Level 8</td>
<td>UoW staff</td>
</tr>
<tr>
<td>8ED002</td>
<td>Advanced Educational Research</td>
<td>60 Level 8</td>
<td>UoW staff</td>
</tr>
<tr>
<td>8ED003</td>
<td>Implementing Educational Enquiry</td>
<td>60 Level 8</td>
<td>UoW staff</td>
</tr>
</tbody>
</table>

**Stage 2:**

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Delivered by</th>
</tr>
</thead>
<tbody>
<tr>
<td>8ED004</td>
<td>Thesis Module</td>
<td>180 Level 8</td>
<td>UoW staff</td>
</tr>
</tbody>
</table>

Assessment Methods
Formative opportunities are provided in advance of the summative assessments, by enabling the student to ‘rehearse’ their presentation, poster, outline assignment with others for peer review.

**Summative assessment modes:**
Written coursework
Presentations
Audio presentations
Social / online media activities
Poster presentations
Viva examinations
Thesis.

Support for learning
The WOLF topics provide articles, exemplar assignments, examples of assignments in-progress, opportunity for students to engage in a discussion forum. The Digital Portfolio enhances and extends blending learning so that all module content is connected to online / social media exchange and reflection.

Doctoral Study Pathway
The educational design of this pathway is focused heavily towards independent study. This is particularly demanding requiring refinement of the skills of enquiry, and innovation. This style of study draws on such personal attributes as motivation, self-determination and enthusiasm. As postgraduate study focuses on this style of learning your studies will appear to be very different from a traditional taught pathway. This may take some adjustment. You will, however, be supported by a postgraduate tutorial group and by your module leaders.

Academic support and evaluation of progress will occur on a regular basis with the Academic Adviser. These meetings will be formally scheduled. Some will be with the full student group for this pathway; others will be on an individual basis.

The aim of the level 8 Doctoral modules is to provide a structured and supportive approach for the work that candidates will undertake in preparation for, and during, their final doctoral dissertation and to provide peer mentoring and networking in the spirit of a professional doctorate. It is most important that when you plan your studies with your employer, you and they agree to ensure that you are able to maintain protected time to enable you to attend all taught sessions and to have time to devote to completion of the assessments.

External Examiners
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 Award 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.

The current external examiner for this course is:
Name:  Dr Gerry Czerniawski
Position:  Reader in Education
          The Cass School of Education and Communities
          The University of East London
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 doctoral examinations. Research Degree Regulations Handbook.

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

Attendance will help you to:

• Understand the subject area you are studying;
• Acquire and develop the skills and knowledge needed to ensure success;
• Prepare for and undertake assessments;
• Learn from and with your fellow students;
• Receive feedback from teaching;
• Participate in practical and group work;
• Develop your communication skills;
• Pass your modules – we know from previous experience that those who do not attend regularly are much more likely to fail.

If you are unable to attend a class please let your module leader know that you are unable to do so. They will then be able to give you advice on what was covered in the class, and what you need to do to catch up. Please do remember how important attendance is to your success. The University considers this to be so important that it reserves the right to review the position of students who fail to attend.

Regulations for Progression
The standard University regulations together with the following specific regulations apply:

Each module has two assessment points that will normally be assessed during or at the end of the semester in which it is studied, and in a manner appropriate to its objectives and content. In the case of 8ED001, a two year module, the assessment points will be at the end of each academic year

The means of assessment will be reviewed by the Examinations Board to ensure:
That the overall loading on students is not excessive

Comparability of standards
That the assessment reflects the educational aims of the course as well as those of the particular module.
Draft examination papers and marking schemes will be submitted to the appropriate External Examiner. Dates for the submission of assignments (assessed coursework and practical work) will be published for each module. Work submitted later than the published date will be subject to regulations under ‘Submission of Course Work Assignments’

**Generic assessment criteria** at Level 8 (for each assessment grade)
The assessment in the DProfHW Professional Doctorate in Education (EdD) evaluates achievement at the doctoral level. Level 8 modules will be assessed on a pass/fail basis against the pathway outcomes identified in the Course Specification Template and the individual module learning outcomes. Retrievable Fail grades may be resubmitted at the next earliest opportunity.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS</td>
<td>Learning outcomes are fully met. The assignment illustrates originality in conceptualisation of theory, practice and research. There is evidence of wide, relevant reading and a well articulated position, that is powerful and persuasive, backed up with appropriate and judicious use of evidence. Work is clear, logically and coherently structured, well presented and written in an appropriate format. There is skilled synthesis and integration of theory, practice and research demonstrated throughout. Within professional practice there is evidence of meaningful and original application of principles to relevant experience, issues and the enhancement of the learning experience. A very high level of self-reflection permeates the work. The work is indicative of a high level of professional competence, and could potentially contribute to knowledge and / or practice in the field of doctoral study.</td>
</tr>
<tr>
<td>RETRIEVABLE FAIL</td>
<td>Not all of the learning outcomes have been met at a satisfactory level. The assignment is considered to be retrievable, with some modification, or on completion of additional work, as appropriate.</td>
</tr>
<tr>
<td>FAIL</td>
<td>Most learning outcomes are only met to a limited or possibly no degree, and therefore cannot be deemed a pass grade and the work is not considered to be retrievable. Or no work has been submitted.</td>
</tr>
</tbody>
</table>

**Note**

*RETRIEVABLE FAIL* means the assessment can be re-submitted at the next opportunity.

*FAIL* means the module must be retaken (as appropriate) at the next opportunity.

**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 issues 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. Doctoral students on the EdD have an Academic Adviser who undertakes the role of the personal tutor as part of their brief
Academic Misconduct
We take pride in the academic integrity of our staff and students and 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.

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 conduct and appeals website.

**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 joint the online chat service [ASSIST](http://www.wlv.ac.uk/skills) - through the Learning Centre "Skills for Learning" website.
- Contact your personal tutor or module leader.

Remember – there is help available if you need it.
Timetables
Timetabling information is available to you from your award leader and the teaching rooms allocated can be identified through the following:

1) Using the teaching timetable where you can search for and view all modules online at http://www3.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 http://www.wlv.ac.uk/about-us/internal-departments/central-timetabling/.

Where to get help with your course
Our staff are very happy to see you for a face to face discussion and you will need to book an appointment with them for this. This is usually done via e-mail requests. It is important to send this message from your student e-mail address (name@wlv.ac.uk) as sometimes the university e-mail system identifies some sources of e-mail as junk and these do not reach our e-mail boxes. Always check your student e-mail for messages as often important information is missed students because they have not checked their student e-mail box. Our IT services will assist and advise you regarding having your student e-mail forwarded to another e-mail address that you look at regularly.

For help and advice with your course as a whole you should make contact with the Award Leader – Dr Maria Tsouroufi see contact list at the start of this guide for her contact details. She will be able to advise you on a variety of matters.

For help with the modules you take, your first port of call should be to make contact with the Module Leader. Each Module you take in this course is supported by a WOLF on-line website where you will find information about the module programme, dates and locations of sessions. The module content and teaching materials are uploaded to the WOLF site as the module progresses. You may also be able to upload your assignment/s to this site for the module for marking. This is dependent on the Module Leader’s decision about the format they wish to receive your work in. Some prefer hard copies of work.

In addition to the above sources of support you will be allocated an Academic Advisor who is your personal tutor whose role is to advise you in situations of personal difficulty that are having a negative impact on your ability to study and produce assignments / work on your Thesis research study. They will advise you regarding the various university services and procedures that may be helpful. It is very important to consult your Personal Tutor early during such a situation as it is much easier to assist you with timely interventions that to try and sort a greater difficulty out later. We also have several Student Advisors who can advise you on university procedures and services and can refer you for assistance to these.

It may be that you need additional support throughout your studies, this could be because you have a disability of some kind or require additional help. We have a very extensive Student Enabling Centre who will be happy to assess your needs. We can also refer you to our English for Academic Purposes staff if there is a
need for tutorial or workshop assistance with academic writing – which can be useful for those whose first language is not English.

Finally, we have many staff who are devoted to making our various systems run smoothly. This may be our Admissions Department staff who can help with getting you started on your course, IT services staff, Library and Information Services staff or Student Centre staff – who will be able to sort out any difficulties you may have with payment procedures for fees, enrolment or registering for modules. All of these sources of help can be contacted via phone or e-mail and their contact details are all available on our website.
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)

- **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)

- **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)

- **Careers & Employment Centre**
  - W: www.wlv.ac.uk/careers
  - E: careers@wlv.ac.uk
  - T: 01902 32(1414)
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 STaR office. 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 STaR office. 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. Further details can be found here.

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 STaR office or the Students’ Union, particularly regarding the financial implications, before taking this step. Further details can be found here.

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.

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.