Faculty of Education, Health and Wellbeing

Institute of Public Health, Social Work and Care

Qualifying as a Best Interests Assessor

ON CAMPUS  COURSE GUIDE 2016/7
About this guide
Welcome
Course Management and Staff Involved with the Course
Course Structure
About the Course
Contact Hours
University Academic Calendar
Timetables
Student Voice
Student Feedback
Student Charter
Engagement
The Wolverhampton Graduate
External Examiners
Academic Regulations
Exam Regulations
Course information
Personal Tutor
Academic Misconduct
Support for Students
Anonymous Marking
Where to Get Help with your Course
Extensions, Extenuating Circumstances and Leave of Absence
Health and Safety Issues
Health and Wellbeing whilst using your computer
Progression for Further Study
Alumni
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>
| Faculty of Education, Health and Wellbeing  
MC125  
MC Building  
Wulfruna Street  
City Campus  
Wolverhampton  
WV1 1SB  
Academic Support: 01902 518600 | |
| Your local Academic Faculty Office is: | |
| Your Student Centre is: | |

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.

Course Management and Staff Involved with the Course
The Course Leader is Kate Lees. Kate is contactable at K.Lees@wlv.ac.uk

Faculty Enabling Tutor: Pauline Lim
Telephone: 01902 51 8868
Email: P.Lim@wlv.ac.uk
## 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 personal tutor for the duration of your Degree.</td>
<td>Trained and professional staff supporting your academic work</td>
</tr>
<tr>
<td>Links to our Graduate Interns</td>
<td></td>
<td></td>
<td>Based in our Learning Centres</td>
</tr>
<tr>
<td>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></td>
<td></td>
<td></td>
</tr>
<tr>
<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></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>

*** Visit the [Student Support homepage](http://www.wlv.ac.uk/student-support) for more information ***

*** Also visit the Students Union [Advice and Support Centre](http://www.wlv.ac.uk/students-union/advice-and-support-centre) for impartial guidance ***
Course Structure for Undergraduate courses

Students will study:

Full-time: normally modules worth 120 credits each academic year
Part-time: normally modules worth no more than 80 credits each academic year.

Level 6 (3)

<table>
<thead>
<tr>
<th>Custom module</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Code</strong></td>
</tr>
<tr>
<td>6so029</td>
</tr>
</tbody>
</table>

About the Course

This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Kate Lees, Course Co-ordinator - K.Lees@wlv.ac.uk

The educational aims of the course are: The course is designed to enable eligible professionals to develop and demonstrate practice in accordance with the published requirements of external professional, statutory and regulatory bodies in order to act as Best Interests Assessors.

The course will enable candidates to develop their knowledge, skills and values in working with adults who may lack the capacity to make decisions about their care, treatment and residence.

The course learning outcomes are:

1. Demonstrate practice capabilities as determined by published requirements for eligibility to act as a Best Interests Assessor.
2. Critically reflect on the concepts of best interests, risk, proportionality and human rights and how these operate in practice;
3. Critically reflect on the Deprivation of Liberty Safeguards process from the perspectives of a range of stakeholders, including people who use services and those who care for and support them.

These will be achieved through the following learning activities:

Taught sessions will include the presentation of relevant information and concepts. These will then be discussed in relation to the candidates’ practice and fictional practice scenarios. Candidates will complete practice based learning in which they participate in an assessment and decision making about deprivation of liberty.

Candidates will 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.
Candidates have opportunities to collaborate on line with others in their learning cohort. Candidates will have opportunities to engage in interactive learning during all face to face sessions.

The course is accredited, endorsed or approved (depending on the professional body requirements)

Best Interests Assessors undertake a range of duties under the Schedule A1 of the Mental Capacity Act 2005 (otherwise known as the Deprivation of Liberty Safeguards or DoLS). Supervisory bodies commission assessments in order to determine whether managing authorities (care homes and hospitals) should be authorised to deprive a person of their liberty in order to receive care and treatment. Supervisory bodies must be satisfied that the Best Interests Assessor has successfully completed an approved course such as the one offered by the University of Wolverhampton. The University has current approval to offer Best Interests Assessor training from the Secretary of State at the Department of Health.

**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”
As a result of student feedback we have made the following improvements/changes to this course:

The portfolio guidance has been expanded in certain areas such as the checklist.

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
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:

<table>
<thead>
<tr>
<th>Part Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 years</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)

Exemption to Regulations

1. You have two years from the date of your registration on the course to gain the qualification. It is expected that you will gain the qualification within one academic year. This exemption simply allows more time to cover delays caused by such unforeseen events such as illness or a lack of practice opportunities.

The timetable for this module varies from the standard University calendar in some respects. Students will be given module specific calendar.
Course Information

Reference points
In determining the appropriateness of teaching content, learning outcomes and assessment strategies, the programme has drawn on the following documents:
Draft criteria for the endorsement of Best Interests Assessor qualification by The College of Social Work (TCSW) issued by TCSW in September 2012.
BIA capabilities defined by The College of Social Work.

Assessment methods
The strategy for the course is designed to give a holistic assessment of the candidate’s capabilities, incorporating theoretical knowledge, a critical perspective and the skills to use these in direct practice. It is essential that there is a triangulation of evidence and involvement of appropriately qualified practitioners.

The assessment is a portfolio of evidence of knowledge and skills in use in genuine practice. This will incorporate the candidate’s own analyses and the views of practitioners, particularly Best Interests Assessors, about the candidate’s capabilities.

Support for learning
The course requirements and assessed task are explained in the course handbook, module guides and portfolio documentation. These will be explained in the first session and frequently referenced during the course. The module includes a workshop on the assessed task and the module tutor will make herself available for consultation before and after teaching sessions.

Practice-based learning
The candidate will “participate” in one or more DoLS processes in practice. “Participation” must mean shadowing the BIA and discussing the process and recommendations with him/her. “Participation” may also mean contributing to the DoLS process under the direction of the BIA. The candidate will demonstrate their capability in recording assessments.
Other learning opportunities may be needed in addition to the main one. The candidate will be allocated learning opportunities by a nominated person within the sponsoring agency. This will usually be the agency DoLS lead or training officer. If the candidate does not know who will allocate the learning opportunities, s/he should contact the course co-ordinator.

In exceptional circumstances, it may be agreed that the agency has not been able to provide the candidate with the necessary learning opportunities in time for the candidate to be able to complete the portfolio. The agency must email the course co-ordinator confirming that this has happened and explaining the reasons. The course co-ordinator will then arrange for the candidate’s grade to be recorded as “grade awaited”. The portfolio must be submitted in time for the next Board.

Information sharing
Candidates will be asked to sign a form in which they agree to information about their progress on the course and the results achieved being shared between the course team and the sponsoring agency.
Concerns and suitability
Information is available in the portfolio guide about processes for when exceptional concerns arise about the candidate’s capability or suitability for practice. This document gives guidance for when concerns arise about practice witnessed during the course of the work-based learning opportunities.

Results
Provisional results will be posted on evision initially. We aim to achieve this within 4 working weeks of submission. The provisional results are then presented to an academic board and are only official once confirmed there.
In order to act as a Best Interests Assessor, a pass grade in both modules must be confirmed by the Board. Candidates will receive a letter and transcript confirming their status.

If candidates have been unsuccessful at their first submission for either module, there will be one further opportunity to resubmit the work in time for the next Board.

Results will appear as follows:
Pass will be recorded as 40%
Refer will be recorded as 39%
Fail will be recorded as 0F

Personal Tutor
When you join the University you will be given a Personal Tutor. This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other aspects that affect your study. In order for personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.

Academic Misconduct
We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

Support for Students
The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:

- Visit the Learning Centre or our study skills support website at www.wlv.ac.uk/skills
Download the Students’ Union guide to Avoiding Academic Misconduct ("Write Right") - available from the Student’s Union website:

- Book a Skype appointment with study skills adviser or join the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
- Contact your personal tutor or module leader.

Remember – there is help available if you need it.

**Defining Academic Misconduct**

**Cheating**

Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. Cheating attracts the University’s most severe penalties.

Other common examples of cheating would include –

- Being in possession of “revision notes” during an examination
- The purchase or commission of assignments from others
- Theft of other students’ work
- Prohibited communication during an examination

**Plagiarism**

Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic Faculty.

The most common forms of plagiarism are –

- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a text book or journal

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

**Collusion**

Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

**Plagiarism Detection**
In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.

Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

**Penalties**
Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University’s policy on Academic Misconduct, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint are available on the conductandappeals website.

**Anonymous Marking**
Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.

When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.

**Where to get help with your course**
The Universities online learning system (WOLF) contains module content specific materials and contact details for course/module staff who can support you and point you in the direction of other assistance available.
**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](http://www.wlv.ac.uk/skills)
- E: skills@wlv.ac.uk
- T: 01902 32(2385)

**IT Problems**
- W: [www.wlv.ac.uk/ITServices](http://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](http://www.wlv.ac.uk/moneymatters)
- E: money@wlv.ac.uk
- T: 01902 32(1070)

**Careers & Employment Centre**
- W: [www.wlv.ac.uk/careers](http://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](http://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](http://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](http://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 course is not formally linked into any other course.

**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

Dealing with professional disagreements and concerns about practice or care standards

During the practice-based learning opportunity, the candidate may witness practice with which they disagree.

Within complex areas of practice it is to be expected that differences of opinion will occur and these need not be a matter of concern. A candidate may not agree with a BIA’s decisions, but this does not make the practice poor or unlawful.

However, in other circumstances, the candidate may feel that the disagreement is more serious and be concerned about what has happened. Some examples of where a candidate may be very concerned about the practice they observe are given below.

- A decision may be made to deprive a person of their liberty which the candidate considers unjustified because it is highly disproportionate to the risks as perceived by the candidate.
- The BIA may decide that a care plan does not constitute a deprivation of liberty, but the candidate is convinced that it does, and that continuing with the care plan without an authorisation would be a breach of Article 8.
- The candidate may consider that there is severe bad practice at a care home, but the BIA disagrees.

The candidate’s actions will depend on the nature and seriousness of the disagreement. The following possible actions can be considered.

- Where possible, discussing and clarifying the concerns directly with the person concerned (e.g. the BIA).
- Candidates can contact the designated person in the agency who is overseeing his/her work-based learning opportunity for an informal discussion. This will usually be the DoLS lead in the agency, but if the candidate is in doubt, s/he can contact the module leader for clarification. The candidate should realise that the conversation may not remain confidential, depending on the nature and seriousness of the concern.
- Candidates can use their own agency internal procedures for raising concerns about bad practice. This may include an urgent safeguarding referral.

It will usually be appropriate to deal with concerns within the agency rather than raising them with a University tutor. Candidates are advised that the University of Wolverhampton currently has a Public Interest Disclosure Policy Statement and Guidelines to ensure that all times the organisation’s business is conducted with probity. The guidelines state that the University will not condone any business activity that is illegal or improper. This applies to individual members of the Board, senior managers, and members of staff or students at the University or its suppliers or contractors.

If a candidate does raise concerns with a University tutor, there will be a range of responses, depending on the nature and seriousness of the concern. Some possible outcomes from a discussion with a tutor are given below.

- The tutor will help the candidate to clarify their concerns so that s/he can take appropriate action.
- The tutor will decide that s/he must speak to the DoLS lead within the agency about the information disclosed by the candidate.
Information given to University tutors

Information given by a candidate in a portfolio or a classroom discussion may give rise to a concern about practice. Some examples are given below.

- The candidate reports in their portfolio a decision which seems to be based on an incorrect understanding of the law.
- The candidate discloses information about care practices that appear to represent an unauthorised deprivation of liberty.

The response of the tutor will vary according to the circumstances of the disclosure and the nature and seriousness of the concern. Some of the possible responses are given below.

- Written feedback to the candidate to re-consider an aspect of law etc.
- A direct discussion with the candidate to clarify the matter and agree if any action is appropriate.
- Discussions with the agency lead

Information on Escalating Concerns

A registered professional must put the interests of service users first and act to protect them if s/he considers they may be at risk. The links below provide further information to help all involved to understand their duties in escalating concerns.

- Public Concern at Work is an independent charity promoting whistle-blowing (escalating concerns), accountability and good governance in the workplace. Further useful information on whistle-blowing (escalating concerns) is available from their website [www.whistleblowing.co.uk](http://www.whistleblowing.co.uk)

- The Care Quality Commission provides guidance about escalating concerns policy and provides useful links to the national minimal standards that requires care services to have escalating concerns policies. This can be accessed from the following link: [http://www.cqc.org.uk/sites/default/files/documents/20131107_100495_v5_00_whistleblowing_guidance_for_providers_registered_with_cqc.pdf](http://www.cqc.org.uk/sites/default/files/documents/20131107_100495_v5_00_whistleblowing_guidance_for_providers_registered_with_cqc.pdf)


Information can also be accessed directly from the professional bodies:

Nursing and Midwifery Council: [www.nmc-uk.org](http://www.nmc-uk.org)

Health and Care Professions Council: [www.hcpc-uk.org](http://www.hcpc-uk.org)

Faculties to add module information and remove this section if not required.