Faculty of Education, Health and Wellbeing

Institute of Health Professions

University Diploma (Restraint Reduction) in Collaboration with Crisis Prevention Institute (CPI) International

ON CAMPUS COURSE GUIDE 2016/7
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About this guide
This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic Faculty Office or local Student Centre on the details included below.

<table>
<thead>
<tr>
<th>Please enter the contact details for your Personal Tutor for your future reference:</th>
<th>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</th>
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</thead>
<tbody>
<tr>
<td>Faculty of Education, Health and Wellbeing</td>
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<td>Academic Support - (01902) 518600</td>
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<td>Student Support – (01902) 518809/323584</td>
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<td>Your local Academic Faculty Office is:</td>
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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.

Sheila Dixon
Head of Mental Health and Learning Disability Nursing – s.dixon@wlv.ac.uk

Course Management and Staff Involved with the Course
University of Wolverhampton:
Sheila Dixon – Head of Mental Health and Learning Disabilities Nursing
Stuart Guy – Course Leader, Senior Lecturer
Rob Preece – Senior Lecturer

Crisis Prevention Institute International (CPI International)
Albert McHugh - Director of CPI Services, CPI International
Chris Stirling - Senior Vice President, CPI International
# Student Support in FEHW

<table>
<thead>
<tr>
<th>STUDENT ADVISORS</th>
<th>HERE2HELP STUDENT CENTRE</th>
<th>PERSONAL TUTOR</th>
<th>SKILLS FOR LEARNING</th>
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<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>
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<td>Links to our Graduate Interns</td>
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<td>Based in our Learning Centres</td>
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<tr>
<td>Pre-entry support</td>
<td>Enrolment &amp; module registration</td>
<td>Support for your academic development and progression</td>
<td>Transferable support on your academic study skills:</td>
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<tr>
<td>General support about study and student life</td>
<td>Submitting work &amp; examinations</td>
<td>Personal (pastoral) guidance</td>
<td>General skills guidance</td>
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<td>Guidance – referral to University services</td>
<td>Academic regulations – one week extensions &amp; extenuating circumstances</td>
<td>A consistent point of contact throughout your studies. Three meetings per year.</td>
<td>Academic writing support</td>
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<td>Searching for literature</td>
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<td>Student enabling centre</td>
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<td>Careers &amp; counselling appointments</td>
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<tr>
<td>Contact: <a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a></td>
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<tr>
<td>Regular drop in sessions &amp; appointments</td>
<td>City - MX building 01902 321150</td>
<td>Check who your tutor is on e:vision</td>
<td>Skills for Learning website</td>
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<tr>
<td>City – MC building</td>
<td>Walsall - WA building 01902 323135</td>
<td>Meet with your personal tutor at regular intervals</td>
<td>Workshops</td>
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<tr>
<td>Walsall – WN &amp; WP building</td>
<td>Log a call – e:vision helpdesk (Help&gt;contacts)</td>
<td>Visit SAMS to book an appointment <a href="http://FEHWSams.wlv.ac.uk/">http://FEHWSams.wlv.ac.uk/</a></td>
<td>Drop-in sessions</td>
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<td>Burton Campus</td>
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<td>Appointments</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 Undergraduate courses

Students will study: Part-time: 60 credits over the academic year

University Diploma in Restraint Reduction

**Semester 1 – 2**
5SH008
Delivering training in restraint reduction
40 Credits

**Semester 2**
5SH009
Introduction to restraint reduction in health, social care and education
20 Credits
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 Stuart Guy - Course Leader  s.guy@wlv.ac.uk

The educational aims of the course are:

This programme will develop your knowledge and skills in a way which helps you to bring together theory and practice in the field of education, health and social care. As a graduate you will reflect a knowledgeable and enterprising approach to health and social care and adopt a critical, analytical and imaginative approach to your field of practice.

The course learning outcomes are:

1. Demonstrate knowledge and critical understanding of the well-established principles of restrain reduction, and of the way in which those principles have developed with an appreciation of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.
2. Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.
3. Demonstrate knowledge of the main methods of enquiry in delivering training in restraint reduction and reducing its use in practice, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.
4. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
5. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.
6. Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

These will be achieved through the following learning activities:
As part of your studies you will come into contact with a range of activities designed to promote and enhance your learning experience. Our use of blended learning activities encourages you to identify and address particular learning needs related to your practice.

Formal learning - we promote a blended approach to learning; some core content will be delivered in the 'face to face' traditional teaching style but will include interactive activities to challenge your knowledge and practice and develop a multi-professional approach to health and social care.

Applying theory to practice – we use a variety of approaches to enhance your ability to evaluate, articulate and apply evidence to inform practice e.g. critiquing of journal articles, informal presentation and case management studies, and skills in summarising of key policies and evidence in order to develop and disseminate to the health and social care
team. You will make use of a range of electronic resources to investigate the influence and impact of global health and social care communities on national and local policy.

Computer based learning - the integration of computer based technology, directed studies and traditional teaching can enhance the quality and efficiency of your learning experience. You will be encouraged to access electronic learning resources within both University and the health and social care environment, including the use of e-mail and discussion forums to communicate with fellow professionals in the learning community and develop your personal and professional values.

The ability to use digital resources is a key attribute of a graduate and reflects the need for the health and social care worker to use advanced technologies for the assessment, monitoring and management of patients/clients across care settings.

Problem solving and decision making – Problem based learning is an engaging and dynamic tool that can be an effective way to enhance your understanding of complex practice issues. It provides an opportunity to develop your skills in decision making and apply knowledge to deliver and lead quality initiatives to improve the experience of the patient/client (and family unit) in the multicultural care setting.

Workplace learning – As you study your course, you will be able to apply your learning to your normal activities in practice. You will be able to reflect on personal and professional learning, the development of knowledge and skills and identify strategies to improve multi-professional health and social care.

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

**Contact Hours**

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

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

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

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

**University Academic Calendar**

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

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

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

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management within their Faculty. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: Faculty Representatives

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – Student Voice

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

**Responding to Student Feedback “You said/We did”**
This will be reviewed following first iteration of this course

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

**Engagement**
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.
Your engagement will help you to:
1. Understand the subject area you are studying;
2. Acquire and develop the skills and knowledge needed to ensure success;
3. Prepare for assessment tasks;
4. Learn from and with your fellow students;
5. Receive feedback from your tutors on your progress;
6. Fully participate in sessions, forums, seminars and other activities;
7. 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 examiner for this course is Rick Fothergill
Principal Lecturer & Divisional Leader at UCLan

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. 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:

Top-Up Honours Degrees

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<th>Full Time Students</th>
<th>Normal</th>
<th>Maximum</th>
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<tr>
<td>Honours degree (180 credits)</td>
<td>2 years</td>
<td>3 years</td>
<td></td>
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<tr>
<td>Honours degree (120 credits)</td>
<td>1 year</td>
<td>2 years</td>
<td></td>
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<tr>
<td>Ordinary degree</td>
<td>1 year</td>
<td>2 years</td>
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<td>4 years</td>
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<tr>
<td>Honours degree (120 credits)</td>
<td>2 year</td>
<td>4 years</td>
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<tr>
<td>Ordinary degree</td>
<td>2 years</td>
<td>4 years</td>
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</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

Despite the lack of evidence that coercive and restrictive practices achieve positive outcomes for either service users or staff, the use of such approaches remains a reality in many services. There is widespread concern that such approaches are not always used as a last resort, are misused or abused, and represent a potential breach of human rights particularly when used with those individual's considered vulnerable and who cannot speak out about their experiences or challenge practice. Even when used as an appropriate response to maintain safety in order to prevent immediate or imminent harm, it is accepted that the potential negative outcomes of such experiences in terms of physical and psychosocial trauma for all those involved can lead to fragmented therapeutic relationships and inequalities of care and support.

This course is designed to allow participants the opportunity to gain knowledge and develop their understanding of factors which contribute to challenging, aggressive and violent behaviour as well as the range of approaches that can be used to create restraint free environments. Where restrictive practices are required, this course will allow participants to deliver effective staff training which helps to ensure that coercive and restrictive practices are not misused or abused.

The programme is modular based and has 23 taught days. The programme embraces a number of linear themes including:

- Definitions, epidemiology, and models of violence.
- Understanding behaviour and models of behavioural change.
- Person-centered approaches, including service user and family perspectives, age, gender, culture and disability perspectives.
- Professional and legal issues of practice.
- Taking and managing risk.
- The role of organisational governance in creating and maintaining practice change.
- Restraint related deaths.
- Delivering workplace training.
- Restrictive physical interventions.

There are two modules:

5SH008 Delivering training in restraint reduction 40 Credits

This module helps participants to examine theoretical models of behaviour with a focus on those factors that influence or cause the range of challenging, aggressive and violent behaviour typically experienced within education, health and social care settings. This unit will also prepare participants to deliver workplace training in the Management of Actual or Potential Aggression (MAPA®) as a suitable programme aimed at preventing and
managing challenging behaviour which presents a risk of imminent or immediate harm to professional staff working with children, adults and older adults.

**Assessment Details:**

1. Assignment (2,000 words)
2. Skills based assessment – application and delivery via classroom presentations.
   Practical completion of Certified Instructors programme

**5SH009 Introduction to restraint reduction in health, social care and education**

*20 credits*

This module helps participants understand the importance of organisational governance in creating restraint free environments and in preventing the misuse and abuse of restrictive practices. Participants will appraise the evidence in relation to the range of organisational measures which may be applied in order to reduce coercive practices, and identify key organisational and practice features which can be implemented to ensure any use of physical, chemical, environmental or psychosocial restraint is minimised and the rights of those individuals who may be subject to such interventions are protected.

**Assessment Details:**

1. Assignment (2,000 words)

**Reference Points**

- Framework for Higher Education Qualifications (FHEQ)
- Race relations Amendment Act (RRAA)
- National institute for Mental Health in England (NIMHE): Positive Practice Guidelines
- Commission for Social care Inspection (CSCI) 2004 – Safe from harm
- Children’s views Report British Institute for learning Disabilities (BILD) – National Accreditation for this programme
- Quality Code - Part A: Setting and Maintaining Academic Standards. Including :
- Qualifications Frameworks
- Characteristics Statements
- Credit Frameworks
- Subject Benchmark Statements
- Quality Code - Part B: Assuring and Enhancing Academic Quality
- University Policies and Regulations
- Equality Act (2010)
**Blended learning**

This course incorporates blended learning entitlements integral to effective teaching and learning strategies or in relation to formative and/or summative coursework completion and submission. In particular we provide:

- Access to a digital copy of all lecturer-produced course documents
- Online submission opportunity for formative coursework
- Online framework that facilitates your collaboration with others in your learning cohort
- Interactive learning strategies during all face to face sessions

**Assessment methods**

**Coursework**

We use a variety of approaches to enhance your ability to evaluate, articulate and apply evidence to inform health and social care practice. The focus for any written work will always be the provision of individualised care within the health and social care team. You will critically analyse and evaluate the best evidence for practice and suggest potential opportunities for service improvement. You will need to demonstrate skills in summarising of key research and policy documents in order to disseminate to the healthcare team. You will make use of a range of electronic resources to investigate the influence and impact of global healthcare communities on national and local policy.

**Case Study/Assignment**

The case study approach allows you to critically evaluate the effectiveness of care provision in the practice setting. You will be able to reflect on your experience of caring for a particular (anonymous) patient/client and evaluate the care provision. This should include a period of care in which you were actively involved. The case study should include a reflection on personal learning and how the development of your knowledge has contributed to the quality of the patient/client experience.

**Practical Assessment**

You will develop and apply a range of person-centred physical intervention skills (holding and disengagement) and demonstrate safe and effective therapeutic use of these skills within a safe environment. Part of this assessment will be the opportunity for you to demonstrate an ability to assimilate, analyse and interpret information, and articulate a clear and concise summary as you would to members of the multi-professional healthcare team.

**Support for learning**

**Generic learning support**

- We offer a variety of learning resources to help you progress; the learning centre services provide a range of student focused activities and resources that enable you to find sources and reference correctly and efficiently.
- The learning centre is staffed by a team with considerable experience in supporting
students and has key individuals identified with expertise in the Health and
Wellbeing subject area.

- ASSIST - an online service if you need to ask anything or chat to a member of staff
  about problems finding resources or information.
- Skills for learning- a great resource for you to enhance your study, it offers a range
  of advice from basic IT skills, to essay writing and preparing for examinations, to
  personal development planning.
- IT support service - provides on-line and telephone support for any IT difficulties
  you may encounter.

Specific Support

Personal Tutors

You will be allocated a personal tutor at the start of your course with whom you will build
and develop a relationship. As far as possible we will attempt to link you with a tutor who
has a similar professional background in health and social care. Your personal tutor will
maintain communication with you (and you with them) as you progress from your first year
through to completion of your course.

Academic skills

We aim to develop your academic skills through carefully linked coursework and a range
of learning opportunities. As you progress through your yearlong module for example, the
course work develops transferable skills which can be applied in your semester long
modules.

Distinctive features of the course

The aim of this course is to enable you to build on previous studies to gain a University
Diploma in restraint Reduction. The course curriculum has been developed by health and
social care professionals and the service user is always at the centre of everything we do.

We have both your current and future career development aims in mind, and the course
offers a unique opportunity to explore contemporary issues in health, social care and
education. Health and Social Care is a dynamic and challenging field in which to work and
time for continuing professional development and academic study is limited. The flexible
course delivery enables you to continue in practice whilst benefitting from part-time and
evening study.

The course allows you to tailor your studies to reflect a specialist focus in order to meet
your individual learning needs whilst still allowing you to develop your career aspirations.
By improving your own effectiveness you can begin to improve the effectiveness of those
within your sphere of influence and enhance your employability.

Service improvement is a strong theme throughout the course: your studies will encourage
you to adopt an enquiring attitude to established educational, health and social care
 provision in order to ensure that service users and their carers get the best service and the
best outcomes possible.
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:

1. Visit the Learning Centre or our study skills support website at www.wlv.ac.uk/skills
2. Download the Students’ Union guide to Avoiding Academic Misconduct (“Write Right”) - available from the Student’s Union website:
3. Book a Skype appointment with study skills adviser or join the online chat service ASSIST - through the Learning Centre “Skills for Learning” website.
4. 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 –
1. Being in possession of “revision notes” during an examination
2. The purchase or commission of assignments from others
3. Theft of other students’ work
4. 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 –

1. Cut or copied and pasted materials from websites
2. Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
3. 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
Please see below diagram
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)

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: counselling@services@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:
1. Your Student Centre (either in person or you could log an e:Vision Helpdesk call).
2. The Students’ Union Advice and Support Centre.
3. Student Advisors in your Faculty.
4. Your Personal Tutor.
5. The International Support Team (based in MX Student Centre, City Campus).

**Please consider before taking a Leave of Absence**
6. If you’re a full-time student, you could consider switching to part-time mode as an alternative.
7. While on a Leave of Absence you won’t have access to University premises or resources or participate in any assessment.
8. 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:
9. Attendance in Term 1 = 25% of the tuition fee is due.
10. Attendance in Term 2 = 50% of the tuition fee is due.
11. 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 & Safety issues**
Please note all practical holding skills have been risk assessed and endorsed by British Institute for Learning Disabilities (BILD).

**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**
There is the opportunity to utilise these credits towards further studying at the University of Wolverhampton.
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.