

Academic Staff: Students and Education Handbook

First Edition
Academic Year 2021-2022

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Foreword

Welcome to the University of Wolverhampton Academic Staff, Students and Education Handbook.

It is not intended to be exhaustive or replace other handbooks. Quite simply, it seeks to bring together in one place useful information for academic staff in their work teaching and supporting our students. This is supplemented by the “More to explore” sections which provide links (where appropriate) to more detail should you wish to explore these.

This is the first edition of this handbook. Your feedback is invaluable to enable us to refine future editions. Victoria Wall, Executive Officer (victoria.wall@wlv.ac.uk), will be pleased to hear from you. As well as the printed version we will be sending you the link to the electronic version in order that you can easily follow up the links and “More to explore” sections.

Please do take some time to read through the handbook as it contains information you will need to know as an academic member of staff at the University of Wolverhampton. And I hope that it will prove to be a useful resource for you. I would like to take this opportunity to wish you well for the new academic year.

Geoff Layer
Vice-Chancellor

Autumn 2021



Our University

1.1 Our locations

- Campuses – Wolverhampton City, Springfield, Telford and Walsall.
Find out more at: wlv.ac.uk/maps
- Distributed/Regional Learning Centres – Stafford and Telford
Visit: wlv.ac.uk/uwis and wlv.ac.uk/uctelford
- Midlands Centre for Cyber Security - Hereford
- University of Wolverhampton Science Park
Visit: wolverhamptonsp.co.uk
- University of Wolverhampton Multi-Academy Trust Schools

More to explore

Wolverhampton firsts:

In collaboration with West Midlands Ambulance Service, the University created the UK's first university-ambulance trust.

The University was the first to launch a Demolition Management Master's degree in the UK.

University of Wolverhampton Business School was one of the first business schools in the country to offer MBA programmes, coaching and mentoring qualifications.

You can discover the University's history in the book:
Opening Doors in the Heartlands:
A History of the University of Wolverhampton by Mike Haynes and Lib Meakin.



Wolverhampton Campus



Walsall Campus



Telford Campus



1.2. Becoming a University – 200 years in the making

- 1820s** – Wolverhampton Mechanics’ Institute.
- 1830s** – Wolverhampton Tradesmen and Mechanics’ Library.
- 1840s** – Wolverhampton Athenaeum and Mechanics’ Library.
- 1850s** – School of Practical Art.
- 1860s** – Working Men’s College.
- 1870s** – Wolverhampton Free Library.
- 1880s** – Municipal School of Art and Crafts.
- 1890s** – Science and Technology School.
- 1900s** – Municipal School of Science, Technology and Commerce.
- 1910s** – Wolverhampton Technical College.
- 1920s** – Wolverhampton and Staffordshire Technical College.
- 1930s** – HRH Prince George lays the foundation stone of Wulfruna Building on City Campus.
- 1940s** – Wolverhampton School of Arts and Crafts.
- 1950s** – Wolverhampton College of Art.
- 1960s** – Wolverhampton College of Technology.
- 1970s** – The Polytechnic, Wolverhampton.
- 1980s** – Wolverhampton Polytechnic.
- 1990s** – Awarded University status in 1992 to become the University of Wolverhampton.
- 2000s** – Expansion of Walsall Campus, Sports Centre and The Performance Hub opening.
- 2010s** – Rosalind Franklin building and Lord Swraj Paul buildings open.
- 2020s** – Vision 2030 for the University of Opportunity is launched. Springfield Campus opens. Telford expansion – the Marches Centre of Excellence for Health and Social Care.



In the 19th century, institutions including the School of Art and Wolverhampton Mechanics’ Institute and Free Library were established.



Images: (Top) School of Architecture and the Built Environment, Springfield Campus. (Above left) WITCH, one of the earliest digital computers in the UK. (Left) The Wolverhampton and Staffordshire Technical College – now known as Wulfruna Building. (Bottom right opposite) Harrison Library.

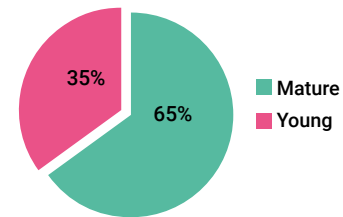


1.3. Where we are as a university

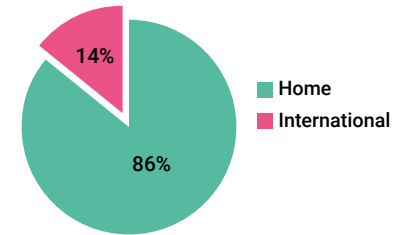
- Diverse student body of over 21,000.
- Fully committed to enhancing the student experience.
- Rapidly developing postgraduate portfolio.
- Playing a key role in the region's education and economy.
- Long track record of alternative and flexible forms of learning.
- Well-developed sense of purpose in widening access to HE.
- Committed to being a major global player.



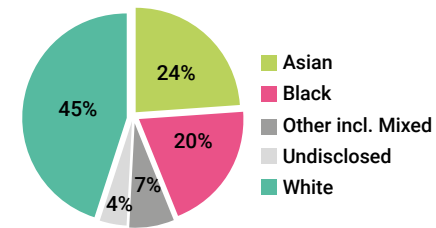
YOUNG & MATURE STUDENTS
2020/21 (ON-CAMPUS)



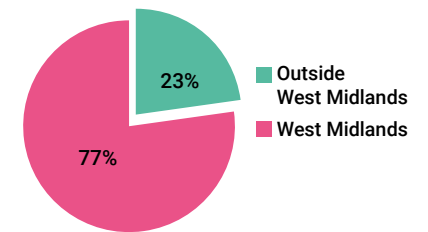
HOME & INTERNATIONAL STUDENTS
2020/21 (ON-CAMPUS)



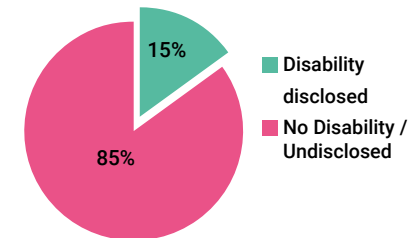
STUDENT ETHNICITY
2020/21 (ON-CAMPUS)



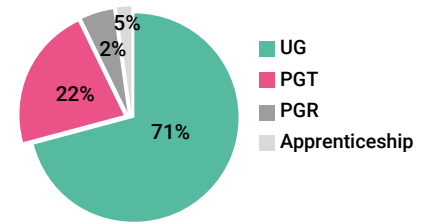
STUDENT REGIONS
2020/21 (ON-CAMPUS)



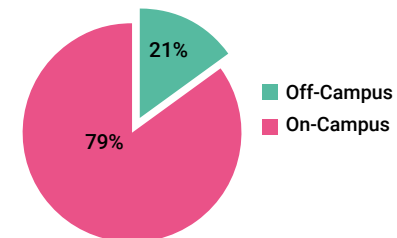
STUDENT DISABILITY
2020/21 (ON-CAMPUS)



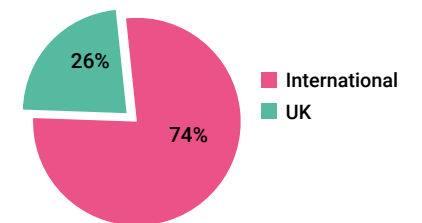
STUDENTS STUDY SCHEME
2020/21 (ON-CAMPUS)



STUDY LOCATION
2020/21



OFF-CAMPUS PARTNER LOCATION
2020/21



2. Vision 2030: Inclusive. Innovative. Impactful.



Our Vision 2030

To transform the leadership and workforce of our Place through inclusive student success and world-class research.***

Our Purpose

To develop People and Place.

Our Values

We will:

- behave respectfully and ethically in all that we do
- be inclusive and fair in our interactions
- be professional, transparent, confident, collaborative and challenging when engaging with our communities locally and globally
- listen and learn from others.

To find out more, and download a copy of Our Vision 2030, search: **wlv.ac.uk** for "Vision 2030".

Our staff, ambitions and goals for 2030:

Excellence, engagement, and empowerment of our workforce are key to the achievement of our ambitious goals.

Comprehensive development and continuous improvement will be embedded to ensure staff have a strong sense of belonging, and are recognised for their expertise.

We will create a flexible and supportive working environment where staff can achieve their potential, embedding an agile working culture enabling flexibility and remote working, with the health and wellbeing of staff at its core.

Our staff profile will reflect the communities we serve.

2.1. Vision 2030 sub-strategies

Search "Vision 2030" at: **wlv.ac.uk** to see the full strategy document.

Strategy	Vision	Commitment
Students and Education	Transform the leadership and workforce of our Place through inclusive student success and world-class research, offering a higher education experience which equips individuals to make a significant contribution to their communities both as students and as graduates.	Ensure greater inclusivity and ensure equity of outcome. The Inclusive Curriculum Framework is a distinctive element of this approach.
Regional engagement	Support the economic, social, cultural and inclusive growth of our region through the provision of skills-based and employer-led HE.	Deliver HE that serves the needs of our region.
Global opportunities	Be a recognised leading national and international university, known for our areas of academic excellence and working approach to Working in Partnership and Place agenda.	Welcome all who want to benefit from HE and experience our commitment to widening participation.
Research	Address societal challenges and improve lives through world-class research	Increase the capacity for, and quality of, our research across our portfolio of subjects in science, technology, social sciences, arts and humanities





2.2. Inclusive curriculum framework

A distinctive element of our commitment to inclusive student success is our inclusive framework for curriculum design and delivery, through which we aim to eliminate all award gaps between students of different ethnicities and socio-economic groups. The framework consists of four overarching principles, with accompanying sub-principles, articulated through the following questions:

- Where am I [as a student] in the curriculum?
- Are we removing obstacles to student success and progression?
- How are we developing our inclusive lens?
- Are our students co-creators?

More to explore – Dr Liam Naughton discusses how the Faculty of Science and Engineering is using AI in conjunction with the Office for Students to close attainment gaps by embedding a rich and inclusive learning environment in Inclusivity Matters.



Where am I in the curriculum?

- ◆ My lived experience
- ◆ My transition across the academic lifecycle
- ◆ My empowerment
- ◆ My personal circumstances
- ◆ My communities
- ◆ My diverse curriculum



Are we removing obstacles to student success and progression?

- ◆ Assessment literacy
- ◆ Anticipatory learning and teaching design
- ◆ Student-facing programme documents
- ◆ Blended learning
- ◆ Brave / safe spaces
- ◆ Wellness



Are our students co-creators?

- ◆ Student agency
- ◆ Self-efficacy
- ◆ Enterprising
- ◆ Autonomous
- ◆ Proactive engagement



How are we developing our inclusive lens?

- ◆ Reflexivity and social justice
- ◆ Diversity, liberation and equality
- ◆ Racism, fragility and privilege



2.3. Access and Participation Plan

All HE providers charging higher-level undergraduate fees must have in place an Access and Participation Plan (APP) that sets out how they will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.

The principal aims of the Access and Participation Plan are:

- to maintain our successful access performance and to be above benchmark in all areas
- to eliminate gaps in success (attainment and continuation) as outlined in our targets, and in doing so to raise skills levels and meet local needs
- to ensure students in the target groups progress successfully into graduate employment or further study
- to embed a) an inclusive learning and teaching approach across the University, which supports all stages of the student lifecycle, with particular focus on the target groups, and b) a culture of impact evaluation and reflective practice which supports continuous improvement and better outcomes for students.

2.4. Inclusive student success

The success measures for Inclusive Student Success map onto our Access and Participation Plan targets.

Our Vision for 2030 - Inclusive Student Success

To transform the leadership and workforce of our Place through inclusive student success and world-class research, we will offer to all those who can benefit a higher

education experience that equips them to make a significant contribution to their communities both as students and as graduates.

More information is available on the University's Student Success Strategy Committee.

Ambition

Access

We welcome all who want to benefit from higher education.

We provide higher education at the place of need.

Belonging

All our students and staff believe they belong.

Our students and staff have flexible and supported access to services.

Achievement

All our students and staff achieve their potential.

We raise and enable the ambition of our place.

Our students and alumni transform our region and their communities.

Commitment

Access

Embed our role as the University of Opportunity, offering access and supporting success to all those who can benefit.

Offer students choice about how and when they learn.

Offer students choice about how and when they are assessed.

Belonging

Work in partnership based on excellence in teaching and support from staff, and on responsibility for engagement in their learning from students.

Recognise and reward excellence in inclusive teaching and student support.

Provide an individual programme of personal and professional development for each student.

Provide student-centred support that integrates the academic and non-academic to meet the needs of the individual.

Support students to manage their own well-being during and after university.

Achievement

Match our students' ambition to the needs of the local economy.

Embed a scaffolded approach to employability in all undergraduate programmes and ensure that we have a distinct masters level employability offering for postgraduate students.

Embed well-being, sustainability, digital and community engagement within each programme.

Success

Access

Achieve above-sector benchmarks for participation of groups underrepresented in higher education at both UG and PGT.

Increase recruitment of mature students with a home postcode within 25 miles of the University from 2,613 to 3,000.

Increase recruitment of students who are deaf or have a hearing impairment from 23 to 30.

Belonging

Remove all significant gaps in award and continuation at both UG & PGT.

Reduce difference in non-continuation rates between IMD quintile 3,4,5 and quintile 1,2 students from 5.5% to 1.4%.

Reduce difference in non-continuation rates between black and white full time students from 4.6% to 1.2%.

Reduce difference in degree award (1st and 2:1) between white and black students from 26% to 6%.

Reduce difference in degree attainment (1st and 2:1) between IMD quintile 5 and quintile 1 students from 15% to 7.5%.

Student satisfaction scores to be consistently above sector average for all groups of students.

+ 1% above sector average in NSS, PTES and PRES with no significant gaps by ethnicity or IMD.

Achievement

Remove all significant gaps in highly skilled employability rates.

Reduce difference in progression (highly skilled employment or further study) between IMD quintile 5 and quintile 1 students reduced from 10% to 5%.

Reduce difference in progression (highly skilled employment or further study) between Black, Asian and White First Degree students reduced from 6% to 3%.

Foundations

Access

Student-Centred
Programme-Led
Practice-Based
Inclusivity
Wellbeing
Partnership
Community

Our Values

- Behave respectfully and ethically
- Be inclusive and fair
- Listen and learn from others
- Act professionally, transparently, confidently, collaboratively and challengingly

3. Academic roles that deliver the Students and Education sub-strategy

Academic staff are responsible for delivering the Students and Education sub-strategy first and foremost through excellent and inclusive teaching and supervision.

They also take on key roles as module leaders, programme leaders and personal tutors. Through the annual My Development and Performance Discussion (“MyDPD”) the success measures in the sub-strategy are translated into a common set of objectives for each of these roles. Role descriptors are available online.

3.1 Programme leader

The programme leader works in a matrix structure with the Associate Dean and School management team to deliver an excellent student experience on the specified programme or cluster of programmes.

They are responsible for:

- delivering at programme level the University’s vision “to transform the leadership and workforce of our Place through inclusive student success and world-class research”
- providing an excellent student experience throughout the programme.

Programme leader annual objectives

- Work to reduce any significant gaps in continuation and award between different groups of students on the programme.
- Put in place and to continuously improve approaches to support employability that are designed to reduce any significant gaps in highly skilled employment outcomes.

- Continuously improve the embedding of wellbeing, sustainability, and digital and community engagement within each programme.
- Work to achieve student satisfaction scores that are above sector average for all groups of students.

3.2 Apprenticeship programme leader

The Apprenticeship programme leader will work in a matrix structure with the Associate Deans and School management team to deliver an excellent apprentice experience on the specified apprenticeship programme.

They are responsible for:

- delivering at programme level the University’s vision: “to transform the leadership and workforce of our Place through inclusive student success and world-class research”
- management of apprenticeship programmes to ensure these meet the objectives of the University and all apprenticeship compliance, monitoring, and requirements, and report and escalate where risk is highlighted
- report on apprentices’ progress to employers to strengthen the relationship with the employer in ensuring work-based learning delivery is meeting the needs of the employer and learner
- provide an excellent apprentice experience throughout the programme.





Apprenticeship programme leader annual objectives

- To attempt to reduce any significant gaps in continuation and award between different groups of apprentices on the programme.
- To put in place approaches to support employability that are designed to reduce any significant gaps in highly skilled employment outcomes.
- To achieve apprentice/student satisfaction scores that are above sector average for all groups of apprentice/students (alignment to the Quality Achievement rates).

3.3 Module leader

Module leaders have a key role in determining the quality of student experience and the standards of the University's awards delivered in undergraduate, postgraduate, and professional programmes.

They are responsible for:

- the leadership and co-ordination of the module team in the design, delivery, assessment, and enhancement of the module to ensure that standards and quality are maintained
- providing students with a high-quality, up-to-date learning experience of an appropriate standard.

Module leader annual objectives

- To work to reduce any significant gaps in completion and marks between different groups of students on the module.
- To ensure that the module supports students in the attainment of skills, knowledge and behaviours that enhance their employability.
- To foster student engagement in the module.
- To work in partnership with students to respond to student feedback on the module.

More to explore – Good academic practice guidance signposting for module leaders:

- Support students with developing their academic skills using resources in the Staff Help and Guidance topic on Canvas.
- Signpost students to resources available from the Skills for Learning team and the Conduct and Appeals Unit's student-facing webpages.
- Learn about procedures for academic misconduct, plagiarism, student complaints and academic appeals on the Conduct and Appeals Unit staff intranet pages.
- Discuss a specific case with the Conduct and Appeals Unit, by emailing: conductandappeals@wlv.ac.uk



3.4 Personal tutor

Personal tutoring is imperative to supporting and enhancing our students' learning and consequent outcomes.

The main responsibilities of the personal tutor are to:

- be the first point of contact for their tutees and to provide them with ongoing support
- provide individual support and guidance to students
- enhance the student experience
- enable students to realise their potential through tailored support, guidance and referral, if necessary, to our Student Support and Wellbeing team

More to explore – All personal tutors have been invited to attend the personal tutor training run at the beginning of the academic year, 2021-22. If you missed this, please email Ruby Hart, Student and Education Programme Manager, for details of recordings and later sessions: r.hart@wlv.ac.uk

4. Student Voice

The University seeks to actively engage students, individually and collectively, as partners in the quality of their educational experience. The Student Voice Policy recognises that student views about their experience are an essential part of the University's quality assurance and enhancement framework.

The main channels for listening and responding to Student Voice are:

- student surveys
- student representation
- student participation in quality assurance and enhancement.

The University of Wolverhampton Students' Union (Wolves SU) works in partnership with the University to ensure that the student voice is being heard. Led by four sabbatical officers, there is a network of over 600 volunteer course reps and 16 school reps who are paid employees of the Students' Union. The University and SU have jointly published Guidance for Staff on Student Representation

More to explore – Annual programme action plans in response to student feedback form a core element of the continuous monitoring and improvement process described below. Details of these action plans are agreed with student reps through staff-student course committees, and will be published in October.



5. Continuous monitoring and improvement, key touchpoints, and period review

Continuous monitoring

The continuous monitoring process has been designed to monitor and review the alignment of programmes with external standards, and the University's own standards including internal benchmarks and the Student Voice activity. Programme leaders should encourage student participation in quality and enhancement processes through continuous monitoring and any actions identified with/agreed with programme representatives.

The process has been designed around specific touchpoints and is enhancement-focused to enable identified issues and/or risks to be dealt with in a timely manner by the appropriate programme, School/ Department, Faculty, University, or Professional Service. There are a number of touchpoints during the year when key data sets will be available.

Data should be considered against the national context using sector-wide evidence and data, including the OfS key performance measures, plus sector-wide benchmarks and internal Red-Amber-Green (RAG) rating. Programme leaders will be required to provide enhancement-focused actions and/or commentary for each data set at each touchpoint where new data is available.

There are four touchpoints for academic staff:

- Touchpoint 1: July/August – Data available for National Student Survey (NSS) and/or course committee update (Postgraduate Taught Experience Survey (PTES) and UK Engagement Survey (UKES) not available this year).
- Touchpoint 2: Mid-October - Data available for progression, continuation, good honours outcomes and Graduate Outcomes Survey (GOS).
- Touchpoint 3: November – Discussion on progress with interventions with students at course committees and School-level meeting
- Touchpoint 4: February/March - Discussion on progress with interventions with students at course committees. Semester one module data available.

Collaborative partners are required to complete the same monitoring and link tutors should liaise with the partner at each touchpoint to ensure timely completion.

Completed forms are stored in the Faculty Continuous Monitoring Hubs on Microsoft Teams.

School-Level meetings (Touchpoint 3) are chaired by the Deputy Vice-Chancellor and action checklists are produced to be monitored by Faculty DAG.



6. Academic Calendar

Apprenticeship monitoring differs from the above in that a report is required per course, per cohort, at each touchpoint, and there is an additional touchpoint as outlined on the Apprenticeship Continuous Monitoring Template.

Further information and all templates can be found on the Continuous Monitoring webpages.

Periodic review

A revised process for periodic review will be developed during the academic year 2021/2022, for implementation during the academic year 2022/2023.

6.1 Academic Board

The Academic Calendar is set by the Academic Board and published online by Registry Directorate.

The University's calendar year consists of three terms:

- Term 1 - September to December
- Term 2 - January to mid-May
- Term 3 - late May to August

In addition, the University has expanded its flexible educational offering to provide additional entry points for some students in January and May. We also have a growing portfolio of online and distance learning courses.

More to explore – Look out for information flyers for academic staff, including a flyer specifically relating to assessment. Learn more about assessment in the Assessment Handbook.

More to explore – Online University Module Timetable includes photographs of locations and facilities at: www3.wlv.ac.uk/timetable

Term 1

Timing	Activity
Late September	Induction begins
Late September to early October	Term 1 teaching begins
Mid- December	Term 1 teaching ends
Late December	Non-teaching period
Early January	Revision period
Mid-January	Term 1 assessment

Term 2

Timing	Activity
Mid-January	Term 2 starter induction
Late January	Term 2 teaching begins
Mid-February	Term 1 assessment boards
Late February	Timetabled classes for semester 1 resits begin
Late March to April	Term 1 resits and non-teaching period (dependent on when Easter falls)
Early May	Revision
Mid-May	Term 2 assessment

Term 3

Timing	Activity
Timing	Activity
Late May	Term 3 begins; dissertation Week 1
Mid-June	Term 2 assessment boards
Late June to early July	Intensive resit support classes
Mid-July	Term 2 resits and all resit examinations
Early August	Reassessment boards and term 3 assessment
Early to Mid-September	Graduation
Mid-September	Dissertation hand-in



6.2. Clearing

Clearing is an important element of recruitment at the University. Potential applicants can enquire by telephone and online chat. Although the peak time for Clearing is mid-August, academic staff are also involved in events running up to this time. The University's Clearing webpages provide a wealth of information, including case studies, instructional videos, and a Clearing jargon buster.

6.3 Open Days

Open Days and Applicant Days are held throughout the year:

- In person
- Virtually
- For undergraduate programmes
- For postgraduate study

There is plenty of scope for academic staff involvement in these events.

6.4 Induction

This University's induction framework is based on the Morgan Student Experience Transitions model. This takes a holistic view of induction to include pre-arrival and post-departure activities. Induction is perceived as a key element in a series of transitions in the student life cycle.



Induction attempts to meet the different demands of new and existing students, by providing:

- a welcome (and welcome-back) for students to the University/School/Programme
- help to transition students from their previous educational experience to higher education, or from undergraduate to postgraduate education
- introduction to the course/study area that the student has chosen
- introduction to the study skills required for their course/level
- orientation and introduction to the area/locality etc
- introduction to facilities and University services
- introduction to Students' Union activities
- introduction to employability activities and skills
- preparing students for the transition to the world of work

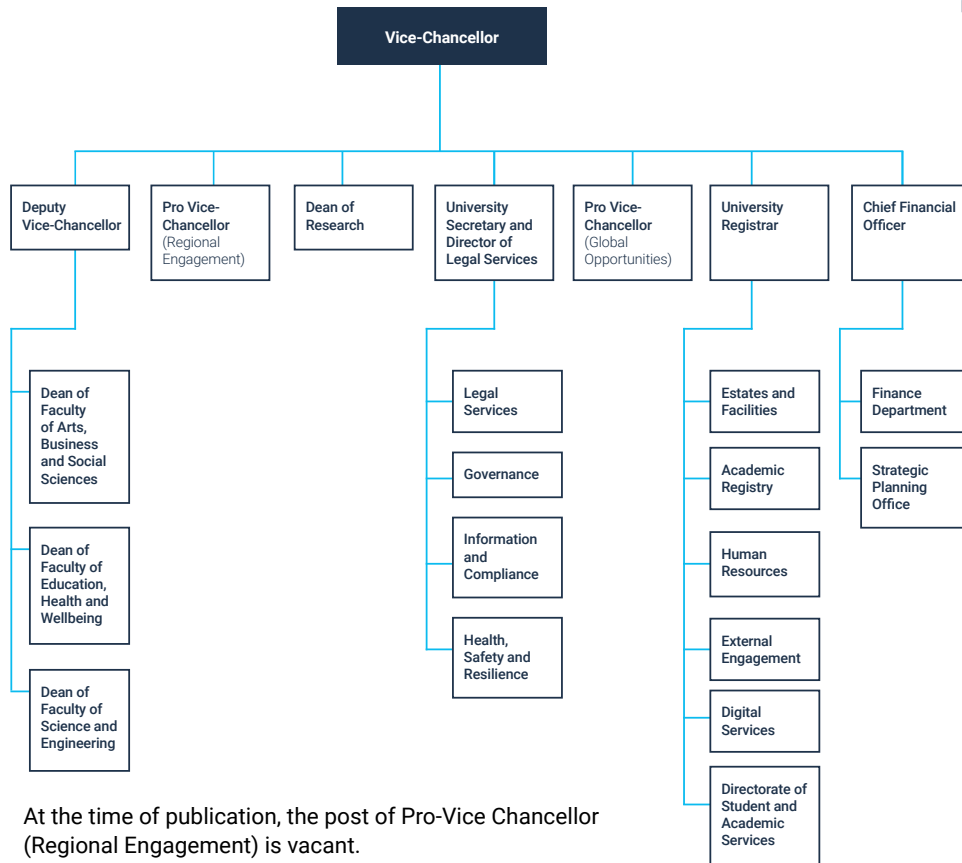
The University's Induction Task and Finish Group has created a full matrix of induction activities, including who is responsible for delivering each activity. Induction is not one day or a single week: it is a journey.

6.5 Graduation

The University's graduation ceremonies, sometimes referred to as Congregation, celebrate and showcase our achievements. The majority of ceremonies take place in September each year, although some fall outside of this cycle. The COVID-19 pandemic has led to changes for the Class of 2020 and Class of 2021.



7. University structure



At the time of publication, the post of Pro-Vice Chancellor (Regional Engagement) is vacant.

Offices of the Vice-Chancellor Support Team

- The senior leadership is supported by:
- Ray Flynn, Head of the Vice-Chancellor's Office
 - Natalie Sumner-Cole, Senior Executive Officer
 - Louise Tonks, Executive Assistant and Office Manager
 - Bernadette Leo and Victoria Wall, Executive Officers
 - Joy Egginton and Harjinder Johal, Executive Assistants
 - Natalie Constable, Receptionist/Administrative Assistant

7.1. Meet the senior leadership team



Prof Geoff Layer
Vice-Chancellor

Geoff holds the principal administrative office and is the University's Accountable Officer. Geoff is a Sunderland FC super-fan and loves to watch them play (when he's not playing cricket himself).



Prof Julia Clarke
Deputy Vice-Chancellor

Julia is driving the University's Vision 2030 by putting students first to maximise opportunity while economically and socially transforming the Wolverhampton region and beyond. Julia is reigning OVC Quiz Champion (with plans to retain the title).



Tim Steele
Pro Vice-Chancellor,
Global Opportunities

Tim drives the development and implementation of internationalisation strategies. Tim is musical director of a choir (when he's not swimming).



Samantha Waters
University Secretary
Director of Legal

Samantha oversees overall governance, assurance, and legal compliance, ensuring integrity in the conduct of the University's business. Samantha is a canine fanatic (who walks the dog whatever the weather).



Emma Bull
University Registrar

Emma is responsible for the provision of high-quality professional services which help the University run effectively and efficiently. Emma is a lockdown student of Spanish and can't wait to practise (¿cómo estás?).



Nirmal Borkhataria
Interim Chief Finance
Officer

Nirmal is responsible for the financial strategy and performance of the University. Nirmal is a sports enthusiast (everything from cricket to darts).



7.2. Faculties

The University has three Faculties. Each Faculty has a Dean's Advisory Group which meets weekly. In addition to the Heads of School, each Faculty's senior leadership includes the Faculty Registrar, the Heads of School, and three Associate Deans (Global Opportunities; Research and Knowledge Exchange; Students and Education).

We are in the process of a reorganisation of two faculties, FEHW and FSE and the Schools listed below are those that will come into effect this academic year.

Faculty of Arts, Business and Social Sciences (FABSS)

- Wolverhampton School of Art Est. 1851
- School of Humanities
- School of Performing Arts
- University of Wolverhampton Business School
- University of Wolverhampton Law School
- School of Social, Historical and Political Studies
- International Academy

Faculty of Education, Health and Wellbeing (FEHW)

- School of Allied Health
- School of Education
- School of Nursing
- School of Psychology
- School of Public Health
- School of Social Work and Social Care
- School of Sport

Faculty of Science and Engineering (FSE)

- School of Architecture and Built Environment
- School Computing, Engineering, Mathematics and Physics
- School of Life Sciences
- School of Medicine, Clinical Practice, Biomedical and Physiology
- School of Pharmacy

7.3 Professional Services

The University's professional services are organised across the central directorates and teams as well as Faculty services.

Faculty Services

Faculty Professional Services provide support to the Deans, Faculty Management Teams, Academic Colleagues, and Students.

Support covers the spectrum of faculty activity. Each faculty has the same model of support, apart from 'specialist areas' that are faculty-specific.

Key contacts - each Faculty has a faculty registrar, an assistant faculty registrar academic, and an assistant faculty registrar resource.

Faculty Registrars

- Support the Dean and senior management teams in the strategic operations of the faculty.
- Lead across the faculty professional service teams which cover governance, academic teams and resource management.
- Lead on key portfolios within faculties as delegated by the Deans, including compliance, supporting business cases, financial planning and management, business continuity, risk, health, safety, and wellbeing.

FABSS – Paula Hilton
p.t.hilton@wlv.ac.uk

FSE – Andrea Patel
andrea.patel@wlv.ac.uk

FEHW – Emma Hewitt
emma.hewitt@wlv.ac.uk

Assistant Faculty Registrars Academic

- Work closely with the Dean and faculty management teams, particularly with the Associate Dean for Teaching Excellence to provide high-level advice and support across all aspects of the academic portfolio.
- Lead all academic support teams: Student Services, Academic Support, Partnerships, Placements, Quality, Apprenticeships, Distance Learning, and Research.
- Lead on key academic/student-related activities including timetabling, graduation and Welcome Week.

FABSS – Amanda Platt
a.platt@wlv.ac.uk

FSE – Kate Faulkner
kate.faulkner@wlv.ac.uk

FEHW – Teresa Graham
teresagraham@wlv.ac.uk

Assistant Faculty Registrars Resource

- Work closely with Dean and faculty senior management team, providing high level of advice and support in all aspects of financial planning and management.
- Develop budgets, costings, revenue, and project forecasting including quarter and year-end activities.
- Supports significant returns.
- Leads the faculty resource team supporting procurement, project support, estates activities, asset and equipment management, HR operational support, data and information support.

FABSS – Caroline Rushton
c.rushton@wlv.ac.uk

FSE – Donna Hughes
donna.hughes@wlv.ac.uk

FEHW – Tracy Lee
t.c.lee@wlv.ac.uk

Each faculty has teams led by AFRR and AFRA supporting across the faculty professional service areas. Faculty staffing administrators provide copies of faculty structures and contract details as part of the staff induction process.

Apprenticeships Hub

Over 1,000 of our students study with us on a degree or higher apprenticeship, combining university study and higher level skills development with on-the-job experience. These programmes are regulated by the Education and Skills Funding Agency and OFSTED. The Apprenticeships Hub works with colleagues in the Faculties Shared Service and Registry to support schools delivering these programmes. Nicky Westwood, Associate Dean, Apprenticeships and Higher Technical Education, leads the University's strategy in this area, working closely with the faculty academic leads for apprenticeships.

Registry

Registry provides an integrated and high-quality suite of professional services which advises, guides and supports the academic mission of the University to applicants, students, partners, and staff across the University. It comprises of several central teams:

- Admissions
- Course Records
- Central Timetabling
- Exams
- Quality and Collaboration
- Research Degree Student Services
- Student Records
- Student Systems Development and Support
- UKVI Compliance Unit
- Conduct and Appeals

More to explore – The Student Check-In project will be rolled out across faculties in the new academic year to enable students to register their attendance digitally.

Digital Services

Digital Services is a key enabler to the success of University strategy, supporting, teaching, and learning with systems and services which make up the digital university. Digital Services has several departments:

- Digital Transformation
- Digital Architecture
- Digital Operations
- Digital Programme
- Data Management and Integrations
- Information Security
- Business and Supplier Partnerships
- Communications and Engagement

Directorate of Student and Academic Services

Directorate of Student and Academic Support brings together:

- Student Support and Wellbeing (SSW)
- Careers, Enterprise and The Workplace (CEW)
- University libraries
- Business Support, including Student Experience

How does a student/apprentice declare their disability?

Students or apprentices can declare their disability, medical condition or Specific Learning Difficulty (SpLD) in three main ways:

- Through application. Automatic emails are sent to request that the student/apprentice completes a Self-Declaration Form (SDF) and provides evidence.
- Through academics/colleagues within their

Faculty. Faculty staff advise the student/apprentice to complete an SDF (using the web link above) and provide evidence. Student Support and Wellbeing and academic coaches/skills coaches work closely to remind students at Levels 3 and 4 to register with SSW if they have not already done so.

- Direct to SSW. The student/apprentice is asked to complete an SDF and provide evidence. SSW will send reminders to the student/apprentice if this is not completed or evidence is not given.

Without the SDF no Tutor Awareness Sheet (TAS) can be generated or reasonable adjustments arranged.



For complex support requirements, the disability and inclusion adviser will contact the faculty enabling tutor and/or the programme leader to talk through any complex arrangements needed. When all information has been received by SSW, a TAS is generated through e:Vision.

The TAS is accessible to all academic staff who teach the student using the Supported Student button and My Modules link found in e:Vision.

It is the responsibility of the student to arrange any personal care required while studying. **Teaching resources for students with a disability or SLPD.**

For more information, visit: wlv.ac.uk/ssw tel: **01902 321 074** or email: ssw@wlv.ac.uk

More to explore – Search 'Mental Health and Wellbeing' at wlv.ac.uk

Multi-faith Chaplaincy

The chaplains work with colleagues in Student Support and Wellbeing to help students make the most of their time at the University. They support students and staff with religious or cultural concerns, as well as those feeling isolated or anxious. The chaplains work with students to arrange inter-faith conversations, social justice activities, and visits to places of worship. The multi-faith Chaplaincy has chaplains of Christian, Islamic, and Sikh faiths, together with an affiliated Jewish chaplain. It also has community links with members of many faiths.

Estates and Facilities

The Estates and Facilities Directorate serves students, staff, and stakeholders through:

- estates management and projects
- facilities hubs and support services
- travel and transport
- catering and retail
- digital print services

Find out more at: wlv.ac.uk/business-services/estates-and-facilities



External Engagement

External Engagement ensures the University remains connected to its environment and key stakeholders, enriches its reputation, and delivers on promises made in brand communications. Each faculty and professional service has an account manager. External Engagement is integrated through academic and corporate areas:

- Alumni and Development
- Apprenticeship Hub
- Arena Theatre
- Aspire to HE
- Business Engagement
- Centre for Lifelong Learning (CLL)
- Corporate Communications
- Digital and Creative Services
- Global Opportunities Office
- Market Intelligence
- Marketing
- UK Recruitment and Outreach

Visit: wlv.ac.uk/staff/services/external-engagement for more information and contacts.

Finance

The University's financial year runs from 1 August to 31 July. The Finance Directorate's teams support the University's financial sustainability:

- Accounting
- Taxation management
- Cash flow management
- Costing and pricing
- Financial planning
- Budgeting and forecasting
- Financial systems development
- Payroll
- Pensions
- Insurance
- Procurement
- Credit control

Human Resources

Human Resources (HR) provides timely and professional support to staff, encompassing:

- Employee relations
- Recruitment
- HR operations
- Reward
- HR analytics
- Organisational development and learning
- Diversity and inclusion

More to explore – The CARE Framework describes behaviours aligned to our values: Collaborative Ambitious Respectful Effective
Search: wlv.ac.uk for "care framework"



College of Learning and Teaching

The vision of the College of Learning and Teaching (CoLT) is to ensure that all members of the University community have the resources, knowledge, and expertise to create an inclusive environment in which to succeed. CoLT provides support relating to: inclusive curriculum development; student transition, continuation and attainment; technology-enhanced learning; and academic development, including running the KUDOS Scheme for recognising members of staff as Associate Fellows, Fellows and Senior Fellows of the Higher Education Academy, and also supporting and mentoring for Associate Professorships and Professorships of Learning and Teaching. CoLT also co-ordinates and leads the annual Wolverhampton Learning and Teaching Awards.

CoLT works with Faculty Deans, Associate Deans and Heads of Schools to provide bespoke training where required (e.g. inclusivity, curriculum development); however, members of staff can contact CoLT directly for support and advice (colt@wlv.ac.uk).

Office of the University Secretary

The Office of the University Secretary holds the remit to ensure the integrity, propriety and transparency of institutional decision-making. Its corporate units play a pivotal role in the relationship between our governing body and the Offices of the Vice-Chancellor, and include:

- Corporate Governance
- Compliance
- Legal Services and Information Governance
- Health, Safety and Resilience including Safeguarding



Safeguarding

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY

The University of Wolverhampton is committed to safeguarding and promoting the welfare of all students, and we expect all staff, visitors, and volunteers to share the same commitment.

RECOGNISE

The signs and symptoms of when abuse or neglect is happening.

RESPOND

Sensitively and listen. Do not question or investigate.

RECORD

What you have been told factually and accurately using exact language as spoken by the person disclosing.

REFER

Immediately to designated safeguarding officer.

**IF IN IMMEDIATE DANGER CALL: 999
ACT NOW! See it! Say it! Stop it!**

More to explore – The University's governing body is known as the Board of Governors. The University draws upon the expertise and support of the University's Chancellor, the Rt Hon. Lord Paul of Marylebone, PC, and a number of Pro-Chancellors.

E-Innovation/ Business and Technology

The University runs successful business accommodation facilities at:

- University of Wolverhampton Science Park in Wolverhampton
- e-Innovation Centre and Business and Technology Centre at Telford Campus

The University supports the local economy by encouraging and supporting new business creation and growth opportunities.

Research Policy Unit

The Research Policy Unit (RPU) develops, implements and monitors University research. It is responsible for:

- research ethics
- research governance
- research policy
- research management
- reporting of research-related management information
- development and dissemination of institutional research publications and other communications
- overseeing the management of institutional submissions to research assessment exercises and statutory returns
- co-ordination of research
- management of institutional strategic research investment.

More to explore – There are handbooks specifically for research students, research supervisors and research operations.

Strategic Planning Office

The Strategic Planning Office provides analytical and practical support underpinned by data analysis to colleagues across the University. This is to ensure the implementation and delivery of Vision 2030 and associated key performance indicators. The Strategic Planning team monitors organisational performance, ensuring delivery of University priorities and goals, assessing risk and providing support for effective mitigation. The remit of the Strategic Planning Office is being expanded by a performance team to complement the existing area. The Strategic Planning Office also leads on organisational sustainability.

More to explore – the Strategic Planning Office is involved in a number of external returns and surveys, including the National Student Survey.

8. Regulatory matters

The University's Academic Regulations are updated annually and published on the Academic Regulations page.

The Regulations cover:

- Course and modular framework
- Admissions
- Registration and enrolment
- Assessment and progression
- Awards

Archived copies of regulations are also available. The Policies and Regulations webpage contains Academic Regulations and Individual Conduct sections.

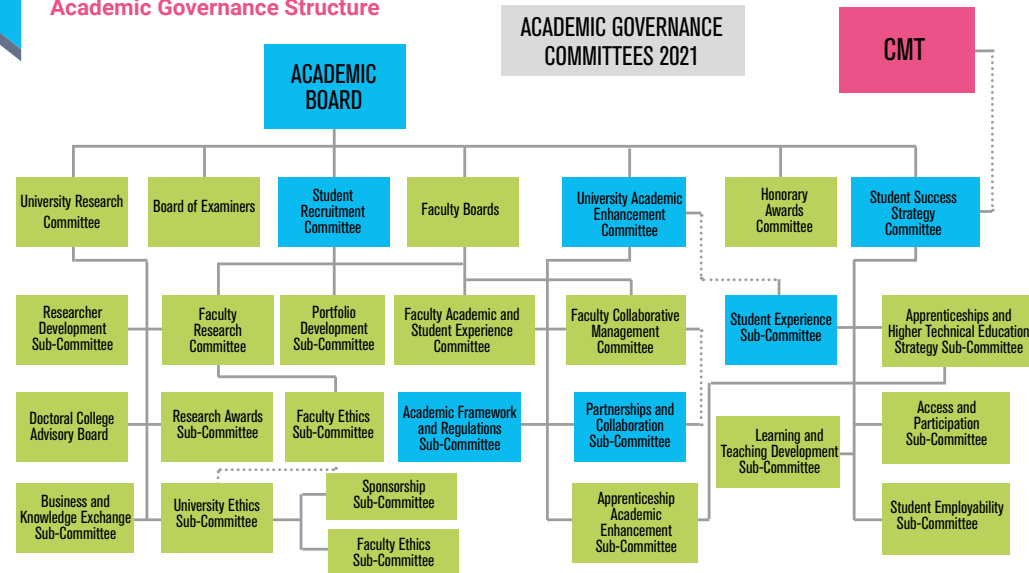
The Quality and Collaboration Unit provides the latest updates on:

- Course approval
- Modification deadlines and process
- Exemptions process
- External examining
- Continuous monitoring
- Collaborative activity
- Academic governance, including published committee minutes
- All the latest deadlines

Visit the Quality and Collaboration Unit webpages.



Academic Governance Structure



Staff networks

Search: wlv.ac.uk for “staff networks”. These self-organised groups provide opportunities for social interaction, peer support, and personal development and include:

- LGBT (Lesbian Gary Bisexual and Trans) Staff Network
- BAME (Black Asian and Minority Ethnic) Staff Network
- Disability Staff Network
- Women’s Staff Network

University and College Union

The University and College Union (UCU) has an active branch in operation at the University of Wolverhampton.

- The world’s largest post-school education union collectively represents staff in an academic or academic-related role.
- You can join UCU or transfer your membership from another HEI online.
- Find out more at <https://wlv.web.ucu.org.uk> UCU looks forward to hearing from you.

9. A Covid-informed campus

The coronavirus global pandemic will continue to affect us in 2021-22. There is a continued focus on making sure all campuses are Covid-informed, meaning prepared to respond quickly and effectively to any local or national public health issues that may occur. The University continues to monitor its approach and make necessary adjustments to maintain safety. The health and wellbeing of students and staff remains paramount.

Explore our road to reopening and FAQs.

At the time of writing, themed weekly communications are planned around ‘Planning for Return to Campus and Teaching’. The University is liaising with local authorities to provide vaccination buses on campus.



Glossary

AAM - academic administration and management	ILP – Independent Learner Profile
AFRA – Assistant Faculty Registrar Academic	Marble Reception – informal name for Wulfruna Building reception area
AFRR – Assistant Faculty Registrar Resources	MAV – module availability screen in SITS database
Agresso - finance, human resources, payroll and project-costing data system	My DPD – My Development Plan Discussion (formerly appraisal)
ARC – Advice and Representation Centre	myWLV – timetable and online learning resources for students
BIL – break in learning	NSD – Non-specific duties
Canvas – University of Wolverhampton virtual learning environment	OD – Organisational Development
CARE (Collaborative, Ambitious, Respectful, Effective) Framework	OVC – Offices of the Vice-Chancellor
CIDT – Centre for International Training and Development	QCU – Quality and Collaboration Unit
CLL – Centre for Lifelong Learning	PRD - Pedagogic research and development
CMB – Corporate Management Board	PTA - Personal Tutor Allocation
CoLT – College of Learning and Teaching	PCB – Project Costing and Bidding function in Agresso
DAG – Dean’s Advisory Group	SDF – self-declaration form for students to declare a medical condition, or specific learning condition (SpLD)
DPS - Digital Print Services	SDNS - staff development for new starters
DSAS – Directorate of Student and Academic Services	SMRSA – self-managed research and scholarly activity
EDI – equality, diversity and inclusion	SRA - specific research activity
Eduroam – wireless network recommended for staff and students	Student Check-In – online student attendance monitoring system
EE – External Engagement	TAS – tutor awareness sheet
EMA – electronic management of assessment	TRPM - scheduled teaching/teaching-related preparation and marking
EPA – end point assessment	TSA - Third Stream Activity
ERG – External Returns Group	UAEC – University Academic Enhancement Committee
FABSS – Faculty of Arts, Business and Social Sciences	UW – salary grading prefix eg. UW10
FEHW – Faculty of Health and Education	VCAG – Vice-Chancellor’s Advisory Group
FSE – Faculty of Science and Engineering	WLT – Wolverhampton Learning and Teaching Awards
FR – Faculty registrar	WLV Insider – staff newsletter
HoS/D – Head of School/Department	WRC – Workload Review Committee
KSBs – knowledge, skills and behaviours	

