

# Student Handbook

Academic Year 2026–27

**In partnership with the University of Wolverhampton**

The Atrium, Burrs Place, Luton LU1 3BE

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# About this Handbook

This Student Handbook is your practical guide to studying at Green Valley Academy. It tells you how the Academy works, what is expected of you, what you can expect from us, and where to go when you need something.

It is deliberately short. It does not reproduce the Academic Regulations or the Academy's policies; it points you to them. Every document it refers to is available in full from the Academy's controlled document repository and from your Personal Academic Tutor.

## Which document takes precedence?

This Student Handbook provides guidance and practical information. It does not replace formal regulations, policies, or approved course documentation. Where there is any difference between this Handbook and a formally approved Academic Regulation, Course Specification, Course Handbook, Module Guide, the student terms and conditions, or an applicable policy or procedure, the formally approved document takes precedence. Academic Regulations are reviewed annually. Always check the current published version before relying on a summary in this Handbook.

## How Green Valley Academy and the University of Wolverhampton work together

You are studying at Green Valley Academy for an award from the University of Wolverhampton. The Academy teaches you, supports you, and runs the campus. The University owns the award, sets out the Academic Regulations, and makes formal decisions about your assessment results, your registration, your fee liability and your award.

This division matters in practice, so it is worth understanding early:

| Green Valley Academy does this                                                                                                                                                                  | The University of Wolverhampton does this                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaches your modules, marks your work in the first instance, and gives you feedback.                                                                                                            | Confirms marks through Assessment Boards and Award Boards and confers on the award.                                                                                          |
| Teaches you and looks after you day to day — tutoring, wellbeing, safeguarding, campus services — and refer you to the University immediately where support or reasonable adjustment is needed. | Sets the Academic Regulations and the assessment framework your course runs under, and assesses, determines and arranges all student support and all reasonable adjustments. |
| Records your attendance and engagement and works with you when either falls.                                                                                                                    | Decides formally on registration, progression, withdrawal and fee liability.                                                                                                 |
| Investigates complaints about the Academy through its own three-stage procedure.                                                                                                                | Hears complaints that remain unresolved and issues the Completion of Procedures letter.                                                                                      |
| Prepares and submits recommendations to the University where a decision rests with it.                                                                                                          | Makes that decision and notifies the Student Loans Company where relevant.                                                                                                   |

Wherever this Handbook says the Academy will "recommend" something to the University, that is why. The Academy does not, and cannot, decide those matters alone.

# Start Here

*If you read nothing else, read this page. It will send you to the right section.*

| If you...                                                            | Go to                                           |
|----------------------------------------------------------------------|-------------------------------------------------|
| are new to GVA and want to know what happens next                    | 2. Your Student Journey                         |
| want to know what you are studying, and when                         | 3. Your Programme                               |
| need help with your studies, or want to know what is expected of you | 4. Learning and Teaching                        |
| have a problem with an assessment, a deadline or your marks          | 5. Assessment and Academic Integrity            |
| cannot log in, or need IT help                                       | 6. Your Digital University                      |
| need books, journals, databases, referencing or writing support      | 7. Library, Learning Resources and Study Skills |
| are struggling personally, financially or with your health           | 8. Student Support and Wellbeing                |
| want to represent other students, or give feedback                   | 9. Student Voice, Representation and Community  |
| are worried about your safety, or someone else's                     | 10. Campus Life, Health and Safety              |
| want to know the rules of behaviour here                             | 11. Student Conduct and Responsibilities        |
| have a question about fees, funding, or changing your studies        | 12. Fees, Funding and Student Administration    |
| want to complain, or appeal a decision                               | 13. Complaints, Appeals and Resolution          |
| are worried about what happens if your course changes                | 14. Student Protection and Continuity of Study  |
| are thinking about your career                                       | 15. Careers and Employability                   |
| just need a name, an email address or a phone number                 | 16. Key Contacts and Quick Reference            |

## In an emergency

Immediate danger to life, fire, or serious injury: call 999, then tell a member of staff. A safeguarding concern about yourself or another person: contact the Designated Safeguarding Lead — details in Section 16 and on the safeguarding contact card displayed on campus. A hazard, spillage, fault or damage on campus: report it to reception or Campus Operations straight away. Do not attempt to repair anything yourself.

# 1. Welcome to Green Valley Academy

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## 1.1 A message from the Principal

Welcome to Green Valley Academy.

You are joining us at an important moment. Green Valley Academy is not simply a building in which classes take place. It is a community we are building together — students, lecturers, professional staff and our academic partners.

Our starting belief is simple: education can transform what a person believes is possible. That belief sits behind our mission — to provide accessible, high-quality education that transforms lives, strengthens communities and enables learners to fulfil their potential.

But a mission has little value if it exists only on a website. At Green Valley Academy, values are behaviours. Integrity means being honest when nobody is checking. Inclusivity means more than accepting diversity: it means actively ensuring that other people belong. Excellence means refusing to accept "good enough" merely because a box has been ticked.

We will be flexible, because students are people with work, families, and responsibilities. But flexibility does not mean lowering academic standards or overlooking dishonesty. We will work with you to find legitimate solutions within the University's regulations.

This is your institution as much as it is ours. We expect you to contribute to it, challenge it constructively, care for it, and leave it better than you found it.

**Dr Pedro Longart**

Principal, Green Valley Academy

## 1.2 Our mission and values

The Academy's published values are Integrity, Excellence, Inclusivity, Collaboration and Innovation, supported by commitments to student-centred learning, flexibility, academic integrity, and continuous enhancement.

## 1.3 The GVA Compact

These are the mutual commitments between you and the Academy. They are not decoration: the rest of this Handbook explains how each one is delivered in practice.

| What you can expect from GVA                              | What GVA expects from you                                                |
|-----------------------------------------------------------|--------------------------------------------------------------------------|
| To be treated with dignity, fairness, and respect.        | Treat students, staff, visitors, and partners with dignity and respect.  |
| To be welcomed regardless of your background or identity. | Help other people belong; do not discriminate, harass, bully or exclude. |
| High academic standards and honest feedback.              | Produce your own work, acknowledge your sources, and                     |

| What you can expect from GVA                                                                    | What GVA expects from you                                                                        |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
|                                                                                                 | act with academic integrity.                                                                     |
| Support when you are struggling.                                                                | Ask for help early and engage honestly with the support offered.                                 |
| Reasonable flexibility where circumstances genuinely require it, and the regulations permit it. | Communicate early, provide information when reasonably required, and honour agreed arrangements. |
| A safe, clean, and professional learning environment.                                           | Care for the campus, equipment and shared spaces as if they were your own.                       |
| Opportunities to give feedback and to improve the institution.                                  | Speak up constructively when something is wrong or could be better.                              |
| Clear expectations and transparent processes.                                                   | Take responsibility for knowing the key rules affecting your studies.                            |

## 1.4 Diversity means belonging

You should not have to become less of who you are in order to belong here. Different nationalities, ethnicities, faiths, languages, ages, disabilities, genders, family circumstances, educational histories and viewpoints enrich an academic community. Belonging also carries a reciprocal responsibility: every member of the Academy helps create belonging for everyone else.

Disagreement is part of higher education. Disrespect is not. You may challenge an idea vigorously; you may not demean the person expressing it.

## 2. Your Student Journey

*Before you arrive → Enrol → Induction → Your first week → Your first term*

### 2.1 Before you arrive

Between accepting your offer and starting, you should:

- read your offer letter and the student terms and conditions in full, and keep a copy;
- complete registration and enrolment when you are invited to do so (see 2.2);
- arrange your funding — a Student Loans Company application takes time, so start early (see Section 12);
- tell Admissions or Student Support about any disability, long-term condition, neurodivergence or support need, so that adjustments can be in place from day one rather than arranged retrospectively (see 8.4);
- provide the identity and qualification documents Admissions asks for; and
- check the joining information sent to you for the date, time, and location of induction.

### 2.2 Registration and enrolment

These are two different things, and both are formal University processes.

| Task/Service | What it is                                                                                                                                     | How often            |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Registration | The one-time process by which you accept your offer and confirm your place on the course for its duration.                                     | Once, at the start.  |
| Enrolment    | The process by which you confirm your studies for the year and agree to comply with the Academic Regulations and the tuition fee requirements. | Every academic year. |

You remain registered on your course until you complete it, withdraw, are discontinued or excluded, or reach the maximum registration period. It is your responsibility to make sure you are properly enrolled on the correct course, and to keep your personal details up to date. (UoW reg. 3.4.1, 3.4.11)

### Deadlines you must not miss

| What                          | Deadline                                                                                                                                                                   |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Enrolment — home students     | The first working day of the fourth week of teaching, as set out in your course academic calendar.                                                                         |
| Enrolment — overseas students | The first working day of the fifth week of teaching.                                                                                                                       |
| Module registration           | Confirm the modules you will study within the first three weeks of teaching each academic year. Every module on the BSc (Hons) Public Health with Foundation Year is core, |

| What                              | Deadline                                                                            |
|-----------------------------------|-------------------------------------------------------------------------------------|
|                                   | so this is a confirmation rather than a choice.                                     |
| Changing your module registration | Within the first three weeks of teaching. Changes must be approved by the Registry. |

If you do not enrol within that period, you must request to defer, take a break in study, or ask to be withdrawn. A new student who does none of these has their registration withdrawn; a continuing student is treated as having withdrawn from the course. (UoW reg. 3.4.3, 3.4.4)

### Why enrolment is not just paperwork

Any assessment submitted by a student who is not enrolled is not valid and will not be marked. A student who is not enrolled is not fully covered by health and safety arrangements and is excluded from learning activities and from a range of online services. Simply stopping attendance is not a withdrawal or a break in study. Any change to your student status must go through the proper procedure, or you may continue to be liable for fees. Talk to Registry before you decide anything.

## 2.3 Induction and Welcome

Induction is not a formality, and it is not optional. It is where you are given the practical information the rest of your course assumes you already have. Your induction programme will cover:

| Induction covers                                                   | So that you can...                                         |
|--------------------------------------------------------------------|------------------------------------------------------------|
| Identity check, enrolment confirmation and student ID              | be properly registered and access the campus and systems   |
| Your timetable and the academic calendar                           | know where to be, and when                                 |
| Introduction to your Course Director and Module Leaders            | know who teaches you and how to reach them                 |
| Introduction to your Personal Academic Tutor                       | have one consistent person who knows you and your progress |
| Course introduction: structure, modules, assessment pattern        | understand the shape of your year before it starts         |
| Digital access: student account, email, Canvas, submission systems | participate fully from week one                            |
| Library and learning resources                                     | find and use the reading your modules require              |
| Academic integrity and referencing                                 | avoid misconduct through knowing how to work properly      |
| Safeguarding, Prevent and how to report a concern                  | know who to tell, and how                                  |

| Induction covers                                      | So that you can...                                                           |
|-------------------------------------------------------|------------------------------------------------------------------------------|
| Health, safety and evacuation arrangements            | stay safe on campus                                                          |
| Student support, wellbeing and reasonable adjustments | know where help is before you need it                                        |
| Student representation and how to give feedback       | have a say in how your course runs                                           |
| Campus tour                                           | Familiarise yourself with the campus and locate key facilities and services. |

If you miss part of induction, or join late, tell your Personal Academic Tutor. Catch-up arrangements will be made — you should not be left to work out later what everyone else was told in week one.

## 2.4 Your first week

A practical checklist is at Appendix A. By the end of induction, you should be able to answer all five of these questions:

| I know...                                                         | Why it matters                                     |
|-------------------------------------------------------------------|----------------------------------------------------|
| Who my Personal Academic Tutor and Course Director are            | So I know where to go for academic help            |
| Where my timetable, Course Handbook and Module Guides are         | So I know what I must study, and when              |
| How to access my student account, email and the learning platform | So I can participate fully                         |
| Where to get support and reasonable adjustments                   | So that difficulties are addressed early, not late |
| Where the regulations and policies are                            | So I understand my rights and my responsibilities  |

## 2.5 Your first term

In your first term you should expect: an early conversation with your Personal Academic Tutor; formative work that is not marked towards your grade but tells you where you stand; your first summative assessment with feedback; and at least one opportunity to give structured feedback on your modules. If any of these has not happened by the end of the term, say so — to your tutor, your course representative, or Student Support.

## 2.6 Key dates

The academic year opens with Welcome Week commencing Monday 14 September 2026, and this is the only intake for 2026–27. Semester 1 teaching runs from 21 September to 7 December 2026, with the Semester 1 assessment period commencing 4 January 2027. The full year, week by week — including assessment periods, Award Boards and resit periods — is set out at Appendix C.

Your Course Academic Calendar is the authoritative source for these dates, and your Module Guides give the individual submission deadlines. Put both into your own calendar in your first week.

## 3. Your Programme

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### 3.1 Your course and award

|                                      |                                                                                     |
|--------------------------------------|-------------------------------------------------------------------------------------|
| <b>Course title</b>                  | BSc (Hons) Public Health with Foundation Year                                       |
| <b>Awarding body</b>                 | University of Wolverhampton                                                         |
| <b>Delivered by</b>                  | Green Valley Academy, The Atrium, Burrs Place, Luton LU1 3BE                        |
| <b>Academic Regulations applying</b> | University of Wolverhampton Academic Regulations 2026–27 (Undergraduate, 30 Credit) |
| <b>Length and structure</b>          | Four years full time; 480 credits; 120 credits at each of Levels 3, 4, 5 and 6      |
| <b>Intake</b>                        | September 2026 (single intake)                                                      |
| <b>Course Director</b>               | Dr. Pedro Longart                                                                   |

### 3.2 The documents that define your course

Four documents together tell you what you are studying and how you will be assessed. Read them; they answer most questions before you have to ask.

| Document                 | What it tells you                                                                                                                                                                                                                                                                 |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Course Specification     | The approved definition of your course: the modules taken, which are independent study, all award titles (final and interim), the course learning outcomes, and any additional requirements for the award. Any approved exemption from the standard regulations is recorded here. |
| Course Handbook          | How your course runs in practice: the modules you take and their credit values, teaching and assessment on your course, and what the progression, compensation and classification rules mean in modules rather than credits.                                                      |
| Module Guide             | For each module: the learning outcomes, the number and type of every assessment, the reading, and the teaching pattern.                                                                                                                                                           |
| Course Academic Calendar | The dates: semesters, teaching weeks, assessment periods, deadlines and Assessment Boards.                                                                                                                                                                                        |

### 3.3 Levels, credits and workload

Your course is built from credit-bearing modules. Under the University's undergraduate credit framework — the Academic Regulations 2026–27 (Undergraduate, 30 Credit):

- Courses are normally delivered through 30-credit modules, or multiples of them. The BSc (Hons) Public Health with Foundation Year follows that standard: every module carries 30 credits, other than the final-year Research Dissertation (6HW165), which carries 60 — a permitted multiple. Your course therefore requires no exemption from the standard module size (UoW reg. 1.3.1);
- Full-time study is 120 credits in an academic year; part-time study is up to 90 credits per year;
- An Honours Degree with Foundation Year begins at Level 3, then progresses through Levels 4, 5 and 6;
- Modules are either core (compulsory) or option (chosen from an option pool) — on the BSc (Hons) Public Health with Foundation Year every module is core, so there is no option pool and no choice of diet to make; and
- Some modules are pre-requisites, co-requisites, or prohibited combinations. Your Course Handbook identifies these.

In practice this means four modules a year at Levels 3, 4 and 5, and at Level 6 two 30-credit modules alongside the 60-credit Research Dissertation. Four of the modules on the course — one each year — run across both semesters rather than within one. Your Course Handbook lists every module, its code, and its credit value.

A credit represents notional learning hours — not only your timetabled classes, but assessment, guided study and independent learning, at the sector-standard rate of ten notional hours per credit. A 30-credit module therefore represents roughly 300 hours of your work in total, and the Research Dissertation, at 60 credits, roughly 600. Most of that is yours to manage. If your timetable looks light, that is not the measure of what the module expects.

#### How long you have

|                                                           | Full time                                 | Part time |
|-----------------------------------------------------------|-------------------------------------------|-----------|
| Expected length of an Honours Degree with Foundation Year | 4 years                                   | 6 years   |
| Maximum registration period                               | 6 years                                   | 8 years   |
| Total credits required for the award                      | 480 (120 at each of Levels 3, 4, 5 and 6) | 480       |

The maximum registration period is recalculated to take account of recognition of prior learning, a change of mode of study, or an authorised break in study. It can be extended only where exceptional circumstances outside your control have disrupted your progress, and only through a formal request.

One rule catches students out: if you achieve no credits at all in your first year of study, you will have reached the maximum registration period for the lowest interim award and will not be permitted to continue on the course. This is the strongest possible reason to engage early and to tell someone as soon as you are struggling.

### In the University's words

*"Students who do not achieve any credits within their first year of study will have reached the maximum registration period of an interim award and will not be permitted to continue on the course."*

University of Wolverhampton, Academic Regulations 2026–27 (Undergraduate, 30 Credit), reg. 3.3.3

## 3.4 Progressing through your course

Progression is the set of conditions you must meet to move from one level to the next. It is not automatic, and it is not decided by your tutors: Assessment Boards apply the regulations.

| To progress to the next level you must...                    | Full time  | Part time  |
|--------------------------------------------------------------|------------|------------|
| Have passed at least this many credits at your current level | 90 credits | 60 credits |
| Have passed all modules at Level 3 before starting Level 5   | Required   | Required   |
| Have passed all modules at Level 4 before starting Level 6   | Required   | Required   |
| Be in a position to recover any failure                      | Required   | Required   |
| Not have exceeded your maximum registration period           | Required   | Required   |

### What 90 credits means in modules

At Levels 3, 4 and 5 your modules carry 30 credits each, so 90 credits are three of your four modules. You may progress carrying one module; you cannot progress carrying two. At Level 6, the modules are not the same size, and your Course Handbook works that through.

### Read the second and third rows again

You may progress from Level 3 to Level 4 having passed 90 of your 120 credits. But you cannot start Level 5 until every Level 3 module is passed, and you cannot start Level 6 until every Level 4 module is passed. A single outstanding module from your Foundation Year will therefore stop you at the end of Level 4, a year after you left it behind. Clear failures at the first resit opportunity rather than carrying them forward.

If you do not meet the conditions to progress, you may be able to continue at the same level and repeat the outstanding modules, taking up to 30 credits from the next level alongside them — on your course, exactly one module from the year above. The Assessment Board decides, and it may require a full-time student to transfer temporarily to part-time study.

You are expected to study the number of credits specified for your award. You may not register for extra modules to improve your final classification.

### **3.5 Learning outcomes**

Every module has a distinct set of learning outcomes that reflect its level, listed in the Module Guide, and every module includes at least one summative assessment designed to let you demonstrate that you have met them. Assessment is not a test of effort or attendance. It is evidence that you have achieved the stated outcomes. (UoW reg. 1.3.2, 1.3.5)

### **3.6 Quality assurance of your course**

Every module at Level 5 and above has a named External Examiner who confirms annually that module standards and marking practices are sound and fair. Your course is reviewed through Continuous Monitoring to check that it remains up to date, coherent, effectively delivered, and appropriately challenging. Student feedback (Section 9) is part of that evidence. (UoW reg. 1.2.11, 1.3.6)

## 4. Learning and Teaching

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### 4.1 Attendance and engagement

Attendance is not merely occupying a chair. Academic engagement means attending scheduled teaching, participating in it, using the required academic systems and resources, completing assessments, communicating with staff, and working appropriately with fellow students.

The Academy monitors engagement and does so first as a means of support. If your engagement falls, our first question is: is something happening, and how can we help? Persistent non-engagement can nevertheless affect your progression and may ultimately lead to withdrawal under the applicable regulations — a decision taken by the University on a documented recommendation from the Academy.

You are expected to attend, participate, and respond when the Academy contacts you. Recording attendance dishonestly, for yourself or for anyone else, is a conduct matter.

#### In the University's words

*“Engagement is defined as ‘active attendance and regular use of resources and learning activities including (but not exclusively) participation in scheduled events, accessing core University systems, completing all required assessments, and interacting with staff, peers, and programme learning resources’. Engagement is compulsory and will be monitored by the University in accordance with the Student Engagement Policy.”*

University of Wolverhampton, Academic Regulations 2026–27 (Undergraduate, 30 Credit), reg. 3.7 and 3.7.1

### 4.2 What you can expect from teaching

- Teaching delivered against the published timetable, with notice where a session must change.
- A Module Guide available at the start of the module, stating the learning outcomes and every assessment.
- Clear assessment briefs and marking criteria, issued in good time.
- Feedback that tells you what to do differently next time, not only what your mark was.
- Reasonable response times to academic queries — normally within five working days in term time.

### 4.3 Independent learning

Most of your learning happens outside the classroom. Independent learning means doing the set reading before the session rather than after it, keeping organised notes, planning your assessments backwards from the deadline, and asking questions early. On a course built from 30-credit modules this matters more than it would on a course with smaller units: each module is a quarter of your year, and falling a fortnight behind in one is a quarter of your year to recover. Section 7 sets out the study skills support available to help you do this well.

## 4.4 Group work

Where an assessment is a group task, the Module Guide will say what is assessed individually and what is assessed collectively. Agree roles and deadlines in writing at the start, keep a record of contributions, and raise problems with your Module Leader while there is still time to fix them — not in the week the work is due.

## 4.5 Your Personal Academic Tutor

Your Personal Academic Tutor (PAT) is your main point of continuity throughout your studies. A PAT is not someone you see only when you fail. Use these conversations to discuss your progress, your confidence, your goals, your employability, and anything affecting your studies.

Our principle is that no student should become invisible. If you are struggling, we will try to notice. We also expect you to meet us halfway: reply to messages, attend agreed appointments, and be honest about what is happening.

## 4.6 Academic communication

Your Academy email account is the official channel for communication about your studies. You are expected to check it regularly, and you are treated as having received anything sent to it. Write to staff professionally: use your student email, put your name, course, and module in the message, and allow reasonable time for a reply.

## 5. Assessment and Academic Integrity

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### 5.1 Understanding your assessment

For every assessment, work through this sequence. It prevents most of the problems students bring to us.

- Read the assessment brief in full, at the start of the module — not the week before it is due.
- Check the submission deadline, date, and time, in the Module Guide and on the learning platform.
- Check the assessment method and format — word count, structure, referencing style, and permitted materials.
- Check the learning outcomes the assessment is testing. Your work must address them.
- Check the marking criteria and grade descriptors and write against them.
- Submit through the required system. Submission by email or in person does not count unless the brief says so.
- Keep your evidence of submission — the receipt, the confirmation email, the timestamp.
- Read your feedback and act on it in the next assessment. This is where marks actually improve.

Each 30-credit module on your course carries a maximum of two summative assessments, with formative activities alongside them. That means fewer assessment points than on a course with smaller modules, and each one carrying more weight — so a missed deadline is more expensive, and formative work is more valuable.

### 5.2 How your work is marked

Undergraduate marks are recorded on this scale. The pass threshold is 40%.

| Mark   | Grade | Result                                                                      |
|--------|-------|-----------------------------------------------------------------------------|
| 90–100 | P     | Exceptional — pass                                                          |
| 80–89  | P     | Outstanding — pass                                                          |
| 70–79  | P     | Excellent — pass                                                            |
| 60–69  | P     | Very good — pass                                                            |
| 50–59  | P     | Good — pass                                                                 |
| 40–49  | P     | Sufficient — pass                                                           |
| 35–39  | CP    | Compensated pass — only where the compensation conditions are met (see 5.4) |
| 35–39  | F     | Marginal fail                                                               |
| 0–34   | F     | Fail                                                                        |
| 0      | NS    | Not submitted — fail                                                        |

| Mark | Grade | Result                                                                             |
|------|-------|------------------------------------------------------------------------------------|
| 0    | AM    | Academic misconduct under investigation; marking on hold                           |
| 0    | M     | Extenuating circumstances granted — you may submit at the next opportunity         |
| 0    | F     | Academic misconduct — fail following the outcome of Academic Misconduct procedures |

## Elements and components — the distinction that matters

Your Module Guide will say whether a module is assessed using elements or components. The difference decides whether you must pass every piece of work.

|            | What it means for you                                                                                                                                                                                                                                |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Elements   | Assessments are grouped up. You do not have to pass each one individually — you must achieve a passing grade overall across the group. Where a module has multiple assessments, they are assessed as elements unless an exemption has been approved. |
| Components | Every component must be passed to pass the module. A component may itself contain elements, some of which can fail without failing the component.                                                                                                    |

If you have passed a group of elements overall, you cannot resit an individual element you failed within it. Check your Module Guide at the start of the module, not after your first mark. (UoW reg. 4.2.1, 4.2.2, 4.5.1)

## 5.3 Resits and retakes

A resit is another attempt at an assessment you did not pass. A retake is studying the whole module again, once your resit opportunities are exhausted.

| Rule                       | What it means                                                                                                                                                                           |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| One resit attempt          | If you do not pass a component or a group of elements, you are permitted a single resit attempt at the failed assessment.                                                               |
| Taken within the same year | Your resit must be taken at the first opportunity within the same academic year in which you studied the module, unless extenuating circumstances are approved during the resit period. |

| Rule                      | What it means                                                                                                                                                                                                                     |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Capping at Levels 5 and 6 | If you pass a resit at Level 5 or 6, your assessment mark is uncapped, but your overall module mark is capped at 40%.                                                                                                             |
| Levels 3 and 4            | The regulations provide that resit module marks at Levels 3 and 4 are not capped.                                                                                                                                                 |
| Retakes                   | If you exhaust your resits without passing, you have failed the module and may be permitted to retake it, subject to the progression and continuation rules. A retaken or replacement module is capped at 40%.                    |
| Failed option modules     | Where a course has an option pool and you fail an option module, you may choose to study a different module from the pool instead of retaking the one you failed. This does not apply on your course, where every module is core. |
| No resitting a pass       | You cannot resit an assessment or retake a module you have already passed, unless this is agreed through an academic appeal or extenuating circumstances.                                                                         |

Resit dates for 2026–27 are in Appendix C. They are not optional extras at the end of the year: missing a resit opportunity is what turns a failed module into a blocked progression. Because your modules carry 30 credits, a capped module at Level 5 or 6 affects your classification more than a smaller one would — another reason to use the first attempt properly.

### In the University's words

*“Resit attempts must be taken at the first opportunity within the same academic year that the module was studied, unless valid extenuating circumstances were approved during the resit period.”*

University of Wolverhampton, Academic Regulations 2026–27 (Undergraduate, 30 Credit), reg. 4.5.2

## 5.4 Compensation

Compensation is the process by which, in limited circumstances, you can be granted a pass in a module where you achieved a marginal fail of 35–39%. It is not an automatic pass at 35%, and no lecturer can grant it.

- It applies only where the overall module grade is between 35% and 39%, and every other condition is met.
- It is only considered where you have passed a minimum of 90 credits at that level.
- It cannot be applied to sandwich placement modules, work-based or work-related modules, or independent study modules.
- It is applied automatically — at the earliest progression board for Levels 3 and 4, and after all submission opportunities in the year have been exhausted for Levels 5 and 6.
- There is no right to resit a module for which a compensated pass has been awarded.
- You are awarded the credit, but the percentage mark is not changed. It is recorded as a Compensated Pass and may count towards your classification.

For an Honours Degree with Foundation Year there is a limit on how much can be compensated: up to 40 credits at Level 3 and up to 30 credits at each of Levels 4, 5 and 6, and no more than 130 credits across the whole course.

### What that means on your course

Because your modules carry 30 credits, the limits allow at most one module to be compensated in any year, at every level — including Level 3, where the 40-credit cap is still not enough for a second module. Two exclusions matter in particular: the 60-credit Research Dissertation can never be compensated, because it is an independent study module; and a module classified as work-based or work-related cannot be compensated either. Your Course Handbook works all of this through module by module, including what the 90-credit threshold means at Level 6, where the module sizes differ.

## 5.5 Your degree classification

For a bachelor's degree with Honours with Foundation Year, classification is calculated as a percentage average of your best 180 credits from Levels 5 and 6, which must include a minimum of 90 credits at Level 6, including the independent study or project module where your course has one. On your course that module is the 60-credit Research Dissertation, so it is always in the calculation, whether or not it is among your best marks. Levels 3 and 4 do not count towards your classification — but you must pass them to reach the levels that do.

| Classification         | Percentage average | How the higher class can be awarded in a border range |
|------------------------|--------------------|-------------------------------------------------------|
| First (1st)            | 70–100%            | —                                                     |
| Border range 1st / 2:1 | 68.01–69.99%       | 70% or above in at least 60 credits at Level 6        |
| Upper Second (2:1)     | 60–68%             | —                                                     |
| Border range 2:1 / 2:2 | 58.01–59.99%       | 60% or above in at least 60 credits at Level 6        |
| Lower Second (2:2)     | 50–57%             | —                                                     |
| Border range 2:2 / 3rd | 48.01–49.99%       | 50% or above in at least 60 credits at Level 6        |
| Third (3rd)            | 40–47%             | —                                                     |

A marginal fail at 35–39% that has been passed by compensation counts towards the percentage average if it forms part of your best credits. Marks are calculated to two decimal places, then rounded — 0.50 and above upwards, below 0.50 downwards. (UoW reg. 4.2.5)

One consequence is worth noticing early. The border criterion asks for 60 credits at Level 6 at or above the higher threshold, and on your course the Research Dissertation is 60 credits. A strong dissertation can therefore lift a whole classification on its own. Your Course Handbook explains how the best-180 calculation is built from your seven Level 5 and Level 6 modules.

The detailed rules on all the above are in the current Academic Regulations and can vary by level and circumstance. Read them alongside your Course Handbook and Module Guides.

## 5.6 If circumstances affect an assessment

Illness, bereavement, and other serious personal circumstances happen. The important principle is to tell us about it early. Do not wait until a difficulty has become a crisis.

### Fit to Sit

When you sit an examination or submit an assessment, you are declaring that you are fit to do so. This means that if something is seriously affecting you, you should use the Extenuating Circumstances procedure before the deadline — not sit the assessment, do badly, and ask for the mark to be set aside afterwards. Speak to your Personal Academic Tutor or Student Support as soon as you can, and they will direct you to the correct procedure and the evidence required.

The Academy can be understanding and flexible about how you are supported. Neither an individual lecturer nor the Principal can disregard the University's assessment regulations. Support operates within academic standards, not around them.

### In the University's words

*"The University operates a Fit to Sit policy. When a student sits/submits an assessment they are declaring through the submission process that they are fit to do so in accordance with the University Fit to Sit and Extenuating Circumstances Policy."*

University of Wolverhampton, Academic Regulations 2026–27 (Undergraduate, 30 Credit), reg. 4.3.1

## 5.7 Academic integrity

Integrity is the Academy's first published value, and academic integrity is the clearest way a student lives in it. Plagiarism, collusion, and cheating are forms of academic misconduct. Misconduct may be intentional or unintentional; suspected cases are investigated, and penalties apply where misconduct is proven.

Academic integrity means that you:

- submit work that genuinely represents your own learning;
- acknowledge the ideas, words, data and work of others properly;
- collaborate only where collaboration is authorised;
- do not falsify information, evidence, data or references;
- follow the assessment-specific rules on digital tools and generative AI; and

- ask for guidance when you are unsure, rather than taking a risk.

"I did not intend to cheat" is not a substitute for learning how to work academically. That is why academic integrity is taught at induction, in your modules and through study-skills support (Section 7) — not left to be discovered through a penalty.

### In the University's words

*"In exceptional circumstances, following an investigation, the University may at any time, on the recommendation of Director of Registry Services revoke an award and all privileges connected therewith, having determined that there is good cause to do so. This can include but is not limited to the following grounds: Where an award is found to have been obtained by fraud or deception, including academic misconduct."*

University of Wolverhampton, Academic Regulations 2026–27 (Undergraduate, 30 Credit), reg. 6.5.1

## 5.8 Plagiarism, collusion and referencing

|                   | What it means                                                                                                     | How to avoid it                                                                                                 |
|-------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Plagiarism        | Presenting someone else's work, words, ideas, or data as your own, whether deliberately or through poor practice. | Reference every source, quote accurately, and keep a record of what you read as you read it.                    |
| Collusion         | Working with others on an assessment that was required to be your own work.                                       | Check the brief. Discussing ideas is usually fine; producing the answer together usually is not. Ask if unsure. |
| Contract cheating | Submitting work produced for you by another person or service, paid or unpaid.                                    | Never. There is no version of this that is acceptable, and it carries the most serious penalties.               |
| Falsification     | Inventing data, evidence, participants, or references.                                                            | Report what you found. A weak genuine result is worth more than a strong invented one.                          |

Use the referencing style your course requires, consistently, from your first assignment. Referencing support is available through the library and study-skills provision (Section 7).

## 5.9 Generative AI and digital tools

Rules on generative AI are set at assessment level, because what is appropriate differs between a reflective essay, a statistics exercise, and a research report. The rule to remember is simple: the assessment brief governs.

| Principle         | What it means for you                                                                                                                                 |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| The brief decides | Each assessment brief states whether generative AI may be used, for what, and how it must be acknowledged. If the brief is silent, ask before you use |

| Principle                               | What it means for you                                                                                                                                             |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | it.                                                                                                                                                               |
| You are responsible for what you submit | Whatever tool helped produce it, the work is yours, and you are accountable for its accuracy, its argument and its integrity.                                     |
| Acknowledge where required              | Where use is permitted, acknowledge it in the way the brief specifies.                                                                                            |
| Fabricated sources are misconduct       | Generative tools invent plausible references and quotations. Submitting them is falsification, whether you know it or not. Verify every source yourself.          |
| Protect personal and confidential data  | Do not enter personal data, placement information, patient or client details, or confidential material into external tools.                                       |
| Ask first                               | If you are unsure, ask your Module Leader before you submit — not afterwards.                                                                                     |
| Links for University of Wolverhampton   | <a href="https://www.wlv.ac.uk/lib/">https://www.wlv.ac.uk/lib/</a>                                                                                               |
| University of Wolverhampton's AI policy | <a href="https://www.wlv.ac.uk/lib/skills-for-learning/artificial-intelligence-ai/">https://www.wlv.ac.uk/lib/skills-for-learning/artificial-intelligence-ai/</a> |

Using a tool well is not misconduct. Passing off its output as your own learning, or failing to check it, is. The responsible use of artificial intelligence is taught directly in your Foundation Year, and what you learn there applies for the rest of the course.

## 5.10 Late submission and extensions

Submission deadlines in your Module Guide are firm. Requests for an extension, and what happens to work submitted after the deadline, are decided under the University's Late Submissions and Extensions Policy, not by individual lecturers. (UoW reg. 4.4.1, 4.4.2)

In practice:

- ask for an extension before the deadline, through the route set out in the policy, and keep a copy of your request and the reply;
- an extension is for a short delay; where circumstances are serious enough to stop you submitting or sitting at all, use the Fit to Sit and Extenuating Circumstances procedure instead (see 5.6);
- do not rely on submitting late without an approved extension: read the policy first, because it sets out what happens to the mark; and

- if a technical failure stops you submitting, tell your Module Leader immediately and keep the evidence (see 6.6).

## 6. Your Digital University

*You cannot study here without your accounts working. If something does not work, report it the same day — a login problem is not an excuse for a missed deadline, but an unreported login problem is much harder to remedy.*

### 6.1 Your systems at a glance

| System                                | What you use it for                                                                                                                                                               | Where to access it                                              | Support                               |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------------------|
| GVA student email                     | Official communications from the Academy. Checked regularly; you are treated as having received what is sent here.                                                                | Both Personal and IT email                                      | Personal Academic Tutor               |
| University student account            | Access to University systems and services associated with your award. Canvas and the University student record are reached with these credentials, not with your Academy account. | Canvas; through university IT email                             | Personal Academic Tutor               |
| Canvas (virtual learning environment) | Module materials, announcements, reading, activities, and, for most modules, assessment submission and feedback.                                                                  | Via the university portal using your student login              | Personal Academic Tutor               |
| Student record / e:Vision             | Enrolment, personal details, module registration, and results.                                                                                                                    | e:Vision                                                        | Personal Academic Tutor               |
| Assessment submission                 | Submitting work and receiving marks and feedback — the Module Guide confirms the route for each assessment.                                                                       | Canvas                                                          | Personal Academic Tutor               |
| Library and e-resources               | E-books, journals, databases, and reading lists (see Section 7).                                                                                                                  | Via the UoW Library portal using your student login credentials | Personal Academic Tutor               |
| Timetable                             | Your scheduled teaching, rooms, and any changes.                                                                                                                                  | Check your personal and university email                        | Personal Academic Tutor/Academic Team |

## 6.2 Getting set up

- Activate your accounts during induction. Do not leave this until teaching starts.
- Set up multi-factor authentication if you are asked to.
- Check that you can log in to email, Canvas and the student record system, from your own device as well as on campus.
- Check that you can see your modules in Canvas. If a module is missing, tell your Module Leader and Registry.
- Make a test submission if the module offers one, so that the real deadline is not the first time you use the system.

## 6.3 Passwords and cyber security

- Never share your password with anyone, for any reason. Staff will never ask you for it.
- Use a different password for your Academy and University accounts than for personal services.
- Be alert to phishing: messages creating urgency about fees, grants, results or account closure are the common pattern. If in doubt, do not click — forward it to IT support.
- Lock or log out of shared machines before you leave them.
- Report a suspected compromise immediately. Reporting early is never held against you.

## 6.4 Data protection and your information

The Academy holds personal data about you in order to teach, support and administer your studies, and shares specified data with the University of Wolverhampton and, where relevant, the Student Loans Company and statutory bodies. How your data is used, on what lawful basis, how long it is kept and what rights you have are set out in the student privacy notice and the Data Protection and Data Security Policy.

You have the right to ask what personal data is held about you, to have inaccurate data corrected, and to raise a concern with the Data Protection Lead — and, if you remain dissatisfied, with the Information Commissioner's Office.

## 6.5 Digital conduct

The standards of behaviour in Section 11 apply online exactly as they apply on campus. That includes email, Canvas discussion, group chats connected with your course, and social media where the Academy, its staff, or its students are identifiable. Recording teaching sessions, or photographing or filming other people, requires consent — except where a recording has been agreed as a reasonable adjustment.

## 6.6 If something does not work

Report it, on the day, through the support routes in the table at 6.1. If a technical failure affects your ability to submit an assessment, tell your Module Leader immediately and keep the evidence — screenshots, error messages, times. You will need it if you have to use the Extenuating Circumstances procedure.

## 7. Library, Learning Resources and Study Skills

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### 7.1 The library on campus

|                      |                                                                                                                |
|----------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Location</b>      | Luton campus, downstairs, clearly signposted                                                                   |
| <b>Opening hours</b> | Monday to Friday 9:00-17:00 Saturday 10-17:00                                                                  |
| <b>Contact</b>       | Aswany Shaji: <a href="mailto:aswany.shaji@greenvalleyacademy.co.uk">aswany.shaji@greenvalleyacademy.co.uk</a> |
| <b>Study spaces</b>  | Individual study, group study and quiet areas — see 7.5                                                        |
| <b>Borrowing</b>     | Contact Librarian for details on books availability                                                            |

The Academy's library supports independent learning and collaborative work and holds the core texts for your modules. If a text on your reading list is not available, tell library staff — acquisition requests are how stock improves.

### 7.2 University library and electronic resources

As a student on a University of Wolverhampton award, you have access to university library services and electronic resources appropriate to your course. The precise entitlement for Green Valley Academy students, and how to log in, is confirmed at induction and published on the learning platform.

| Resource                            | What it gives you                                                                       | Access                                                                                        |
|-------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| E-books and e-journals              | Full-text academic sources you can read from anywhere, at any hour.                     | <a href="#">Through Canvas</a> and <a href="#">Library Home - University of Wolverhampton</a> |
| Subject databases                   | Structured searching for public health, health sciences and social research literature. | <a href="#">Library Home - University of Wolverhampton</a>                                    |
| Reading lists                       | The texts your modules expect, linked directly to the resource.                         | <a href="#">Library Home - University of Wolverhampton</a>                                    |
| Inter-library and document requests | Access to material not held locally.                                                    | <a href="#">Library Home - University of Wolverhampton</a>                                    |

If a resource will not open, that is a support request, not a dead end. Report it — access problems are usually a login or licence issue that can be fixed quickly.

### 7.3 Skills for Learning

Study skills are taught, not assumed. Support is available on:

| Skill                   | Typical support                                                                             |
|-------------------------|---------------------------------------------------------------------------------------------|
| Academic writing        | Structure, argument, paragraphing, academic tone, editing your own drafts.                  |
| Referencing             | Using your required style correctly, managing sources, avoiding accidental plagiarism.      |
| Reading and note-taking | Reading critically and efficiently; making notes you can actually use in an assessment.     |
| Assessment preparation  | Interpreting a brief, planning, working on the marking criteria, revising for examinations. |
| Numeracy and data       | Handling figures, tables, and basic statistics in health and social research.               |
| Digital literacy        | Searching effectively, evaluating sources, using the tools your course requires.            |
| Presentations           | Preparing and delivering assessed presentations with confidence.                            |

Ask for this support early in a module, not in the last fortnight. Students who use study-skills support routinely do better than students who use it only in a crisis.

## 7.4 Additional learning support

If you need assistive technology, materials in alternative formats, or adjustments to how you access resources, contact Student Support (Section 8). Adjustments to library and learning-resource access are made through the same reasonable adjustments process as everything else.

## 7.5 Study spaces

Study spaces are shared. Use them for their purpose — quiet areas are quiet; group areas are group work — leave them ready for the next person, and do not reserve a space you are not using. See Section 10.

## 8. Student Support and Wellbeing

*Support here does not begin when a student fails. It begins when you arrive. Asking for support is responsible behaviour, not weakness.*

### 8.1 Your support network

| If you need...                                    | Go to                                                      | Contact                                                                     |
|---------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------|
| Help with academic progress or study difficulties | Personal Academic Tutor                                    | benjamin.george@greenvalleyacademy.co.uk,<br>rofiq@greenvalleyacademy.co.uk |
| An answer about one module                        | Module Leader                                              | nsisong.udo@greenvalleyacademy.co.uk                                        |
| A course-level academic matter                    | Course Director                                            | pedro.longart@greenvalleyacademy.co.uk                                      |
| Help with attendance or engagement                | Personal Academic Tutor or Registry                        | registry@greenvalleyacademy.co.uk                                           |
| Disability support or a reasonable adjustment     | Student Support — who makes the referral to the University | aswany.shaji@greenvalleyacademy.co.uk                                       |
| Wellbeing or personal support                     | Student Support / Wellbeing Team                           | benjamin.george@greenvalleyacademy.co.uk                                    |
| To report a safeguarding concern                  | Designated Safeguarding Lead                               | aswany.shaji@greenvalleyacademy.co.uk                                       |
| Help with registration or your student record     | Registry                                                   | registry@greenvalleyacademy.co.uk                                           |
| Help with fees or funding                         | Fees and Funding                                           | hasan@greenvalleyacademy.co.uk                                              |
| IT, account or Canvas help                        | IT Support                                                 | it@greenvalleyacademy.co.uk                                                 |
| To make a complaint                               | See Section 13                                             | complaints@greenvalleyacademy.co.uk                                         |
| To appeal an academic decision                    | See Section 13                                             | pedro.longart@greenvalleyacademy.co.uk                                      |
| To report an immediate campus safety concern      | Campus Operations / reception                              | hasan@greenvalleyacademy.co.uk                                              |

### 8.2 Personal Academic Tutoring

Your PAT is the person who knows you and your progress across your whole course. You should expect scheduled meetings at least once per semester, and you can request one at any time. Bring what is actually on your mind — academic worries, workload, confidence, circumstances at home, plans after graduation.

## 8.3 Wellbeing

The Wellbeing team provides a first point of contact for personal difficulties, works with you to identify what would help, and refers to specialist or external services where that is the right step. Trained first aiders and mental health first aiders are on site during operating hours — their names are in Section 16.

You do not need to be in crisis to make contact, and you do not need to explain everything to a member of teaching staff first.

## 8.4 Disability, inclusion and reasonable adjustments

Tell us as early as you can about a disability, long-term condition, neurodivergence or other support need — ideally before you start. Information is handled through the proper procedures and shared only with those who need it to make the support work.

Fairness does not always mean treating everybody identically. Reasonable adjustments remove avoidable barriers while preserving the learning outcomes and academic standards of your course. Alternative but equivalent assessment arrangements are possible in appropriate circumstances, through the applicable procedure.

One point about how this works here matters more than any other. Under the franchise agreement between Green Valley Academy and the University of Wolverhampton, it is the University that assesses, determines and arranges all student support and all reasonable adjustments. The Academy's duty is to notice a need and refer it to the University immediately, and then to implement day to day what the University has agreed. The Academy cannot put an adjustment in place on its own authority. That referral takes time to travel, which is why disclosing early matters so much: an adjustment agreed in week two helps you all year, while the same adjustment agreed the week before an examination usually cannot be applied to it.

| Step                    | What happens                                                                                                                                                                     |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Disclose             | Tell Admissions, your Personal Academic Tutor or Student Support. You can do this at any point in your studies.                                                                  |
| 2. Refer                | The Academy refers you to the University of Wolverhampton immediately. Under the franchise agreement, the assessment of need is the University's, not the Academy's.             |
| 3. Discuss and evidence | A conversation about the barriers you actually experience, and what would help. Where evidence is needed, Student Support will tell you what is required and help you obtain it. |
| 4. Determine            | The University determines the adjustments and confirms them.                                                                                                                     |
| 5. Implement            | A written record of the agreed adjustments is shared with the Academy staff who need to implement them.                                                                          |
| 6. Review               | Adjustments are reviewed — tell us if something is not                                                                                                                           |

| Step | What happens                  |
|------|-------------------------------|
|      | working, rather than waiting. |

## 8.5 Support to Study

Where health or wellbeing is seriously affecting your studies, a Support to Study approach provides a support plan, additional help and, where appropriate, academic arrangements. In serious cases, it can move to a more formal review where your wellbeing, safety, or ability to study is significantly affected.

The operating principles are notice early, speak early, support early, act proportionately. Intervention never begins with the assumption that a student is a problem to be removed.

## 8.6 Safeguarding and Prevent

The Academy has a duty to protect students from harm, and a statutory duty under Prevent to safeguard people from being drawn into terrorism. Both are exercised as safeguarding, not surveillance: the aim is to get support from someone early.

If you are worried about your own safety or wellbeing, or about another person — abuse, exploitation, coercion, radicalisation, or someone at risk of serious harm — tell the Designated Safeguarding Lead or the Deputy. Their names, locations and contact details are in Section 16 and on the safeguarding contact card displayed on campus. In an emergency, call 999 first.

A safeguarding concern is never something you have to be certain about before reporting. Reporting worry is the right thing to do.

## 8.7 Flexibility with integrity

Many students combine study with work, caring responsibilities and family life. Our position is: we will be flexible about how we help you succeed; we will not be flexible about whether the learning outcomes and academic standards are achieved.

A deadline may sometimes be addressed through an authorised procedure; an academic standard cannot simply be waived. A barrier may be removed through a reasonable adjustment; a learning outcome cannot be removed because it is difficult. We can teach you to reference properly; we cannot overlook plagiarism.

## 8.8 When and how to ask for help

### Ask early

Ask when you first notice a problem — not when the deadline has passed, not when you have already missed three weeks of teaching, and not when a mark has already been confirmed by an Assessment Board. Almost every option available to us is wider before a deadline than after it. Early contact is the single most useful thing you can do for yourself.

## 9. Student Voice, Representation and Community

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### 9.1 Why your voice matters here

Green Valley Academy is a new institution. That means the way things are done is still being formed, and student feedback shapes it more directly than it would at a large, long-established provider. Feedback is not a courtesy exercise; it is evidence used in the Academy's quality processes.

### 9.2 Student representatives

Each cohort elects student representatives. Representatives:

- gather views from the students they represent, not only their own;
- attend Student–Staff Liaison meetings and put issues formally on the agenda;
- receive a written response to each issue raised, and report it back to their cohort; and
- contribute the student perspective to the Academy's committees where student membership is provided for.

Being a representative is genuine professional experience — negotiation, committee work, representing others' interests — and it is worth putting on a CV. Elections take place early in the first semester; details are given at induction.

### 9.3 How to raise something

| Route                              | Use it for                                                                      | What to expect                                                      |
|------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Your Module Leader or PAT          | Something specific to a session, a module, or your own studies.                 | A direct answer, usually quick.                                     |
| Your student representative        | Something affecting the group, or something you would rather raise anonymously. | Raised at the next liaison meeting; you can ask to remain unnamed.  |
| Module and course feedback surveys | Structured feedback on teaching, assessment, resources, and support.            | Results reviewed by the course team and reported back with actions. |
| Student–Staff Liaison meetings     | Any matter affecting the student experience on your course.                     | Minuted, with named actions and dates.                              |
| Formal complaint (Section 13)      | A specific act or omission by the Academy that has affected you.                | A formal investigation and a written outcome.                       |

### 9.4 What happens to your feedback

Feedback is collated by the course team, considered at Student–Staff Liaison meetings and in Continuous Monitoring, and reported to the Academy's committees. You should be told what changed as a result — "you said that we did" closes the loop. If you give feedback and hear nothing back, that is worth raising.

You will not always get the answer you asked for. You should always get an explanation and be treated respectfully for asking. Raising a problem so that it can be fixed is participation in the institution, not disloyalty.

## **9.5 A community you help build**

Students are not customers temporarily occupying our building, and staff are not people employed to serve them. Different responsibilities, one academic community. If you want to start something — a study group, a society, a volunteering activity, a public health awareness campaign — talk to Student Support. New institutions have space for initiatives that established ones often do not.

## 10. Campus Life, Health and Safety

### 10.1 The campus

The Academy is at The Atrium, Burrs Place, Luton LU1 3BE. The campus provides classrooms designed for interactive and digitally supported teaching, library and study facilities, IT provision, catering and social space.

| Facility                      | Location                                   | Hours                                                                                                                              |
|-------------------------------|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Reception                     | Downstairs by the entrance of Luton Campus | Monday 9:00-17:00 Tuesday 9:00-17:00<br>Wednesday 9:00-17:00<br>Thursday 9:00-17:00<br>Friday 9:00-21:00<br>Saturday 10:00-17:30   |
| Classrooms and teaching rooms | Upstairs Luton campus                      | Per timetable                                                                                                                      |
| Library and study spaces      | See section 7.1                            | See section 7.1                                                                                                                    |
| IT facilities                 | Computer room in the library               | Same as library hours                                                                                                              |
| Cafeteria / catering          | Downstairs Luton campus                    | Monday 10:00-16:00 Tuesday 9:00-17:00<br>Wednesday 9:00-17:00<br>Thursday 9:00-17:00<br>Friday 11:00-18:00<br>Saturday 10:00-14:30 |

### 10.2 Whole-Campus Care

The Academy applies a Whole-Campus Care principle, adapted from Total Productive Maintenance — an approach in which looking after the working environment is shared across everyone who uses it, rather than left entirely to a maintenance department.

#### The principle

You use it. You respect it. You leave it ready for the next person. You report a problem when you see it.

In practice that means keeping learning and communal spaces orderly, disposing of waste properly, returning furniture and equipment, avoiding unnecessary damage, conserving resources, and reporting defects, spillages, damage or hazards promptly. Seeing a problem and walking past it because it is somebody else's job is not the culture we want.

It does not mean students carry out repairs. Maintenance work creates real risks and must only be done by people competent to do it. Reporting a fault is everyone's responsibility; fixing it belongs to authorised staff and contractors. Never attempt electrical, mechanical or fire-safety work yourself.

### **10.3 Fire and emergency procedures**

- On hearing the alarm, leave immediately by the nearest available exit. Do not stop to collect belongings.
- Do not use the lift.
- Go to the assembly point and stay there until it is safe to return.
- Do not re-enter the building for any reason until a Fire Marshal or the emergency services say you may.
- If you discover a fire, raise the alarm first, then call 999.

If you would need assistance to evacuate — because of a disability, injury, a temporary condition or pregnancy — tell Student Support so that a Personal Emergency Evacuation Plan (PEEP) can be put in place. Do this at the start, not after the first drill.

### **10.4 First aid and accidents**

Trained first aiders are on site during operating hours; their names are in Section 16 and displayed at reception. Report every accident, injury or near miss, however minor, so that it is recorded in the accident book, and the cause can be addressed.

### **10.5 Reporting a hazard**

Report anything unsafe — a spillage, a broken fitting, a blocked exit, faulty equipment, a trailing cable, poor lighting — to reception or Campus Operations immediately. You do not need to be sure if it is serious. Reporting is free; not reporting is not.

### **10.6 Security, access and CCTV**

Carry your student ID on campus and produce it when asked. Do not let people you do not know into the building behind you. CCTV operates on campus and is managed in accordance with the Academy's data protection arrangements.

### **10.7 Environmental responsibility**

Use the recycling provided, turn off equipment and lights when you leave a room, and avoid unnecessary printing. The Academy's environmental and social responsibility commitments are set out in the relevant policy.

## 11. Student Conduct and Responsibilities

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### 11.1 The standard

The Academy expects a community built on trust and mutual respect. The standard is straightforward: behave towards others as a professional colleague would, and treat the campus as somewhere you have a stake in.

### 11.2 What is expected

| Expected                                                                               | Not acceptable                                                                                |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Treating students, staff, visitors and contractors with respect, in person and online. | Bullying, harassment, intimidation, threats, or abusive language or messages.                 |
| Challenging ideas robustly in academic discussion.                                     | Demeeaning, humiliating, or targeting the person expressing an idea.                          |
| Respecting differences in background, belief, identity, and circumstance.              | Discrimination, or conduct that makes someone unwelcome because of who they are.              |
| Behaving so that others can learn.                                                     | Persistent disruption of teaching or shared study spaces.                                     |
| Using facilities and equipment properly, and reporting faults.                         | Deliberate damage, theft, misuse of equipment, or disregard of safety requirements.           |
| Honesty in your academic work and your dealings with the Academy.                      | Academic misconduct, falsified records, fraudulent attendance recording, or dishonest claims. |
| Following reasonable instructions from staff, particularly on safety.                  | Refusing safety instructions or obstructing staff in carrying out their duties.               |

### 11.3 Harassment, bullying and sexual misconduct

The Academy has specific policies covering anti-harassment and bullying, and sexual misconduct, sexual harassment and staff–student relationships. If you experience or witness any of this, you can report it — to your PAT, to Student Support, or through the complaints route in Section 13. You will be told what your options are, including options that do not lead to a formal investigation, before anything happens.

### 11.4 Behaviour online

These standards apply to email, the learning platform, course-related group chats, and social media where the Academy, its staff, or its students are identifiable. Recording, photographing, or filming other people without consent is not acceptable.

## **11.5 Alcohol, drugs and prohibited items**

Attending teaching under the influence of alcohol or drugs, and the possession or supply of illegal substances on campus, are dealt with under the applicable conduct policy. Where substance use is connected to a health or wellbeing difficulty, support is available and seeking it is not itself a disciplinary matter.

## **11.6 When conduct becomes a formal matter**

Most concerns are resolved informally through a conversation. Where they are not, the Academy's conduct procedure applies, and serious matters may also engage the University's Student Conduct arrangements. You will be told in writing what is alleged, given the opportunity to respond, permitted to be accompanied, and given reasons for any outcome, with a route of appeal.

## 12. Fees, Funding and Student Administration

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### 12.1 Who handles what

Fees are the clearest example of the franchise division described at the start of this Handbook.

| If you are...                                 | Your fees are paid...                                                                                              | Talk to                                                                 |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Funded by the Student Loans Company           | By the SLC to the University of Wolverhampton, which pays the Academy for its share under the franchise agreement. | Fees and Funding at GVA for help with your application and any queries. |
| Self-funding, or not eligible for SLC funding | Directly to Green Valley Academy, on the terms set out in your offer letter and financial agreement.               | Fees and Funding at GVA.                                                |

The Academy does not apply fee sanctions. Suspension of services, debt recovery, interest and administration charges for late payment are matters for the University under its published policies. Where a financial matter could affect your registration, the Academy submits a documented recommendation to the University with full supporting information, and the University decides.

### 12.2 Applying for funding

Apply to the Student Loans Company as early as you can — applications take weeks, not days, and late funding creates avoidable stress. Fees and Funding at the Academy will help you with the application, tell you what evidence you need, and check that your course and provider details are entered correctly.

### 12.3 What your fees cover, and what they do not

Your offer letter and the student terms and conditions state your tuition fee, any additional or re-sit fees, and the circumstances in which fees may change. Read them before you enrol and keep a copy. If a cost is not stated there, ask before you incur it.

### 12.4 Refunds and compensation

Refund and compensation arrangements are set out in the Tuition Fees and Refunds Policy and, for fee liability, the University's Fee Liability, Refunds and Debtor Policy. In outline:

- you have a cancellation right in the period immediately following enrolment, set out in your student terms and conditions;
- after that, liability for fees paid directly to the Academy is calculated on the basis set out in the policy;
- where you are SLC-funded, the Academy notifies the University of your withdrawal and last verified date of attendance, and the University determines fee liability and notifies the SLC; and
- compensation may be considered where the Academy has been unable to deliver what was promised, and a refund alone does not put matters right — see also Section 14.

## 12.5 Financial hardship

If you are in financial difficulty, contact Student Support or Fees and Funding early. Advice, referral to external funding schemes and, in genuine hardship, short-term payment arrangements may be available. Students who leave this until they are in serious difficulty have fewer options than those who ask early.

## 12.6 Changing your studies

| If you want to...                                       | What to do                                                                     | Note                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Change your personal details, name or address           | Update your student record and tell Registry.                                  | Do this promptly — official communications go to the details we hold.                                                                                                                                                                                                                                       |
| Change your mode of study (e.g. full time to part time) | Speak to your PAT, then apply through Registry.                                | Only a mode validated for your course. Students with International status are not normally permitted to study part time.                                                                                                                                                                                    |
| Take a break in study (interruption)                    | Speak to your PAT and Registry before you stop attending.                      | A formal status: you stay registered but are not enrolled and must not attend or submit. Maximum four semesters (two academic years); your maximum registration period is extended by the same amount. Additional leave is available for jury service and maternity, paternity, parental or adoptive leave. |
| Transfer course                                         | Speak to your Course Director and Registry.                                    | Subject to the receiving course's entry requirements and available places.                                                                                                                                                                                                                                  |
| Withdraw                                                | You will first be offered a conversation with your PAT and the Wellbeing team. | So that withdrawal is never the outcome of a solvable problem. If you proceed, the Academy records it and notifies the University immediately.                                                                                                                                                              |

Three things worth knowing before you take a break. Summative assessment you have already submitted is carried forward and counts when you return, provided the assessment requirements have not changed. Continuation on the same course and the same modules cannot be guaranteed — you will be told if there is a material change while you were away. And because your course contains modules that run across the whole academic year, a break taken mid-year will usually mean repeating the module rather than resuming it: talk to your PAT about timing before you apply.

### **Before you withdraw**

Talk to someone first. Most students who consider withdrawing are dealing with something specific — a failed module, money, health, caring responsibilities, feeling out of place — and several of those have solutions that keep you on your course. If withdrawal is still right for you, doing it properly protects your fee position and your record.

## **12.7 Recognition of prior learning**

Where you have completed relevant higher education study, or have relevant experiential learning from work or training, you may be able to claim credit through Recognition of Prior Learning. Prior study would normally need to have been completed within the five years before the claim, and a minimum number of credits must in any case be studied and passed here. Talk to Admissions or Registry.

## 13. Complaints, Appeals and Resolution

### 13.1 Complaint or appeal?

These are different routes. Using the wrong one costs time, so check first.

|                 | A complaint                                                                                                                                                      | An academic appeal                                                                                                                |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Is about        | An act or omission of the Academy: the standard of a service, the conduct of a member of staff, facilities, information you were given, or how you were treated. | A decision of an Assessment Board: progression, an award, a classification, or the outcome of an extenuating circumstances claim. |
| Is not about    | A mark you disagree with. Academic judgement is not a ground of complaints.                                                                                      | Dissatisfaction with academic judgement that has been properly exercised.                                                         |
| Starts with     | Green Valley Academy (13.2).                                                                                                                                     | The University of Wolverhampton's Academic Appeals Procedure (13.4).                                                              |
| Typical grounds | —                                                                                                                                                                | A grade recorded incorrectly, or an error in the application of the regulations.                                                  |

### 13.2 Complaints: the Academy's procedure

| Stage                      | What happens                                                                                                                                                                                                                                       | Timescale                                                                                                                                                                                          |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stage 1 — Early resolution | Raise it with the person concerned, your PAT, the Module Leader, or Student Support. Most matters end here.                                                                                                                                        | Encouraged, but never compulsory. You may go straight to Stage 2 where the matter is serious or concerns the person you would otherwise raise it with.                                             |
| Stage 2 — Formal complaint | Submit in writing, stating what happened, what has been done so far, and the outcome you seek. Investigated by a senior member of staff with no prior involvement.                                                                                 | Submit within 10 working days of the Stage 1 response, or within 20 working days of the event if Stage 1 was not used. Acknowledged within 3 working days; written outcome within 15 working days. |
| Stage 3 — Internal review  | Request a review on the grounds that the procedure was not followed correctly, that the outcome was not reasonable on the evidence, or that new material evidence exists. Conducted by the Principal or a senior person with no prior involvement. | Request within 10 working days of the Stage 2 outcome; decided within 10 working days. This concludes the Academy's internal procedure.                                                            |

| Stage                                 | What happens                                                                                                                                                                                                  | Timescale                              |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| University stage                      | Where you remain dissatisfied, you may take the complaint to the University of Wolverhampton under its published Student Complaints Procedure. The Stage 3 letter will tell you the route and any time limit. | As published by the University.        |
| Office of the Independent Adjudicator | On completion of the University's internal procedures, you receive a Completion of Procedures letter and may then complain to the OIA.                                                                        | Within the OIA's published time limit. |

Where the remedy you are seeking rests with the University — anything touching assessment outcomes, registration, the award or fee liability — the Academy prepares a documented recommendation, tells you what has been submitted and to whom, and supports you while the University decides.

### 13.3 Support with a complaint

You may be accompanied at any meeting by a friend, family member, or adviser. Reasonable adjustments are made to every stage on request. No fee is charged at any stage. A complaint is recorded separately from your academic record and is never noted on your academic file, and you will not be disadvantaged for making one in good faith.

### 13.4 Academic appeals

Academic appeals against Assessment Board decisions are made to the University of Wolverhampton under its Regulations and Procedure for Academic Appeals, using the University's appeal forms. Appeals are considered on defined grounds — principally that a grade has been recorded incorrectly or that there has been an error in the application of the regulations — and are subject to a time limit that runs from the publication of the decision.

#### If you are thinking of appealing

Act quickly. Appeal deadlines are short and start from the date the decision was published, not the date you noticed it. Talk to your Personal Academic Tutor or Student Support first — they can help you identify whether you have a ground of appeal and put your case clearly. Keep your evidence. Submission receipts, correspondence and medical or other documentation are what an appeal turns on.

### 13.5 Applicant complaints

If you are an applicant rather than an enrolled student, a separate Applicant Appeals and Complaints Policy applies, with its own three stages and its own onward route to the University's Admissions Complaints Procedure.

## 14. Student Protection and Continuity of Study

### 14.1 Why this section exists

You have organised your employment, your finances, and your family life around this course. Student protection is the set of arrangements that protect that reliance if something changes. It is not a statement of intent — the protections in the Student Course Changes and Continuity of Study Policy are incorporated into the student contract and are therefore contractual entitlements.

### 14.2 If your course changes

Changes to a validated course are restricted, require defined approvals, and cannot simply be made. Where a change is proposed that affects you, you are entitled to:

- consultation before the decision is taken;
- individual written notice of what is changing and when;
- a clear statement of the options available to you; and
- a route to complain or seek a remedy if you are disadvantaged.

### 14.3 If delivery is disrupted or a course closes

If a course were suspended or closed, every enrolled student is assured either completion of their studies to the same standard through teach-out arrangements, or a supported and fully compensated alternative. Alternatives may include transfer to another provider with support to make the transfer work.

| Scenario                                 | What is guaranteed                                                                                     |
|------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Recruitment to the course is suspended   | Students already enrolled continue as normal; the suspension affects future intakes.                   |
| The course closes                        | Teach-out to completion for enrolled students, or a supported alternative with compensation.           |
| Short-term disruption to delivery        | Alternative arrangements to deliver the learning outcomes, with notice and, where appropriate, remedy. |
| A material change to what was advertised | Consultation, written notice, genuine options, and rights under the policy and consumer law.           |

### 14.4 The Student Protection Plan

The Academy maintains a Student Protection Plan setting out the risks to continuation of study, how they are mitigated, and what would happen if a risk crystallised. The current approved version is available in the controlled document repository. Always use the version linked from there rather than any older copy in circulation.

## 14.5 How you would be told

Individually and in writing, to the contact details held on your student record, and in a meeting where the change is material. This is one of the reasons keeping your details current matters.



## 15. Careers and Employability

### 15.1 Why this starts now, not in your final year

Your degree is not only about completing assessments. It is about developing the knowledge, skills, confidence and professional behaviours you take into your working life. Public health is a field where practical experience, professional networks and demonstrable communication skills matter as much as the classification on your certificate.

The students who perform better in the job market start in year one — not by applying for jobs, but by collecting evidence of what they can do. Your course is built to help with that: each year contains a module that runs across the whole year and carries employability and professional development work, and your Course Handbook explains what to do with each of them.

### 15.2 What is available

| Support                           | What it covers                                                                                           | Where                                                                                                                                                             |
|-----------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Careers guidance                  | One-to-one discussion of options, sectors, and next steps.                                               | Personal Academic Tutors, some of your modules cover this area, Student Support Lead.                                                                             |
| CV and application support        | Building a CV, writing applications, and personal statements.                                            | Personal Academic Tutors, some modules, Student Support Lead.                                                                                                     |
| Interview preparation             | Practice interviews and feedback.                                                                        | Personal Academic Tutors, some of your modules cover this area, Student Support Lead.                                                                             |
| Employability within your modules | Skills developed and evidenced through your assessments, projects, and professional development modules. | Your Module Guides and Course Handbook                                                                                                                            |
| Work experience and placement     | Practical experience built into your course, and further opportunities alongside study.                  | Your Course Handbook and Student Support                                                                                                                          |
| University careers services       | Services available to you as a University of Wolverhampton student.                                      | <a href="https://www.wlv.ac.uk/current-students/careers-employability-and-success/">https://www.wlv.ac.uk/current-students/careers-employability-and-success/</a> |
| Further study                     | Advice on postgraduate options and professional qualifications.                                          | Your Personal Academic Tutor                                                                                                                                      |

## 15.3 Build the evidence as you go

- Keep a record of every project, placement, presentation and piece of group work — what you did, what the outcome was.
- Take on a role: student representative, society organiser, volunteer. These are the examples interviewers ask for.
- Ask your PAT each semester for what would strengthen your employability for the year ahead.
- Use your feedback: the skills your markers say you need to develop are usually the ones employers will test.
- Start looking at job descriptions in your field in year one, so you know what you are building towards.

## 16. Key Contacts and Quick Reference

### 16.1 Academy contacts

| Role                            | Name                       | Contact                                                                     |
|---------------------------------|----------------------------|-----------------------------------------------------------------------------|
| Principal                       | Dr Pedro Longart           | pedro.longart@greenvalleyacademy.co.uk                                      |
| Chief Operating Officer         | G M Sajjad                 | gm.sajjad@unibridgegroup.co.uk                                              |
| Course Director                 | Dr Pedro Longart           | pedro.longart@greenvalleyacademy.co.uk                                      |
| Personal Academic Tutor         | Ben George, Rofiquel Islam | benjamin.george@greenvalleyacademy.co.uk,<br>rofiq@greenvalleyacademy.co.uk |
| Registry and student records    | Tarequl Islam              | registry@greenvalleyacademy.co.uk                                           |
| Admissions                      | Fahmida Akter Shupti       | admissions@greenvalleyacademy.co.uk                                         |
| Student Support                 | Aswany Shaji               | aswany.shaji@greenvalleyacademy.co.uk                                       |
| Wellbeing Team Leader           | Ben George                 | benjamin.george@greenvalleyacademy.co.uk                                    |
| Fees and Funding                | Md Mehedi Hasan            | hasan@greenvalleyacademy.co.uk                                              |
| Finance (payments and invoices) | Md Mehedi Hasan            | finance@greenvalleyacademy.co.uk                                            |
| Campus Operations               | Md Mehedi Hasan            | hasan@greenvalleyacademy.co.uk                                              |
| IT and digital services         | Rezwan Habib Youhana       | it@greenvalleyacademy.co.uk                                                 |
| Library services                | Aswany Shaji               | aswany.shaji@greenvalleyacademy.co.uk                                       |
| General enquiries               | -----                      | info@greenvalleyacademy.co.uk                                               |
| Students' Union                 | —                          | studentunion@greenvalleyacademy.co.uk                                       |

### 16.2 Safeguarding, health and safety

| Role                                | Name                               | Contact                               |
|-------------------------------------|------------------------------------|---------------------------------------|
| Designated Safeguarding Lead        | Aswany Shaji                       | aswany.shaji@greenvalleyacademy.co.uk |
| Deputy Designated Safeguarding Lead | Rofiquel Islam                     | rofiq@greenvalleyacademy.co.uk        |
| Safeguarding mailbox                | Aswany Shaji (DSL), Rofiquel Islam | safeguarding@greenvalleyacademy.co.uk |

| Role                       | Name                        | Contact                                                                         |
|----------------------------|-----------------------------|---------------------------------------------------------------------------------|
|                            | (Deputy DSL)                |                                                                                 |
| Prevent Lead               | Benjamin George             | benjamin.george@greenvalleyacademy.co.uk                                        |
| Health and Safety Adviser  | Md Mehedi Hasan             | hasan@greenvalleyacademy.co.uk                                                  |
| Fire Marshal               | Etiosa David Osawe          | davidetiosa@greenvalleyacademy.co.uk                                            |
| First Aiders               | Benjamin George, Hind Daadi | benjamin.george@greenvalleyacademy.co.uk,<br>hinddaadi@greenvalleyacademy.co.uk |
| Mental Health First Aiders | Benjamin George             | benjamin.george@greenvalleyacademy.co.uk                                        |
| Data Protection Lead       | Dr Pedro Longart            | pedro.longart@greenvalleyacademy.co.uk                                          |

## 16.3 Emergency and external contacts

|                                                | Contact                                                                                                                                                                          |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emergency services (police, fire, ambulance)   | 999                                                                                                                                                                              |
| Non-emergency police                           | 101                                                                                                                                                                              |
| NHS non-emergency medical advice               | 111                                                                                                                                                                              |
| Luton multi-agency safeguarding hub (children) | 01582 547563                                                                                                                                                                     |
| Luton adult safeguarding                       | Office Hours Phone: 01582 547730 (Alternative: 01582 547563)<br>Out-of-Hours Emergency Duty Team: 0300 300 8123<br>Email: adultsafeguarding@luton.gov.uk                         |
| Local authority designated officer (LADO)      | Office Phone: 01582 548069 (Alternative: 01582 548984)<br>Email: LADO@luton.gov.uk                                                                                               |
| Local Prevent team                             | Prevent Referral Email: PreventReferrals@beds.police.uk<br>Police Prevent Advice Line: 0800 011 3764 (Available 9:00 AM – 5:00 PM daily)<br>Anti-Terrorist Hotline: 0800 789 321 |
| Out-of-hours campus contact                    | 020 4518 7170                                                                                                                                                                    |

## 16.4 University of Wolverhampton

Student-facing University services and their contact routes are confirmed at induction and published on the learning platform. Where a matter must be raised with the University — an academic appeal, a complaint that has completed the Academy's internal procedure, or a question about fee liability — Registry or Student Support will tell you the correct route and, where appropriate, submit on your behalf.

## 17. Key Policies, Regulations and Documents

These are the documents that govern your studies. This Handbook summarises them; they, not this Handbook, are authoritative. All are available in the Academy's controlled document repository. Always use the version linked there — not a copy saved elsewhere.

### 17.1 Academic

| Document                                                | What it governs                                                                                                       | Where                                                                                       |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Academic Regulations 2026–27 (Undergraduate, 30 Credit) | Course and module structure, assessment, progression, awards, and classification.                                     | University-Regulations-2026-27-(UG-30-Credits)-2.pdf                                        |
| Course Specification                                    | The approved definition of your course and any approved exemptions.                                                   | Public Health with Foundation Year – Green Valley Academy                                   |
| Course Handbook 2026–27 (v2.3)                          | How your course runs: modules and credit values, teaching, assessment, progression and classification on your course. | Physical copy in the library. Sent to you by email                                          |
| Module Guides                                           | Learning outcomes, assessments, and reading for each module.                                                          | Canvas                                                                                      |
| Course Academic Calendar                                | Semester dates, assessment periods, and deadlines.                                                                    | See student handbook and Canvas                                                             |
| Fit to Sit and Extenuating Circumstances Policy         | What to do when circumstances affect an assessment.                                                                   | Fit to Sit and Extenuating Circumstances Policy and Procedure - University of Wolverhampton |
| Academic Misconduct and Disciplinary Policy             | Plagiarism, collusion, cheating, and their consequences.                                                              | MaC2374 - Write Right Booklet (2).indd                                                      |

### 17.2 Your rights and your money

| Document                                            | What it governs                           | Where                                              |
|-----------------------------------------------------|-------------------------------------------|----------------------------------------------------|
| Student Contract: Terms and Conditions of Enrolment | The contract between you and the Academy. | Physical copy in the library. Sent to you by email |
| Tuition Fees and Refunds Policy                     | Fees, payment, refunds, and compensation. | Physical copy in the library. Sent to you by email |

| Document                                              | What it governs                                              | Where                                                    |
|-------------------------------------------------------|--------------------------------------------------------------|----------------------------------------------------------|
| Student Course Changes and Continuity of Study Policy | What happens if your course changes, is suspended or closes. | Physical copy in the library. Sent to you by email       |
| Student Protection Plan                               | Risks to continuation of study and how they are mitigated.   | Physical copy in the library. Sent to you by email       |
| Student Complaints Policy and Procedure               | How to complain, and what happens next.                      | Current Student Complaints - University of Wolverhampton |
| Applicant Appeals and Complaints Policy               | For applicants, not enrolled students.                       | Academic Appeals - University of Wolverhampton           |

### 17.3 Support, inclusion and safety

| Document                                                                    | What it governs                                          | Where                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Support, Wellbeing and Support to Study Policy                      | Wellbeing support and the Support to Study framework.    | <a href="#"><u>Support to Study Policy and Procedure - University of Wolverhampton</u></a>                                                                                                                               |
| Disability Disclosure and Learning Support Policy                           | Disclosure, assessment of need and support arrangements. | <a href="#"><u>Disability-Equality-Action-Plan.pdf</u></a>                                                                                                                                                               |
| Equity, Diversity and Inclusion Policy, and Reasonable Adjustments          | Inclusion and the adjustments process.                   | <a href="https://www.wlv.ac.uk/media/departments/equality-and-diversity-unit/documents/EDI-Policy-2026.pdf"><u>https://www.wlv.ac.uk/media/departments/equality-and-diversity-unit/documents/EDI-Policy-2026.pdf</u></a> |
| Safeguarding and Prevent Policy and Code of Conduct                         | Safeguarding duties, referral routes, and prevention.    | <a href="#"><u>Safeguarding - University of Wolverhampton</u></a>                                                                                                                                                        |
| Health and Safety Policy                                                    | Campus safety, fire, first aid, and risk assessment.     | <a href="#"><u>Health and Safety Policy - University of Wolverhampton</u></a>                                                                                                                                            |
| Anti-Harassment and Bullying Policy                                         | Harassment, bullying, and how to report it.              | <a href="#"><u>Policy on unfair discrimination, harassment and b - University of Wolverhampton</u></a>                                                                                                                   |
| Sexual Misconduct, Sexual Harassment and Staff–Student Relationships Policy | Reporting routes and support.                            | <a href="#"><u>Personal-Relationships-Policy-v1-Jan-2025-FINAL.docx</u></a>                                                                                                                                              |
| IT, Data Protection and Data Security Policy, and student privacy notice    | How your personal data is used and protected.            | <a href="#"><u>IT Acceptable Use Policy - University of Wolverhampton</u></a> <a href="#"><u>Data Protection Policy - University of Wolverhampton</u></a>                                                                |

| Document                                 | What it governs                                   | Where                                                                          |
|------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------|
| Student Attendance and Engagement Policy | Attendance monitoring and engagement support.     | <u><a href="#">Student Engagement Policy - University of Wolverhampton</a></u> |
| Freedom of Speech and Expression Policy  | Lawful expression and academic freedom on campus. | <u><a href="#">Freedom of Speech - University of Wolverhampton</a></u>         |

# 18. Document Control

|                                  |                                                                             |
|----------------------------------|-----------------------------------------------------------------------------|
| Document title                   | Green Valley Academy Student Handbook 2026–27                               |
| Document status                  | Approved                                                                    |
| Version                          | 2.3                                                                         |
| Supersedes                       | Student Handbook v2.2, 5 October 2026                                       |
| Document owner                   | Principal, Green Valley Academy                                             |
| Academic year                    | 2026–27                                                                     |
| Approved by                      | Academic Board                                                              |
| Approval date                    | 5 October 2026 (v2.2)                                                       |
| University review / confirmation | TBC                                                                         |
| Document location                | Green Valley Academy controlled document repository —                       |
| Next review                      | July 2027, or earlier following a material regulatory or partnership change |
| Accessible formats               | Available on request from Student Support                                   |

## 18.1 Version history

| Version | Date           | Change                                                                                                                                                                                                                                                                                                                                                    |
|---------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.0     | August 2026    | Initial draft. Not issued to students.                                                                                                                                                                                                                                                                                                                    |
| 2.0     | September 2026 | Restructured as a student-facing navigational handbook: student journey, programme, digital services, library and study skills, student voice, fees and administration, complaints and appeals, student protection, careers, key contacts and appendices added. Regulatory reference aligned to the Undergraduate 30-Credit Academic Regulations 2026–27. |

| Version | Date           | Change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1     | September 2026 | Aligned with the Course Handbook 2026–27 v2.2. Module credit values corrected; student support and reasonable adjustments restated in line with franchise agreement Clause 11; "Course Guide" renamed "Course Handbook" throughout; Grade 0 F added to the mark scheme; 130-credit whole-course compensation limit added; option-module and Canvas-credential entries clarified.                                                                                                                                                                                                                                                                                                                                                                   |
| 2.2     | October 2026   | Aligned with the revised and confirmed course structure and with Course Handbook 2026–27 v2.3. The course is delivered in 30-credit modules in line with the Undergraduate 30-Credit Regulations, with a 60-credit Research Dissertation at Level 6; the regulation 1.3.1 exemption previously recorded no longer applies and has been removed. Section 3.3 rewritten, with notional-hours examples recalculated (300 hours for a 30-credit module, 600 for the dissertation). Progression, compensation, resit-capping and classification explanations restated in modules. Intake corrected to a single September entry, and the January Welcome Week removed from Section 2.6 and Appendix C. Year-long modules noted in Sections 4.3 and 12.6. |
| 2.3     | October 2026   | Editorial and contact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| Version | Date | Change                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |      | <p>corrections ahead of web publication. Safeguarding, Prevent and health and safety contacts in Section 16.2 and Appendix E aligned with the Role and Designation Schedule v2.0 (Prevent Lead, Health and Safety Adviser, Deputy DSL and safeguarding mailbox). Email addresses corrected; duplicated heading and contents entry corrected; grammar, spelling and British English consistency corrected throughout. No change to policy or regulatory content.</p> |

## 18.2 Statement of precedence

This Handbook summarises key information for Green Valley Academy students. It does not replace the University of Wolverhampton Academic Regulations, the approved Course Specification, Course Handbook, Module Guides, the student terms and conditions, or any applicable policy or procedure. Where a conflict arises, the formally approved document takes precedence. Academic Regulations are reviewed annually.

# A final word

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Green Valley Academy will ask a great deal of you.

We will ask you to work hard. To think critically. To act honestly. To respect people whose experiences may be very different from your own. To care for the institution you have joined.

In return, you should ask a great deal of us.

Expect us to teach you well. To listen. To be fair. To support you. To explain our decisions. To recognise when something is not working and improve it.

Green Valley Academy is not somewhere you simply attend. It is a community you join, contribute to, and help build.

# Appendix A — First Week Checklist

Use this list during induction and your first weeks. Tick the box in the first column when you have completed each task. If you cannot complete a task by the date shown, tell your Personal Academic Tutor.

| ✓                        | Task                                                               | By when                |
|--------------------------|--------------------------------------------------------------------|------------------------|
| <input type="checkbox"/> | Complete enrolment and confirm my student record is correct        | Before teaching starts |
| <input type="checkbox"/> | Collect my student ID                                              | Induction              |
| <input type="checkbox"/> | Log in to my Academy email — and check it                          | Day 1                  |
| <input type="checkbox"/> | Log in to Canvas and check all my modules appear                   | Day 1–2                |
| <input type="checkbox"/> | Log in to the student record system                                | Day 1–2                |
| <input type="checkbox"/> | Download my timetable and note my teaching rooms                   | Induction              |
| <input type="checkbox"/> | Download my Course Handbook and every Module Guide                 | Week 1                 |
| <input type="checkbox"/> | Note every assessment deadline for the semester in my own calendar | Week 1                 |
| <input type="checkbox"/> | Meet my Personal Academic Tutor and save their contact details     | Week 1–2               |
| <input type="checkbox"/> | Find the library, and borrow or access one core text               | Week 1                 |
| <input type="checkbox"/> | Complete any academic integrity or referencing induction activity  | Week 1–2               |
| <input type="checkbox"/> | Note the fire exits and the assembly point for my usual rooms      | Week 1                 |
| <input type="checkbox"/> | Save the Designated Safeguarding Lead's contact details            | Week 1                 |
| <input type="checkbox"/> | Tell Student Support about any support need or adjustment          | As early as possible   |
| <input type="checkbox"/> | Confirm my funding is in place, or speak to Fees and Funding       | Week 1                 |
| <input type="checkbox"/> | Find out who my student representative is, or stand for election   | Weeks 1–3              |

## Appendix B — Who Do I Contact?

| My question                                             | First contact                                     | If unresolved                                      |
|---------------------------------------------------------|---------------------------------------------------|----------------------------------------------------|
| I do not understand the assessment brief                | Module Leader                                     | Course Director                                    |
| I am going to miss a deadline                           | Personal Academic Tutor — before the deadline     | Student Support (Extenuating Circumstances)        |
| I disagree with a mark                                  | Module Leader (for feedback and explanation)      | Academic appeal, if there is a ground (Section 13) |
| I cannot log in to Canvas                               | IT support                                        | Registry                                           |
| I cannot access a journal or e-book                     | Library services                                  | IT support                                         |
| I need an extension or an adjustment                    | Personal Academic Tutor / Student Support         | Course Director                                    |
| I have a disability or condition to disclose            | Student Support                                   | Principal                                          |
| I am struggling with money                              | Fees and Funding / Student Support                | Principal                                          |
| My personal details have changed                        | Registry                                          | —                                                  |
| I want to interrupt or withdraw                         | Personal Academic Tutor, then Registry            | Course Director                                    |
| I am worried about my safety or someone else's          | Designated Safeguarding Lead (999 if immediate)   | Deputy DSL / Principal                             |
| I want to complain about a service or a member of staff | Stage 1: the person concerned, or Student Support | Stage 2: formal complaint (Section 13)             |
| I want to give feedback about my course                 | Student representative or Module Leader           | Student–Staff Liaison meeting                      |
| I want careers advice                                   | Personal Academic Tutor                           | Careers support (Section 15)                       |

# Appendix C — Key Dates 2026–27

Taken from the approved Academic Calendar 2026–27. All dates are the week commencing. Your Course Academic Calendar remains the authoritative source, and individual assessment deadlines are published in your Module Guides and on the learning platform.

## Three things to do with these dates

Put every assessment deadline from your Module Guides into your own calendar in week one, not the week before. Note the Award Board dates. Marks are provisional until the Board has confirmed them, and appeal deadlines run from the publication of the Board's decision. Note the non-teaching periods. They are not holidays from your assessments — the winter and spring breaks fall immediately before assessment and resit periods.

## At a glance

| SEMESTER                                        | Week commencing                     |
|-------------------------------------------------|-------------------------------------|
| Welcome Week and induction                      | Monday 14 September 2026            |
| Semester 1 teaching (weeks 1–12)                | 21 September – 7 December 2026      |
| Semester 1 assessment preparation               | 14 December 2026                    |
| Non-teaching period (winter)                    | 21 December 2026 – 28 December 2026 |
| Semester 1 assessment                           | 4 January 2027                      |
| Semester 2 teaching (weeks 1–9)                 | 18 January – 15 March 2027          |
| Semester 1 Award Boards                         | 15 February 2027                    |
| Semester 1 resits                               | 22 March 2027                       |
| Non-teaching period (spring)                    | 22 March – 29 March 2027            |
| Semester 2 teaching (weeks 10–12)               | 5 April – 19 April 2027             |
| Semester 2 assessment preparation               | 26 April 2027                       |
| Semester 2 assessment                           | 3 May – 10 May 2027                 |
| Semester 3 teaching (weeks 1–12) and assessment | 17 May – 9 August 2027              |
| Semester 2 Award Boards                         | 21 June 2027                        |
| Semester 2 resits and all resit examinations    | 5 July 2027                         |
| Re-assessment Award Boards                      | 2 August 2027                       |

## One intake only

The BSc (Hons) Public Health with Foundation Year has a single September entry, and the first cohort commences on 14 September 2026. The Academy's institutional calendar retains a Welcome Week commencing 11 January 2027 for other provision; it does not apply to your course, and for this cohort that week is a non-teaching week between the Semester 1 assessment period and the start of Semester 2.

## Week by week

| Week | Commencing  | Activity               | Boards, resits and events |
|------|-------------|------------------------|---------------------------|
|      |             | SEMESTER 1             |                           |
| 1    | 14 Sep 2026 | Welcome Week           |                           |
| 2    | 21 Sep 2026 | S1 week 1              |                           |
| 3    | 28 Sep 2026 | S1 week 2              |                           |
| 4    | 5 Oct 2026  | S1 week 3              |                           |
| 5    | 12 Oct 2026 | S1 week 4              |                           |
| 6    | 19 Oct 2026 | S1 week 5              |                           |
| 7    | 26 Oct 2026 | S1 week 6              |                           |
| 8    | 2 Nov 2026  | S1 week 7              |                           |
| 9    | 9 Nov 2026  | S1 week 8              |                           |
| 10   | 16 Nov 2026 | S1 week 9              |                           |
| 11   | 23 Nov 2026 | S1 week 10             |                           |
| 12   | 30 Nov 2026 | S1 week 11             |                           |
| 13   | 7 Dec 2026  | S1 week 12             |                           |
| 14   | 14 Dec 2026 | Assessment preparation |                           |
| 15   | 21 Dec 2026 | Non-teaching period    |                           |
| 16   | 28 Dec 2026 | Non-teaching period    |                           |
| 17   | 4 Jan 2027  | Semester 1 assessment  |                           |
|      |             | SEMESTER 2             |                           |

| Week | Commencing  | Activity                          | Boards, resits and events |
|------|-------------|-----------------------------------|---------------------------|
| 18   | 11 Jan 2027 | Non-teaching week for this cohort |                           |
| 19   | 18 Jan 2027 | S2 week 1                         |                           |
| 20   | 25 Jan 2027 | S2 week 2                         |                           |
| 21   | 1 Feb 2027  | S2 week 3                         |                           |
| 22   | 8 Feb 2027  | S2 week 4                         |                           |
| 23   | 15 Feb 2027 | S2 week 5                         | Semester 1 Award Boards   |
| 24   | 22 Feb 2027 | S2 week 6                         |                           |
| 25   | 1 Mar 2027  | S2 week 7                         |                           |
| 26   | 8 Mar 2027  | S2 week 8                         |                           |
| 27   | 15 Mar 2027 | S2 week 9                         |                           |
| 28   | 22 Mar 2027 | Non-teaching period               | Semester 1 resits         |
| 29   | 29 Mar 2027 | Non-teaching period               |                           |
| 30   | 5 Apr 2027  | S2 week 10                        |                           |
| 31   | 12 Apr 2027 | S2 week 11                        |                           |
| 32   | 19 Apr 2027 | S2 week 12                        |                           |
| 33   | 26 Apr 2027 | Assessment preparation            |                           |
| 34   | 3 May 2027  | Semester 2 assessment             |                           |
| 35   | 10 May 2027 | Semester 2 assessment             |                           |

| Wk | Commencing  | Activity   | Boards, resits and events |
|----|-------------|------------|---------------------------|
|    |             | SEMESTER 3 |                           |
| 36 | 17 May 2027 | S3 week 1  |                           |
| 37 | 24 May 2027 | S3 week 2  |                           |
| 38 | 31 May 2027 | S3 week 3  |                           |

| Wk | Commencing  | Activity              | Boards, resits and events                    |
|----|-------------|-----------------------|----------------------------------------------|
| 39 | 7 Jun 2027  | S3 week 4             |                                              |
| 40 | 14 Jun 2027 | S3 week 5             |                                              |
| 41 | 21 Jun 2027 | S3 week 6             | Semester 2 Award Boards                      |
| 42 | 28 Jun 2027 | S3 week 7             |                                              |
| 43 | 5 Jul 2027  | S3 week 8             | Semester 2 resits and all resit examinations |
| 44 | 12 Jul 2027 | S3 week 9             |                                              |
| 45 | 19 Jul 2027 | S3 week 10            |                                              |
| 46 | 26 Jul 2027 | S3 week 11            |                                              |
| 47 | 2 Aug 2027  | S3 week 12            | Re-assessment Award Boards                   |
| 48 | 9 Aug 2027  | Semester 3 assessment |                                              |

Which semesters you study depends on the mode of study approved for your course. Your Course Handbook and Course Academic Calendar confirm the pattern that applies to you.

## Appendix D — Student Digital Access

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Complete this at induction and keep it. It is the fastest way to solve a problem at 11pm the night before the deadline.

| System                     | Who to contact                                     |
|----------------------------|----------------------------------------------------|
| GVA student email          | IT                                                 |
| University student account | Personal Academic Tutor                            |
| Canvas                     | Personal Academic Tutor                            |
| Student record             | Registry                                           |
| Assessment submission      | Personal Academic Tutor                            |
| Library / e-resources      | Librarian/ Personal Academic Tutor                 |
| Timetable                  | Academic Administrator/<br>Personal Academic Tutor |

### Remember

Never share your password. Staff will never ask you for it. Report a technical problem the day it happens and keep the evidence.

# Appendix E — Emergency and Safeguarding Contacts

Keep this page. It is also displayed on campus and reviewed at least once each term.

| Situation                                                           | Contact                                     | Number / email                                                       |
|---------------------------------------------------------------------|---------------------------------------------|----------------------------------------------------------------------|
| Immediate danger to life, fire, serious injury or crime in progress | Emergency services                          | 999                                                                  |
| Non-emergency police matter                                         | Police                                      | 101                                                                  |
| Urgent but non-emergency medical advice                             | NHS                                         | 111                                                                  |
| A safeguarding concern about yourself or another person             | Designated Safeguarding Lead — Aswany Shaji | aswany.shaji@greenvalleyacademy.co.uk                                |
| A safeguarding concern when the DSL is unavailable                  | Deputy DSL — Rofiquel Islam                 | safeguarding@greenvalleyacademy.co.uk                                |
| Safeguarding mailbox                                                | Designated Safeguarding Lead and Deputy DSL | safeguarding@greenvalleyacademy.co.uk                                |
| A Prevent concern                                                   | Prevent Lead — Benjamin George              | benjamin.george@greenvalleyacademy.co.uk                             |
| An accident, injury or near miss on campus                          | First Aider / reception                     | aswany.shaji@greenvalleyacademy.co.uk                                |
| A mental health concern                                             | Mental Health First Aider / Wellbeing team  | wellbeing@greenvalleyacademy.co.uk                                   |
| A fire, safety hazard or building fault                             | Fire Marshal / Campus Operations            | davidetiosa@greenvalleyacademy.co.uk, hasan@greenvalleyacademy.co.uk |
| A concern out of hours                                              | Out-of-hours contact                        | +44 02045187170                                                      |

## You do not have to be certain

If you are worried about someone, report it. It is not your job to investigate, to be sure, or to decide whether it is serious enough. Telling the Designated Safeguarding Lead is always the right thing to do.

Version 2.3 · 12 October 2026