

**Staffordshire University  
BA (Hons) Early Childhood Studies**

**STUDENT HANDBOOK**

**2011 - 2012**

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## **Abbreviations**

CWDC	Childhood Workforce Development Council
EDEY	Foundation Degree in Early Years
EPD	Extended Professional Development
EYFS	Early Years Foundation Stage
EYPS	Early Years Professional Status
HEFCE	Higher Education Funding Council for England
NQF	National Qualifications Framework
PDP	Professional Development Planning
QAA	Quality Assurance Agency
QTS	Qualified Teacher Status
SURF	Stafford University Regional Federation

## Glossary of Key Terms

Accreditation of prior learning	It is possible for students, who have completed modules/course with similar learning outcomes at a similar level to be exempt from the teaching and assessment of the module, to be awarded credit
Children's Centre	Multi-agency service that meet the needs of children and their families. The core offer integrated learning, full day care from birth, family support, health services, outreach services and access to training and employment advice.
Core module	Compulsory module.
External Examiner	Individual/s external to Staffordshire University who independently moderate student's work and advise on course related issues
Flexible learning	Educational philosophy concerned with providing learners with choice and convenience to suit the learner.
Government	Term referring to the English administration at Westminster
Levels	In this context they refer to the level of the learning that takes place and is assessed. Level 6 equates to that which takes place at honours degree level.
Module tutor	Academic member of staff who has responsibility for joint or sole planning, delivery, assessment, monitoring and evaluation of a specific programme.
Personal tutor	An academic tutor with responsibility for the pastoral care of students, to help resolve problems and advice on who to approach for help.
Programme Leader	The person in charge of the management of the programme. Their role involves overseeing the day to day running of the programme.
Standardisation Meeting	Meeting takes place after an assessment to ensure consistency of marking between assessors and to arrive at a final agreed mark.
Student handbook	The handbook is available to all students on the course and provides a comprehensive guide to the course studied, regulations and assessment.

## Section 1 - Introduction

### 1.1 Welcome

Welcome to the BA (hons) Early Childhood Studies at Staffordshire University. We hope you will find this course interesting and useful to your career. This Handbook contains information about the course and the University.

At Staffordshire University we pride ourselves in being at the forefront of a student centred approach to learning and teaching. Central to this belief is that you and your total learning experience matters to us. As such, this is your course and the more you contribute to it the more you will get out of it. You will find that the staff take an informal, although disciplined, approach to your teaching and learning. Discussion and full participation are encouraged with a variety of teaching methods used. The programme is a demanding one that requires a high level of commitment, but it will be immensely rewarding.

We hope that you enjoy the course and if you have any concerns or ideas for improving the programme delivery we would like to hear them. If you need any further information please contact your Personal Tutor.

### 1.2 Key Contacts

You may wish to record some important information below:

Personal tutor: Name / phone number / e-mail address/office location

.....  
.....

Course Tutor: Name / phone number / e-mail address/office location

.....  
.....

Award Leader: Name / phone number / e-mail address/office location

.....  
.....

### 1.3 Staffordshire University

Staffordshire University has two main sites in Stoke-on-Trent and Stafford; it also has a centre in Lichfield. Staffordshire University has 15,000 full time students, 2,500 part time students and 1,500 staff. The University is organised into four Faculties which are Arts, Media and Design; Health; Computing, Engineering and Technology; and Sciences. There are two schools which cover the areas of Business and Law. In addition to the Faculties there are a number of sections, which provide a service to the University as a whole and are administered centrally, these are the Careers Service, Computer Services, Financial Services, Library and Information Services, Public Relations, Operational Services and the Student Office providing residential and Welfare services. The University is managed by the Vice Chancellor, Professor Michael Gunn, who is responsible to the Board of Governors for the conduct of the Institution in accordance with the Articles of Governance.

## **1.4 Rationale for the Awards**

The BA (hons) Early Childhood Studies at Staffordshire University is designed to allow progression from appropriate Level 3 qualifications (A' levels or equivalent). This programme provides an opportunity for those of you who have completed level 3 qualifications, to enhance your professional understanding and knowledge of childhood studies through academic study and professional reflection on experience. The programme comprises 24 modules. All of the modules within the programme provide academic and professional development through attendance at taught sessions and tutorials, and through structured reflection, observation and enquiry, including placement based observation. In this way you will be able to develop your professional skills, knowledge, understanding, and academic ability and thereby further your professional practice. The modules have been designed to ensure coverage of the academic content relevant to those of you wishing to proceed to Early Years Professional Status or other related career opportunities.

The rationale for the BA (hons) Early Childhood Studies is to provide an opportunity for those of you wanting to work with young children, to build on your knowledge and experience through study at higher education level, in order to enhance understanding of professional roles. In addition this will provide a route to obtain professional qualifications at a higher level. It is designed for candidates who may have limited experience of Early Years and those who have obtained their level three qualifications through a vocational route.

Both Staffordshire Early Years Unit and Stoke Early Years Unit fully support this programme and have encouraged its development. Employer partnership and support for participants on the course and the provision of appropriate work-based placement experience is essential. This involvement of employers will ensure the provision of an appropriate and supportive work-based learning environment for you.

Rigorous and broad-based academic learning will underpin your programme and will include work specific skills, such as key skills in communication, team working, problem solving, application of number, use of information technology and improving own learning and performance; generic skills such as reasoning and work process management are also included.

## **1.5 Distinctive Features of the Awards**

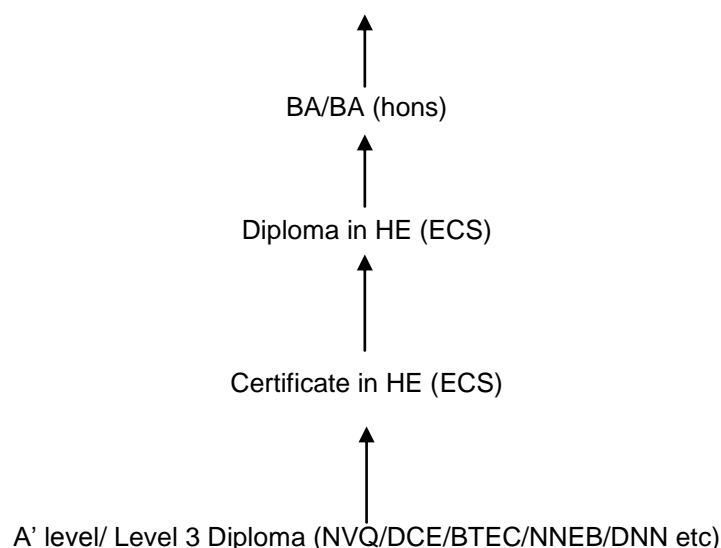
1. You will attend work placement integral to the programme and this is an essential part of the learning for many of the modules. This provides insight into the work place culture. Learning how to cope in the early years workplace is a very complex endeavour, and may determine the level of fulfilment and satisfaction that is achieved overall.
2. Opportunities to broaden the scope of your degree are available with the University General Options undertaken in each year of the award. In an increasingly competitive marketplace , even well qualified graduates face difficulty stepping onto the first rung of the career ladder, broad based experience with other transferable skills are invaluable to an employer.

## 1.6 Progression Routes

The programme offers you substantial career enhancement opportunities including the underpinning knowledge for Early Years Professional Status. As a graduate of Staffordshire University you will have the option of a range of careers in the early childhood area, as well as completing postgraduate qualifications in order to work in the health, legal, education and social work fields.

**Fig 1 Possible Progression Routes from BA (Hons) Early Childhood Studies**

Assessors Awards	Teaching FE : DTLLS CTLLS	Graduate based employment outside the vocational area
Social work: Postgraduate Degree	National Professional Qualification in Integrated Centre Leadership	Masters degree PhD
Early Years Professional Status	Employment: Family/ children centres, care support, educational admin and management, playwork, learning support etc	Teaching: PGCE Graduate teacher programme SCITT



## 1.7. Accreditation of Prior (Experiential) Learning

You may apply for a recognition of prior learning (AP(E)L) in accordance with the policy for AP(E)L issued by Staffordshire University, available on the University website "Recognising Prior Learning: A Guide to APL Policy".

Please contact the Award Leader with any queries regarding the APL process.

### **1.8. Duration of the Award**

The award typically lasts for three years. Please be aware that you must complete the award within eight years of registration.

### **1.9. Withdrawal / Intermission**

You can withdraw/intermit from the award using the University Withdrawal Procedure. You are advised to seek advice, guidance and information on available options with your personal tutor.

## **Section 2 - Aims and Learning Outcomes of the BA (Hons) Early Childhood Studies**

### **2.1 Programme Aims**

The BA (hons) Early Childhood Studies is a modular award within the Undergraduate Modular Framework. The awards are designed to be studied on a full time basis however a part time route may be available to you in discussion with your tutors. There are four awards available.

- **BA (hons) Early Childhood Studies**
- **BA Early Childhood Studies**
- **Diploma in Higher Education (Early Childhood Studies)**
- **Certificate in Higher Education (Early Childhood Studies)**

Through a multidisciplinary approach the programme focuses on the following aims:

- Encourage your competence as learners and aid them to build upon their previous learning experiences to develop the skills of self awareness, reflection, evaluation and analysis.
- Provide knowledge and understanding required for high quality care and education of young children.
- Extend knowledge and understanding of the continuum of holistic growth and development of young children.
- Provide high quality and flexible teaching and learning experiences.
- Encourage students to relate theory to practice within their placement experiences.
- Ensure that students can demonstrate that they have appropriate value and belief systems relating to child care and education, including safeguarding children, inclusive practice, anti-discriminatory/anti-bias practice.

- Develop in students the ability to construct and sustain a reasoned argument, informed by research, about a wide range of issues, engaging critically with evidence based reflective practice.
- Provide a suitable basis for eventual progression to programmes such as QTS/ EYPS or further academic study.

## 2.2 Learning Outcomes

Each award of the University is defined by a set of learning outcomes that indicate the knowledge and skills that you will be able to demonstrate upon completion of your award.

The learning outcomes for the BA Early Childhood Studies award are to enable students to:

- Have a knowledge and understanding of key aspects of early childhood studies and to discuss theories relating to early childhood. (SU: Knowledge and Understanding, Learning)
- Have the ability to select literature relating to early childhood studies, via academic search strategies and to evaluate such research. (SU: Knowledge and Understanding, Learning, Enquiry)
- Have the ability to communicate relevant ideas and findings through written and oral means, individually and in groups. (SU: Communication)
- Respond positively to professional training, developing existing skills, and acquiring new competencies that enable them to assume significant responsibility within organisations. (SU: Learning, Application, Reflection)
- Evaluate the impact and limitations of theory upon practice in relation to settings organisation and management. (SU: Analysis)
- Reflect critically on the use of quantitative and qualitative methods in early childhood research and be able to evaluate examples of such research. (SU: Knowledge and Understanding, Enquiry, Analysis, Problem Solving)

The BA (hons) Early Childhood Studies award aims to enable students to:

- Have a knowledge and understanding of key aspects of early childhood studies and to critically evaluate and discuss theories relating to early childhood. (SU: Knowledge and Understanding, Learning)
- Select appropriate early childhood studies literatures via extensive, academic search strategies and to evaluate critically such research. (SU: Knowledge and Understanding, Learning, Enquiry)

- Have the ability to communicate relevant ideas and findings through written and oral means, individually and in groups. (SU: Communication)
- Respond positively to professional training, developing existing skills, and acquiring new competencies that enable them to assume significant responsibility within organisations (SU: Learning, Application, Reflection)
- Evaluate critically the impact and limitations of theory upon practice in relation to settings organisation and management. (SU: Analysis)
- Reflect critically on the use of quantitative and qualitative methods in early childhood studies research, and be able to evaluate critically examples of such research (SU: Knowledge and Understanding, Enquiry, Analysis, Problem Solving)
- Develop appropriate questions to achieve a solution to a problem and use decision-making skills in complex and unpredictable contexts. (SU: Problem Solving)
- Design and conduct methodologically and ethically sound early childhood studies research, critically analyse research findings and write up research clearly and professionally. (SU: Enquiry, Analysis, Problem Solving, Communication).

### Section 3. Programme Structure

Level 4	Study Skills for Early Childhood Studies (15 credits)	Introduction to the History and Philosophy of Early Childhood Studies (15 credits)	Early Years Curriculum and the Learning Environment (15 credits)	General Option (15 credits)	Semester one
	Observation and Assessment (15 credits)	Inclusion, Rights, Policy and Practice (15 credits)	Physical Development and the Healthy Child (15 credits)	Professional Development Placement (1) (15 credits)	Semester two
Level 5	Play, Planning and Pedagogy (15 credits)	Social and Emotional and Moral Development (15 credits)	Safeguarding Children (15 credits)	Professional Development Placement (2) (30 credits)	Semester one
	Approaches to Cognition, Language and Literacy (15 credits)	Families, Homes and Childhood (15 credits)	General Option (15 credits)		Semester two
Level 6	Reflective Practitioner (30 credits)		Multi-Professional Perspectives (15 credits)	Professional Development Placement (3) (15 credits)	Semester one
	Small Independent Research Project (30 credits)		Leadership for Quality (15 credits)	General Option (15 credits)	Semester two

**Fig. 2. Programme structure, levels of delivery and credit ratings**

### **3.1. Awards at Staffordshire University**

The BA (hons) Early Childhood Studies is a modular award within the undergraduate modular framework. This is the system through which you will work in order to meet the requirements for the award for which you have registered. The majority of undergraduate awards at Staffordshire University comply with its structures and principles.

If you wish to obtain the honours degree you must successfully complete 360 credits. All modules on this programme are core modules (with exception of the General Option Modules), therefore ALL modules will need to be successfully completed to achieve the qualification.

### **3.3 Modules and Credits**

Every module at the University is allocated a credit level and is worth a specified number of credits at that level, normally associated with the total learning time required for successful completion of that module. Every module is identified by a unique code the suffix of which indicates its credit level, for example, a level 4 module is shown by its -4 suffix. Each module has a coherent set of formally identified learning outcomes. In order to earn credit for each module, you must satisfy the assessment criteria for all of the designated learning outcomes for the module. The credit rating of undergraduate modules is normally either 15 or a multiple of 15. The credit ratings for modules on the BA (hons) Early Childhood Studies can be seen in **Fig. 2** above.

All modules are core modules (except for General Option Modules) therefore withdrawal from one module would require you to withdraw from the award.

### **3.4. Student Placement**

A key feature of this programme is the professional development placement. The usefulness and importance of work placement is in the effort that you put into these modules. The work placement will give you the opportunity to learn new skills and reinforce those you already possess. The placement will also act as a useful bridge between theory and practice and will provide you with an arena in which you will observe and “test” out what you have learned at University. This will allow you a real opportunity to deal with issues that go hand in hand with holding down a job. On a personal level placements can also offer opportunities for you to boost confidence, self knowledge and communication skills.

Students undertaking the BA (hons) Early Childhood Studies will come from a number of differing vocational/academic routes, but you will all cover the learning outcomes across the full early years age range of 0-7.11 years. However, you may select a particular route to specialise some of your assessments to a specific vocational area or age group.

You will be required to attend a work placement one day a week throughout the course. You will be asked to approach work settings within the early years field, (schools, nurseries, childminders, playgroups, hospitals etc) to negotiate your work placements. It is suggested that you contact the manager/head teacher in writing to arrange a personal interview in the weeks before the first Professional Development module starts. The module tutor will help you to arrange this and suggest the best

way to approach the setting. Each work placement will need to be approved by your University tutor who will ensure that each placement has been Ofsted inspected and commits to a high standard of care, education, health and safety and equality of opportunity. All placements will be registered with the Local Authority Ofsted under the Children Act 1989, this indicates minimum standards. Placements must hold a registration certificate and will be inspected regularly by Ofsted.

Each Professional Development module is twelve weeks in duration and you will be required to undertake 72 hours of vocational placement in that time. Suitable settings will be discussed with the module tutor. The attendance at work placement will be essential for the integrated nature of the programme as all modules will be related to the experience that you receive and particular modules (Observation and Assessment, Play, Planning and Pedagogy) will require you to undertake work in the vocational setting for your summative assessment.

You will be issued with a record of competency and they will be required to identify evidence that shows your competency in each task. Evidence will be obtained through observation by the work place supervisors or your University tutor who will visit the placement. You must complete evidence for all the competences to complete the qualification. All vocational placements will be carefully monitored by the University tutor.

The aims of the student placements are:

- To consolidate, complement and extend aspects of the academic programme.
- To enhance your awareness of the vocational area, both in a professional and social context
- To help you to develop a career focus
- To maintain and develop links between the University, employing organisations and the community.

Further details of work placement organisation can be found in the Vocational Evidence Record (VER).

During your time in placement you will discover what it is like to be with groups of children of differing ages, from various backgrounds and perhaps with disabilities. You will help to prepare activities, observe children, prepare meals, respond to children's behaviour promote health routines, help to clear away, display their work, evaluate the time you have with them and plan for the next day. You will be mixing with many adults and children throughout the day so your ability to communicate will improve rapidly and you will need to understand quickly what is being asked of you and respond appropriately. You will be working one to one with children, groups and parents.

Your placement will have on record much confidential information about the children and their families. The amount of information given to you will depend upon what is necessary to meet the needs of the child, help you work within the team and gain a deeper understanding of working with families. All information that you receive whether written or spoken is strictly confidential and should not be shared outside the setting. Even your tutors will not want you to identify individual children that you work with.

### Types of suitable placement (fig.3)

Education	Daycare	Out of School Hours
Nursery school	Private day Nursery	Afterschool club
Nursery class	Children's Centre	Breakfast club
Primary school	Local authority nursery	Homework club
Special school	Community Nursery	
	Work place nursery	
	Crèche	
	Playgroup	
	Toddler group	
	Childminder	

### 3.4. Module Overview

#### Module 1 – Study skills for Early Childhood Studies

This module will build upon your existing knowledge and skills to develop high level abilities in communication and presentation. You will be introduced to critical thinking skills and will use ICT to identify and disseminate sources of information. You will be introduced to the purpose and development of reflective practice and the use of PDP's.

#### Module 2 – Introduction to the History and Philosophy of Early Childhood Studies

This module will consider major current and historical issues in child care, examining the balance of poverty, health and differing views of the nature of childhood. You will consider the underpinning philosophies of Government initiatives and the legal and political context in which the child lives. You will examine whether childhood is merely a construct, fitting prevailing ideologies and social institutions.

#### Module 3 – Early Years Curriculum and the Learning Environment

You will review concepts of play based programmes and key learning experiences. You will examine the details of the Early Years Foundation Stage and the National Curriculum and the consequences of transition to later stages of education. The unit will consider definitions of the curriculum, comparing and contrasting a range of curricular frameworks and philosophies. Key Government documents will be reviewed and you will examine the research for the effectiveness of early childhood care and education to balance and pedagogy. You will be encouraged to reflect upon your own experiences and consider how they might modify your practice in the light of current research, personal growth and development.

#### **Module 4 – Observation and Assessment**

This module will introduce you to a range of sensitive observation and monitoring, assessment and recording methods. You will apply practical “hands on” experience to the observation and assessment of young children.

You will investigate the importance of collaborating effectively with parents and other professionals to the accurate assessment of children’s unique needs.

You will be encouraged to reflect upon the ethical, professional and cultural issues surrounding detailed observational methods. You will consider the importance of involving children in the assessment of their own learning and the implications for future planning and practice.

#### **Module 5 – Inclusion, Rights Policy and Practice**

This module will develop your awareness of the terms inclusion, segregation and integration, and allow a sound understanding of inclusive practice within the perspective of researchers, policy makers and legal requirements. You will have the opportunity to reflect upon your own values and beliefs and how these might affect your own practice with babies and young children. You will investigate a range of equal opportunities legislation and will be encouraged to identify and challenge discrimination.

#### **Module 6 – Physical Development and the Healthy Child**

In this module you will explore the difference between physical development, maturation and growth. The module will investigate poverty, nutrition, and social and emotional issues to the overall development of the child. You will consider the importance of time, space and planned/ spontaneous opportunities for exploration and development. You will consider the importance of genetics and the environment to physical development and the importance of an inclusive environment with risk challenge and flexibility.

#### **Module 7 – Professional Development Placement (1)**

This module will be undertaken in an early years placement (0-7.11 years) of your choosing, in negotiation with your tutor, and will be an opportunity to demonstrate the development and enhancement of early years practice through a work-based learning environment.

This placement enables you to establish evidence of practical skills and an opportunity to reflect upon your strengths and targets as an early years practitioner.

#### **Module 8 – Planning Play and Pedagogy**

This module will introduce you to the importance of play and a play-based approach to learning. You will consider the false dichotomy of free versus structured play, and how adults can help to extend play and provide opportunities for play. You will

research a range of play theorists and the relevance of play to learning, holistic development and the curriculum.

You will examine how to plan to provide opportunities for play to occur, and will consider different types of planning and the role of play within the planning cycle. Opportunities will be made to plan activities which will be implemented with the children in their placements, and closely evaluated for re-planning to occur.

### **Module 9 – Social Emotional and Moral Development**

This module will allow you to evaluate the concept that emotions are expressions of feeling, which are the result of an interrelationship between biochemistry, environment and social events and occurs in response to children's needs and wishes.

You will evaluate and analyse theories of attachment, the effects of privation and emotional stability. You will examine the concepts of social learning and constructivist theory to the ability of children to take responsibility for their own development and attitude formulation and the internalisation of social norms.

### **Module 10 – Safeguarding Children**

This module will examine definitions of abuse and neglect and allow you to explore sensitively, your own feelings towards maltreatment and exploitation of babies, children and families. You will study the legislative framework around child protection issues and examine the problematic nature of the term "at risk".

You will discuss the boundaries and limitations of your role as a child carer and the importance of joined up practice and multi-agency working. The module will introduce contemporary debates about safeguarding children as well as deepening understanding of the policy development involved and the implications for children's rights.

### **Module 11 – Professional Development Placement (2)**

This module will be undertaken in early years placements of the your choosing (in negotiation with your tutor), but will require you to work with two different age groups within the early years spectrum (0-3.11 years and 4-7.11 years) and will be an opportunity to build upon your experiences in the work placement. You will attend the first setting for 12 weeks before transferring to another age range this will allow you to explore your role in the two settings, comparing and contrasting the methods used and the pedagogy assumed. You will engage in reflective analysis to enhance your performance within the setting.

### **Module 12 – Approaches to Cognition, Language and Literacy**

This module will examine current and competing theories of the development of cognition, language, literacy, problem solving and reasoning in babies and young children. You will consider ways of providing a play orientated environment to encourage the acquisition of language and literacy skills in a social context.

You will examine some of the possible reasons for delayed development and consider children's interaction with language at, or before birth and the physical and emotional support needed to encourage language and reading skills.

### **Module 13 – Families Homes and Childhood**

This module will allow close structuring of the role of the parent/child attachment in which the family and the individuals within it are set firmly within a broader social and cultural context.

You will critically evaluate differing theoretical ideas of family systems and the varied experience of families and parenting models.

### **Module 14 – Multi Professional Perspectives**

This module will provide you with an understanding of the current issues related to collaborative and co-operative working within a multi professional team, and the contribution that other professionals can make to the setting. Current legislation such as the Childcare Act (2006), Every Child Matters (2003), Early Years Foundation Stage (2007) and the Children's Plan (2007) will be discussed and evaluated within the context of philosophical and historical concepts of inclusion and hierarchical issues such as grades of authority and ranking systems. You will assess the importance of communication through documentation, observation, report writing, inspection and examination.

You will examine the main provisions of the local, national and non-statutory frameworks within which children's services work, and their implications for practice (EYFS).

### **Module 15 – Leadership for Quality**

This module will provide you with an opportunity to examine and critically evaluate the role of the manager or leader when applied to work within early child care organisations in the UK. Topics studied will include understanding work based staff recruitment procedures, including motivational theory, (Maslow, Hertzberg, Friedler) and staff empowerment. This module will evaluate the notion of leadership within a team and analyse leadership, communication and management theory, including traditional, contingency and charismatic. You will examine the importance of recent, relevant legislation including discrimination in employment, development of anti-discriminatory strategies and health and safety within the context of the inspection process. You will explore the principles and content of the Early Years Professional Status standards and how to put them into practice.

### **Module 16 – Reflective Practitioner** (honours degree only)

This module will provide an opportunity for you to evaluate the value of personal reflection of your own practice, and upon the distance travelled during the completion of your degree. You will reflect upon the influential and enduring contribution that families and carers make to their child's development. This module will emphasise the need for respect, trust, constructive criticism and sensitivity to the development of a professional relationship with families, carers, team members and colleagues.

You will constructively criticise the boundaries to your professional role, and the need to share collective responsibility for the decisions you make on a day to day basis.

This module will allow you to develop your personal professional practice. You will identify an area of interest for further research and investigation, taking into consideration any ethical and moral issues. You will reflect on the use of research and research methodology to undertake your own research in the future.

### **Module 17 – Small Scale Independent Research** (honours degree only)

This module will provide an opportunity for you to use research methodology to research a chosen topic and record the findings using appropriate academic conventions. The content of the Small Scale Independent Research will be determined by the selection of the topic to be studied and the framing of the research question/hypothesis. The choice of topic will be guided by the module tutor in response to your identification of issues relevant to your current practice and interests. You will demonstrate specific understanding and knowledge of a chosen area of study within the early childhood studies sector. You will identify and critically discuss research material, and demonstrate self-directed research skills.

The aim of the module is to provide you with the opportunity to follow a sustained line of enquiry and produce a clearly structured, relevant report and presentation, which relates theory to practice.

### **Module 18 – Professional Development Placement (3)**

This module involves a placement in an early year setting which extends your professional development from level 5 by considering the particular communication skills required to work in and lead an early years team. This will enable you to establish evidence of advanced practical skills and learning from work-based activities.

### **General Option Modules**

The University General Option Directory is available on the University website.

[www.staffs.ac.uk/modules/options/index.php](http://www.staffs.ac.uk/modules/options/index.php)

Modules that may be of particular interest may be:

**Fig. 4.**

Module title	Module Code
Small Business Enterprise	BLB00064-4
Theory and Practice of Mentoring	AM25469-4
Introductory Performance Coaching and Mentoring Theory and Practice	AM25578-4
Volunteering: Action and Experience	AM25413-4
Volunteering: Action and Experience	AM25412-5
Getting Communities Involved	AM25022-4
The Ethics of Life and Death	AM25032-4
Physical Activity, Exercise and Health	HES910044
Environmental Issues	SCS83151-4
Manage you Career	AI00089-5
Make your Work Count	AI00076-5

An additional module from the psychology program may also be available:

Growing and Changing SHS85105-4

### **3.5 Duration of Study**

The BA (Hons) Early Childhood Studies is a degree with 18 assessed modules. Modules are either 15 or 30 credits. At Staffordshire University 15 credit modules equate to 150 hours of total learning time. Similarly, 30 credit modules equate to 300 hours of total learning time – comprising 40 hours of class contact and 260 hours of independent study. The programme will be delivered at the Stoke Campus.

### **3.6 Student Contact and Independent Learning Hours**

The following schedule indicates the numbers of hours you will spend on classroom based activities, which will require you to attend the University Campus. You will be

provided with a timetable indicating when you will be required to attend for each module. In addition, for each module you will be required to allocate substantial personal time to independent learning, which will include independent reading and research and producing your assignments. You should not expect to learn everything you need to be successful on the course in these periods. You are expected to study extensively in your own time.

**Fig. 5. Contact hours**

<b>Module</b>	<b>Contact Hours</b>	<b>Independent Learning Hours</b>	<b>Placement hours</b>
<b>Certificate level</b>			
Study Skills for Early Years	20	130	0
Introduction to the History and Philosophy of Early Childhood Studies	20	130	0
Early Curriculum and the Learning Environment	20	130	0
Observation and Assessment	20	130	0
Inclusion Rights Policy and Practice	20	130	0
Physical Development and the Healthy Child	20	130	0
Professional Development Placement (1)	6	76	72
General Option	Dependent upon module chosen		
<b>Intermediate level</b>			
Play, Planning and Pedagogy	20	130	0
Social, Emotional and Moral Development	20	130	0
Safeguarding Children	20	130	0
Approaches to Cognition, Language and Literacy	20	130	0
Families Homes and Childhood	20	130	0
General Option	Dependent upon module chosen		
Professional Development Placement (2)	12	144	144
<b>Honours level</b>			
Leadership for Quality (15 credits)	20	130	0
Multi Professional Perspectives (15 credits)	20	130	0
Reflective Practitioner (30 credits)	40	260	0
Small Scale Independent Research (30 credits)	19	281	0
General Option	Dependent upon module chosen		
Professional Development Placement (3)	12	78	72

### 3.7. Attendance

Your attendance is expected at all teaching sessions for the modules for which you have enrolled. Sessions include all tutor-led activities such as lectures, seminars, tutorials and presentations.

If you are absent from a module(s) or programme of study on four consecutive occasions in a teaching block, including lectures, tutorials, seminars, laboratory based classes and scheduled distance learning activities **for reasons other than personal illness**, without the written approval of the appropriate tutor, you may be deemed to have withdrawn from the module(s) or programme of studies and your registration on that module(s) or programme of studies can be cancelled. If you are withdrawn from a module for your award you will also be withdrawn from your award.

If you are unable to attend or participate for up to five working days through illness you must complete a self-certification form and hand/send it in to your Faculty Office. If you are unable to attend or participate for longer than five working days through illness then you must obtain a medical note from your doctor and hand/send that in to your faculty office.

Attendance for all formal teaching is essential. On some occasions, owing to illness or other commitments, your absence may be unavoidable. All tutors recognise this, and on such occasions you should notify the tutor concerned. If you cannot contact your tutor, you should leave a message with the faculty office.

Longer periods of absence due to illness will be covered by a sick note from your GP. In these cases you might need to claim extenuating circumstances (see below), in relation to your learning and assessment. Discuss this with your module or personal tutor. Your doctor's note will be a key piece of evidence required by the Extenuating Circumstances Panel in considering your claim.

## Section 4 - Teaching & Learning Strategies

### 4.1 Learning and Teaching Aims

The following are the teaching and learning aims which will be applied across the range of modules in the programme. These aims:

- encourage students to take responsibility for their own learning and to understand their learning styles.
- facilitate students learning by seeking to make available a range of teaching methods.
- encourage use of academic tutors and personal tutors to maximise the students educational experience

## 4.2. Teaching and Learning Strategy

Teaching and learning strategies are designed to provide practical contexts for the analysis of contemporary issues and problems of a practical nature. You will find the following strategies adopted to ensure that you have a supportive teaching and learning environment.

Work Related Learning – You will be required to complete work related tasks in all modules. This will provide you with the opportunity to link theoretical perspectives to practice. It will also enable you to reflect on values, practices, assumptions and policies. Work-based activities help you to establish connections between the workplace and issues raised by the programme.

Lectures and Presentation - you will be given formal lectures which will provide theoretical underpinning of key educational concepts.

Seminars –you will be given the opportunity to contribute to seminars which discuss in depth issues covered in the lectures and presentations. This encourages discussion, reflection and the exchange of ideas. You will be engaged in providing and receiving critical feedback from peers and tutors on presentations

Tutorials – You will be given the opportunity to discuss personal, work-related and academic concerns in small groups and individual tutorials. This will support the development of your understanding and learning.

Guided reading and supported self study – You will be provided with booklists and reading tasks in order to enable you to engage with relevant and appropriate debates.

Practical workshops will develop application and reflection where issues, documents and materials will be analysed and discussed.

Case-study activities will be used to support the above approaches as a means of establishing connections between your workplace and issues raised by the programme.

Group work – This will give you the opportunity to use the issues you are being taught. Group work hands the responsibility for learning to you and your peers and will enable you to get to know others in the group. Group work will be conducted in a supportive atmosphere where your opinions are valued and accepted.

Each module will also provide opportunities for you to;

- work independently.
- develop interpersonal skills.
- demonstrate the capacity to plan, share goals, and work as a member of a team.
- communicate and present oral and written arguments.
- critically evaluate research and underpinning theories.

Each module will vary slightly in the teaching and learning styles adopted, however all modules will include traditional learning materials, such as hand-outs and OHTs. Much of the time will be spent in discussion and reflection, relating theory to practice.

You will be briefed on assignments prior to submission, and will be issued with clearly defined assessment criteria in module handbooks.

## **Section 5 - Assessment**

### **5.1 Assessment Requirements**

You will be assessed in every module for which you are enrolled. The assessment will be linked to the teaching and learning methods of the module and will be designed to assess your understanding. A range of summative assessment methods will be used which will include essays, portfolios, presentations and case studies. All assessment is treated with equal gravity and you are expected to attempt all elements. A variety of methods will be used to ensure that assessment is an accurate reflection of your ability.

Formative assessment and feedback is used throughout the programme and will include observation of your performance in class discussions and your ability to contribute to considerations of case-studies. Your engagement with theory to practice through the completion of work related tasks will be formatively assessed. You may be asked to make presentations about your work related learning to your peers or develop practical resources. You may be asked to produce reviews of policy and practice.

Students must achieve all modules and attempt all assessment tasks to be awarded the level (Certificate/ Intermediate/ Honours). Where a module offers two or more assessment tasks students may compensate from one to another to achieve an overall pass grade for that module. However, in the Professional Development modules where the student is required to complete a Vocational Evidence Record., the VER must be successfully completed to achieve these modules. Professional development modules may not be compensated for.

### **5.2 Assessment Criteria**

You will be given the result for your performance in each module. Your result will be determined by the appropriate Assessment Board, which will consider the elements of knowledge, communication and analysis in your assessed work in relation to the faulty assessment criteria below. These generic criteria may be enhanced by specific criteria set out in the individual assessment briefing.

Class	Grade Point	Criteria
1	15,14,13	<p><b>Excellent answer, comprehensive with no important inaccuracies, work of a distinguished quality. Clear evidence of originality and insight.</b></p> <p><b>Displays an authoritative grasp of the concepts and considerable knowledge of subject area.</b></p> <p><b>Excellent understanding of subject/ task.</b></p> <p><b>Relevant use of examples.</b></p> <p><b>Very well focused and relevant to the task.</b></p> <p><b>High standard of structure/grammar/ referencing.</b></p> <p><b>Excellent analysis and evaluation with an ability to sustain an argument, to think analytically and/or critically.</b></p> <p><b>Salient conclusions or key issues are identified.</b></p> <p><b>Evidence of considerable/ extensive wider reading and independent research.</b></p> <p><b>Awareness and use of competing/ alternative analysis if appropriate.</b></p>
2.1	12,11,10	<p><b>Comprehensive answer with few omissions or inaccuracies. May offer evidence of some occasional originality and insight.</b></p> <p><b>Good knowledge of subject area and an above average level of understanding of the concepts.</b></p> <p><b>Good understanding of subject/ task.</b></p> <p><b>Relevant use of examples.</b></p> <p><b>Focused and relevant.</b></p> <p><b>Good structure/grammar/ referencing.</b></p> <p><b>Good analysis and evaluation. Evidence of some ability to sustain an argument, to think analytically and/or critically.</b></p> <p><b>Conclusions or key issues are identified.</b></p> <p><b>Evidence of reading relevant material and some independent research.</b></p> <p><b>Some awareness of competing/ alternative analysis if appropriate.</b></p>

2.2	7,8,9	<p>Competent answer although some possible minor omissions or inaccuracies.</p> <p>Satisfactory knowledge of subject area.</p> <p>Satisfactory understanding of subject/ task.</p> <p>Reasonable use of examples.</p> <p>Mainly relevant and focused.</p> <p>Moderate/ weak structure/grammar/ referencing.</p> <p>Moderate/ basic analysis and evaluation.</p> <p>Some conclusions or key issues are identified.</p> <p>Evidence of reading limited, but solid, relevant material.</p> <p>Over reliance on lecture notes.</p>
3 <sup>rd</sup>	4,5,6	<p>Basic understanding of subject/ task.</p> <p>Some omissions or inaccuracies.</p> <p>Limited knowledge of subject area.</p> <p>Insufficient analysis and evaluation, tends to be descriptive.</p> <p>Some errors in structure/grammar/ referencing.</p> <p>Limited use of examples.</p> <p>Some relevance and focus to the task.</p> <p>Lacks conclusions or key issues not identified.</p> <p>Evidence of reading relevant material but too narrowly focused.</p> <p>Limited understanding of subject/ task</p> <p>Some omissions or inaccuracies</p>
Compensatable Fail	3,2	<p>Major omissions or inaccuracies.</p> <p>Poor (but some evidence of) knowledge of subject area.</p> <p>Poor use of examples.</p> <p>Poor structure/grammar/ referencing.</p> <p>Insufficient analysis/evaluation.</p> <p>Unfocused/ irrelevant.</p> <p>Insufficient evidence of reading relevant material.</p>

<b>Non-Compensatable Fail</b>	1	<p><b>Very poor knowledge of subject area.</b></p> <p><b>Major errors and inaccuracies.</b></p> <p><b>No or very poor use of examples.</b></p> <p><b>Poor structure/ grammar/ referencing.</b></p> <p><b>Very poor analysis/ evaluation.</b></p> <p><b>No evidence of reading relevant material.</b></p> <p><b>Unfocused/ irrelevant.</b></p>
<b>Non-Submission Fail</b>	0	<b>Non Submission</b>

**Fig.6.**

### **5.3. Penalties for Late Submission**

It is your responsibility to submit work on time. Failure to do so will result in the award of Grade Point 0 for that assessment. In this case you will have lost your opportunity to submit the assessment and work handed in after the deadline will be treated as a resit attempt, and receive a maximum of grade point 4. All work must be word processed and support with ICT will be available from the University following discussion with your personal tutor.

### **5.4. Marking Process**

Essays and exams are marked on a scale of 1-15: grades 4-15 are passes and 1-3 fails. A full explanation of the grades is contained in the 'Academic Award Regulations: Undergraduate Modular Framework'

[http://www.staffs.ac.uk/assets/ugrad\\_mod\\_fram\\_tcm44-26763.pdf](http://www.staffs.ac.uk/assets/ugrad_mod_fram_tcm44-26763.pdf)

See also Section 5.3

Your Module Handbooks will provide you with marking criteria and an explanation of what you need to do to achieve these grades, in relation to particular kinds of assignments.

Your work will also be 'internally moderated' (sample second marked, including all fails and firsts) as well as 'externally moderated' by a subject based 'external examiner' – always someone who is an expert in the field, and a senior academic.

The external examiner is responsible for ensuring that the marking is appropriate across the range of modules comprising a particular subject area, and that the standards achieved by students on those modules are comparable with those of students on similar awards at other universities, as well as with the level and subject benchmarks established at the national level by the Quality Assurance Agency (QAA) for Higher Education.

Assessment Boards, attended by the relevant external examiner(s), confirm the marks for all your modules.

The University's regulations on Extenuating Circumstances apply in the case of late submissions and non-submissions, (See Section 5.4/ 5.9).

### **5.5. Module Results/ Assessment Referencing Criteria**

You will be given a result for your performance in each module. After the award boards, where your marks are finally confirmed, your results will be sent to your home address. Your results will be determined by considering your performance in relation to the relevant assessment criteria. The assessment criteria will be closely linked to the learning outcomes of the module and will be included within the handbook for each module. Where there are two or more elements of assessment within a module, the overall result for the module will be determined according to the weighting of each assessment. Information on any such requirement will be contained in your module handbook. If you fail to achieve the specified minimum in an element of assessment you will be required to undertake further assessment (see Sections 5.8/ 5.11). The University uses a Grade Point scale to record your overall module results.

### **5.6. Award Boards / Assessment Boards**

The results of your modules will be considered by two boards. Firstly the Assessment Board(s) will consider, individually, the results of each module you have taken. The Assessment Board(s) will then make recommendations on the outcome of your modules to the Award Board, which will consider the profile of all the modules you have studied, will confirm the results of passed modules and allocate credit, and will determine what you need to do to retrieve any modules for which a Grade Point 0, 1, 2 or 3 has been awarded. In determining the outcome of the assessment of your modules, these boards will consider your performance in relation to the assessment criteria of the modules, and the contribution those modules make to the outcomes of the award level. If you are judged to have satisfied the module assessment criteria at threshold level, you will be awarded at least a Grade Point 4 (pass) for the module. You will not be permitted a further attempt at any element of assessment for which you have been awarded a pass grade (Grade Point 4 or above) in order to improve your grade, unless a claim for extenuating circumstances is upheld.

### **5.7. Module Failure**

If you have failed a module, you will be awarded a fail grade. If you have failed to submit an element of the assessment, you will be given a grade point N (fail due to non-submission) for the element(s) of that module you will only be allowed a further attempt at that element(s) of the module at the discretion of the appropriate Board.

If the Assessment Board has reported a Non-Compensatable Fail you will be required to undergo further assessment on the subject matter covered by the module. This is in order to satisfy the Board that you are capable of meeting the appropriate learning outcomes and is known as a "referral". The form off assessment will be determined by the Award Board, on the recommendation of the Assessment Board, as will the deadline for the submission/period of the examination.

The Award Board may decide that along with a form of assessment you need to attend the classes for the module again. In such cases, where your time table does not prevent you from attending, attendance is compulsory. If you are not required to attend, you will normally be required to attempt the reassessment before the beginning of the next academic year. You must make yourself available to undertake

such assessment as the Award Board requires at this time. If you do not meet the referral requirements you will be deemed to have failed the module.

The maximum mark awarded for a successfully completed referred element of assessment is grade point 4. The overall grade point for the module will have an 'R' attached to show that it is a retrieved module.

However, if there are documented extenuating circumstances (see above) which explain the non-submission of coursework or non-attendance at an exam, or poor failing performance, then the Award Board may allow you either a chance to submit the coursework or take the exam without penalty, or a further assessment opportunity to improve your performance.

You will only be guaranteed an opportunity to attempt a referral(s) once you have made an attempt at the assessment(s) on the first occasion, unless a claim for extenuating circumstances has been successful. If you fail to achieve a satisfactory performance in your referral attempt and are not awarded a compensated pass then the module will be deemed a fail.

If you do not submit work or attend assessments at the first attempt that guarantee of a referral is lost and the appropriate Board will decide whether to allow you a referral. In making its decision, the board may take account of your engagement with the module. If the Board does allow you a referral and you do not take the referral at the time notified to you by your Faculty, no further referral opportunity will be given to you and you may fail the award.

## 5.8. Extenuating Circumstances

We recognise that there may be times when you are unable to complete work due to circumstances beyond your control e.g. personal illness or personal difficulties. If you find yourself in such a position, you must make a claim for extenuating circumstances (EC). This is a system operated across the University to ensure that all students are treated fairly.

The bases of any successful claim for EC are that:-

- the circumstances affecting your assessment were **unforeseeable or unpreventable**.
- you have provided evidence of these circumstances (e.g. a doctor's note, a statement from a student counsellor or practice nurse, a crime number and police contact, a death certificate, or sometimes a supporting statement from your personal tutor) .

Claims *likely* to be approved by the ECP include claims for sickness, personal or family issues (psychological, family illness or problems, relationship breakdown), University IT problems, work obligations for part-time students and chronic medical conditions or disability.

Claims *unlikely* to be approved include claims based on holiday commitments, traffic problems, financial difficulties, ignorance of assessment deadlines, poor

time management, problems with personal IT equipment, acute medical conditions outside the assessment period, failure to provide appropriate evidence, foreseeable or preventable problems, minor illness and poor IT practice e.g. failure to 'back-up' work

## 5.9. Procedure for Making a Claim for Extenuating Circumstances

If the student believes that their performance in any element of assessment, or your participation in the learning process, has been adversely affected by circumstances outside their control, the student may be eligible to submit their claim to the faculty. The personal tutor will advise the student of the process of making a claim.

The student must ensure that their claim is submitted to the University without delay, with sufficient documentary information to support the claim. If the Panel believes it has insufficient evidence it has the right to turn down the claim. Any costs incurred in obtaining appropriate documentation will be the claimant's responsibility. The Panel reserves the right to contact any individual person/persons named on the form

If the claim is dismissed any assessment results achieved will stand. Missed assessments or late submissions will be treated as non-submissions (award of Grade Point 0) and where appropriate, referral proceedings will ensue. The student will be informed in writing that the claim has not been upheld, but the Examination Board will not be told that you have made a claim. If the claim is upheld the Examination Board will take appropriate action to ensure that the student is not disadvantaged, and the student will be notified of the decision in writing. Appeals against a decision reached by the Extenuating Circumstances Panel must be in writing. Further information on the University's Extenuating Circumstances policy can be found at:

[www.staffs.ac.uk/assets/extenuating\\_circumstances\\_form\\_tcm44-25749.pdf](http://www.staffs.ac.uk/assets/extenuating_circumstances_form_tcm44-25749.pdf)

## 5.11 Assessment Regulations

Study at the University is governed by student regulations. The student is strongly advised to study these as soon as possible. They are available at:

[www.staffs.ac.uk/assets/general\\_student\\_regs\\_tcm44-26816.pdf](http://www.staffs.ac.uk/assets/general_student_regs_tcm44-26816.pdf)

Attention is drawn to some of the important regulations that the student should be fully aware of on commencement of their studies. The student should always consult the published regulations, which are definitive; however the following sections are particularly helpful:

- Section 3 Awards, Examinations and Assessment
- Appendix 2 Examination Regulations – Instructions to Candidates
- Appendix 3 Disciplinary Procedures
- Appendix 9 Information Technology Regulations

Academic Award Regulations [www.staffs.ac.uk/current/regulations/academic/](http://www.staffs.ac.uk/current/regulations/academic/)

- Procedure for Dealing with Breaches of Assessment
- Regulations: Academic Dishonesty
- Procedure for Review of Examination Board Decision
- University Policy on the Publication of Assessment Results

## 5.11. Academic Misconduct

Plagiarism is the use of ideas and/or words of others without due acknowledgement, plagiarism is an assessment offence, it is academic misconduct, and carries serious penalties.

Plagiarism is defined in the University Regulations as:

*'a candidate submitting the work of others as his/her own for the purposes of satisfying formal assessment requirements for coursework. ...'*

This can include lecture notes, handouts presentations and also applies to the material of another student past or present. You are plagiarising if you:

- Copy verbatim the work of another without proper acknowledgement.
- Closely paraphrase the work of another by simply changing a few words or altering the order of presentation, without acknowledgement.
- Quote phrases from another's work, without acknowledgement.
- Deliberately present another's concept as your own.

In many cases plagiarism is committed simply because the student does not know how to reference properly. The recommended way to identify other people's material is to use the Harvard Referencing Method and to use it consistently.

Work submitted by the student for formal assessment during the course must be produced by you alone and in your own words except for quotations from published and unpublished sources which must be clearly indicated and acknowledged. You must acknowledge **ALL** sources, including thoughts, words, drawings, designs, illustrations, photographs, maps, statistical data, graphs, computer programmes, and information from the internet or any other work.

To avoid academic misconduct, remember the following advice:

- Take the time to reference properly and stick to one system.
- When taking notes from any source, remember to write down all the bibliographic details at the time (author, title, date, publisher etc). This means that you can reference it properly later on.
- When taking notes separate your ideas from the ideas of others, for example use a different coloured pen to note what others have said, so you do not inadvertently use it without referencing it in your final work.
- Do not be afraid to use your own words. You are not expected to write as professionally as the authors of the books and journals that you have read. Be confident enough to write your own ideas in your own words.
- Try not to write your assignment based solely on notes from books and journals. Think of your own views and ideas, and use references from others to back them up or counterpoise an argument.

- Know the regulations about plagiarism.

Collusion counts as academic misconduct – this is working too closely with another individual. In other words, handing in work that is very similar to another student's work is also not acceptable. Work must be completely in your own words and not similar to other student, or other published work.

You will be given advice on how to reference published and unpublished material. Correct referencing of source or citation, is the key to avoiding plagiarism. Cheating is defined as any attempt to complete an examination or assessment by unfair means.

The University takes cases of cheating, plagiarism or collusion of any kind as very seriously. The penalty applied to those against whom an allegation has been substantiated depends upon the severity of the offence. The range of penalties includes the cancellation of candidate's marks for an assessed piece of work to the disqualification of a candidate from any future University assessment/examination. The University's "**Procedure for Dealing with Breaches of Assessment Regulations: Academic Dishonesty**" is available at:

[www.staffs.ac.uk/assets/academic\\_misconduct\\_tcm44-26770.pdf](http://www.staffs.ac.uk/assets/academic_misconduct_tcm44-26770.pdf)

It is the student's responsibility to ensure that this is read and understood.

## **5.12. Ethical Consideration**

Ethical considerations are important to all work-based assessments, when preparing an assignment you will need to be aware of any ethical issues that may be involved. This will include using agreed procedures to gain access to data, for storage and dissemination. Confidentiality is likely to be an ethical issue, for example, avoiding identification of people or settings within the text. This may require you to code data responses so that they remain anonymous. Coding sheets and data should then be kept in locked filing cabinets/drawers and data kept on computer should be password protected. It is important to gain the permission of those about whom data is gathered (or parent or guardian), and inform them about the purpose and distribution of your research. In the event that you tackle a sensitive issue that is outside the scope of your normal working role, then further procedures may have to be put in place – you should consult your tutors in such circumstances.

**All students will be required to complete the Ethical Approvals form contained in Appendix one of this document before commencing the course and again at the start of each subsequent academic year.**

Once you have agreed with your tutor the topic for your small scale research a separate ethics approval form will need to be completed.

## 5.13. Results

The results will be posted on the Notice Board as soon as they have been confirmed by the Award Boards. Publication is done using student numbers rather than names in order to be compliant with the Data Protection Act.

Details of the results for the year will be sent to your home address, it is therefore important to notify the faculty office if this has changed from the home address on your enrolment form, or if you would like the results sent to another address.

**Please note: If you are classed as a debtor by the University, your results will be withheld until we are told by the finance department that we can release them. This may mean that you will not receive details of referral work, and this may impact upon progression to the next level of the award.**

## Section 6 - Student Support

### 6.1 Student Support and Guidance

Your course tutor will provide your first point of contact for support, regarding academic matters and also act as a point of reference for personal and domestic matters that may influence your performance on the programme.

### 6.2 Complaints Procedure

#### Appeals, Complaints and Conduct

Any issues that you are unhappy about, in relation to the student experience, whether it be to do with the teaching or as a consequence of administrative processes, can usually be resolved informally by consultation with your personal tutor, module tutor, Award Leader, Manager or Faculty Office.

In general, it is always a good idea to try to resolve issues informally, but where this has not succeeded, or is not appropriate, (for example, appeal against the decision of an Assessment or Award Board or of the Extenuating Circumstances Panel, or a complaint), then there is the option of using the University's formal processes. These can be accessed on the University website [www.staffs.ac.uk](http://www.staffs.ac.uk). Appeals are called 'Procedure for Review of an Examination Board Decision' and can be found by following the link:

[http://www.staffs.ac.uk/assets/rev\\_of\\_exam\\_board\\_tcm44-26765.pdf](http://www.staffs.ac.uk/assets/rev_of_exam_board_tcm44-26765.pdf)

Student Complaints Procedure at:

[www.staffs.ac.uk/assets/complaints\\_procedure\\_tcm44-26818.pdf](http://www.staffs.ac.uk/assets/complaints_procedure_tcm44-26818.pdf)

It is important to remember that the complaints procedure is a two way process. You have an obligation, as a member of the University community, to conduct yourself in an appropriate manner. At the most general level, this means an obligation always to behave in a way which does not cause distress or anxiety to others. The obligations

in this regard are spelt out more clearly in the document 'Regulations: General Student' (7.1 to 7.12), which you can access via the University website:

[www.staffs.ac.uk/assets/general\\_student\\_reqs\\_tcm44-26816.pdf](http://www.staffs.ac.uk/assets/general_student_reqs_tcm44-26816.pdf)

This document indicates the disciplinary procedures which ensue should a student abrogate the code of conduct

Further advice on how to appeal or make a complaint, can be accessed through a Personal Tutor, or contact either the Students' Union Advice Centre or Student Guidance Officer.

### **6.3 General Administrative Points**

#### **Administration**

Each academic year, you will need to complete some formal procedures including enrolment with both the University and the Faculty, and modular registration.

#### **Student Card**

This one card is also your library card and Student Union card, a first replacement of this card will cost £5.00, a further replacement cost is £7.00. Any subsequent cards will cost £10.00 each. You can be asked to produce this card at any time and it is a means of identification for examinations.

#### **Data Protection Act**

At enrolment you will be asked to sign a consent form for the release of data under the Data Protection Act 1998. This is to allow us to disclose information to prospective employers or other universities. This consent will remain in perpetuity unless, at any time, you inform the University, in writing, that you wish to withdraw permission.

The University has a responsibility under the Act to ensure that data is kept safe and secure and is as up-to-date as possible. The University relies on you to inform the faculty when data changes, for example term-time address, home address, name, etc.

The data gathered will be used in accordance with the registration under the Data Protection Act 1998. The University has a statutory and legal duty to supply some of the data to third parties, such as the Higher Education Funding Council for England, the Higher Education Statistics Agency, Social Security, Local Education Authority (i.e. to claim tuition fees), the Student Loans Company, and the Police (in connection with potential criminal offences). Under registration the University is also able to pass data to other named categories of third parties such as the Students' Union (to enable you to have membership), term-time Local Education Authority or Borough Council (to enable exemption from Council Tax), Alumni Office, and other Professional Bodies, this list is not exhaustive.

Sometimes prospective employers or other universities will contact the staff to verify details such as assessment results and degree classification, attendance record, or to ask for a reference. The University will only provide this information if you have explicitly agreed for us to do so (see paragraph 1 above). If you have not given consent to disclosure, we will require the third party to send a statement from you agreeing to the disclosure. Obviously, this can be very time-consuming - and could jeopardise your chances of employment.

If, at any time, you wish to object to the accessing, processing or disclosure of personal data, you can do so in writing to:

University Data Protection Officer  
Staffordshire University  
College Road  
Stoke-on-Trent  
Staffordshire ST4 2DE

### **Amendments to Personal Details**

Your certificate will bear your name as it appears on your student record.

### **Award and Module information**

**IT IS ESSENTIAL THAT YOU CHECK “Blackboard” AND YOUR STUDENT E-MAIL ACCOUNT REGULARLY**

## **6.4. Student Support Services**

### **Services for Students**

We want you to enjoy your time here and understand that will need information and advice from the University Services for students in order to support you with your studies and your future careers. We have in place services and support which you can call on to discuss your needs or to seek support with a particular problem. For further guidance and support, information is available in the student web handbook available on Staffordshire University web site

### **Information Services**

Information Services assists you with your learning by providing, managing and supporting integrated, open access learning, teaching, research, Library, IT, Network and all on-line services for all students and staff across all campuses at Staffordshire University

<http://www.staffs.ac.uk/uniservices/infoservices/>

The Service also provides a range of support materials which will help you to enhance your 'information literacy'. Particularly useful in this regard are the website links to study skills.

## **Students' Union**

### **"Striving for the best experience for students"**

The Students' Union is an organisation that is here to help you. We are responsible for providing a wide range of services that ensure your time at University is the best it can possibly be.

<http://www.staffsunion.com>

Contact: Stoke 01782 294629 - Above the Ember Lounge, College Road.

Contact: Stafford 01785 353311 C Block, Beaconside.

### Students' Union Information Centre

The Students' Union Information Centre's are the first point of contact for students, staff and visitors at the Students' Union. The centre's provide information on a wide range of subjects. Try to answer all questions posed to them.

Contact: Stoke 01782 294629 Students' Union building on College Road. Open from 9am to 8pm, Monday to Friday.

Contact: Stafford 01785 353311 Students' Union Office in Block C, Open from 9am to 5pm, Monday to Thursday and till 4.30pm on Fridays.

## **6.5. University Library and Information Service**

For more information please visit:

[www.staffs.ac.uk/uniservices/infoservices/student/index.php](http://www.staffs.ac.uk/uniservices/infoservices/student/index.php)

Registration secures access to the University's libraries at Stoke and Stafford and the information service available through ICT. Books in the libraries are designated as available for a three-week loan, a one-week loan or for reference only. The library uses the Dewey classification system.

Books and journal articles can be transferred between the University's libraries in Lichfield, Stafford and Stoke, but you should allow 5 working days for this process. If you are travelling some distance to use one of the libraries you may find it helpful to check the availability of items you are seeking.

Items that are not stocked in the university's libraries can be obtained through inter-library loans. A small charge is made for each item ordered. The libraries are open seven days a week, but opening hours on Saturday and Sunday are restricted. You can check the opening times by referring to the Library and Information Service website. The library also has a range of CD-ROM that can be used to search for press reports and details of journal articles. Registration also secures access to the University's system of networked computers. These are distributed widely throughout the University, although principal sites for access are: (Stafford) Octagon Building and (Stoke) the Thompson Library. The PCs in these locations have full E-mail Internet access facilities in addition to standard Microsoft Software.

## 6.6. ICT Support

The Information Services site on the main university web site can be found at:

<http://www.staffs.ac.uk/uniservices/infoservices/it/>

This site includes a section titled 'Student IT' which includes a number of useful services:

- If you select 'documents and forms' you have access to a whole series of guides on the use of Microsoft packages. It also gives you access to the student IT handbook.
- Guidance on how to log on to the university network is provided on page 9 of the IT handbook. The username and password you will be given also allows you access to the module web sites referred to below.
- It explains how you can access your university e-mail account from home

## 6.7 Student Enabling Centre

### Supporting Students with Disabilities.

The University and the Faculty have embraced the implications of the Special Educational Needs and Disability Act 2001 (now effectively Part IV of the Disability Discrimination Act 1995), and of the Disability Discrimination Act 2005. We recognise that under this legislation we have a duty to anticipate the needs of any disabled student and to make reasonable adjustments to enable you to achieve the learning outcomes of your programme of study. The Faculty is participating in the University strategy to meet its obligations of promoting disability equality.

We want to make sure that, if you tell the University that you are a person with a disability, we work together with you to meet your individual support needs. This is a shared responsibility between yourself and the University community and reflects our commitment to promoting equality for people with disabilities.

### FACULTY SUPPORT

Within your Faculty, there are designated members of staff, Disability Officers, whose role is to support you through the academic part of your programme. In relation to supporting your learning, they can deal with your day-to-day issues, provide advice and guidance and can help you in making additional arrangements. To this end, subject tutors share good practice concerning teaching, learning and assessment issues which arise from working with disabled students. This is done via peer review of teaching and subject meeting discussions.

Information about your disability is circulated, provided you have consented to this, to relevant tutors, so that they are aware of any necessary adjustments which may need to be made to your learning environment. Our reference point here is the assessment and statement of your needs by Disability Advisory Service. This information is also important to your personal tutor, who will agree with your 'personal evacuation plan' in the event of any emergency.

Obviously you can also consult your Personal Tutor if you need further advice or guidance

The Student Enabling Centre will work with you to ensure that the most comprehensive support package available to meet your individual needs is fully explored. We take our duty to make reasonable adjustments on your behalf seriously. Again, your responsibility is to work with us to achieve this and, if you haven't already done so, you should contact the Disability Advisory Service immediately. We can help you with some or all of the following:

- Support with your application for Disabled Students' Allowance and other sources of additional funding
- In conjunction with your Faculty, making individual examination and assessment arrangements
- Provision of information, advice and guidance on any disability related matter
- Negotiating specialist support if you have a sensory or mobility impairment
- Screening and diagnostic assessment for dyslexia
- Referral to other organisations, where appropriate

This list is not exhaustive; if you are not sure of something or it isn't mentioned above, contact the Student Enabling Centre for advice:

Telephone on: 01782 294977 (Stoke Campus) 01785 353302 (Stafford Campus)

### STUDENTS' UNION

The Students' Union is also very active in supporting people with disabilities. They recognise your right to participate fully in all aspects of University life. For Further information, contact the Students' Union direct or join the Disabled Students' Association.

We realise that many people with disabilities have no wish to disclose their disability or do not recognise their impairments as a disability. We would, however, encourage you to disclose to us in order that the University can fully meet its' obligations. We also recognise that you may feel that you do not need support. The University has made many anticipatory changes to its facilities and practices and will continue to do so in order to remove the barriers experienced by disabled people. We need your help with this. If you wish to become involved in any way, please contact the Disability Advisory Service.

You can contact the Student's Union: In person at any of the Students' Union Offices or by telephone on: 01782 294469 (Stoke campus) 01785 353311(Stafford Campus)

### **6.8. Mental Health & Wellbeing**

According to a report published by the World Health Organisation (2001) it is estimated that one in four people will experience mental health difficulties at some

point in their lives. Despite such a significant number of people experiencing these difficulties there is still much stigma attached to these issues and those affected by them. Staffordshire University is keen to reduce this stigma and to create an environment for study in which students feel free to access support wherever it is needed. With this in mind the University has produced a Student Mental Health Policy, which it hopes will help raise awareness and understanding of these issues as well as providing a reference guide for staff and students who may be supporting students experiencing mental health difficulties. To complement this policy, the University offers ongoing training to its staff around the issues of mental health and also runs various promotions, such as World Mental Health Day, in order to raise awareness of these issues throughout the University community.

## **6.9 Employability Statement**

The Staffordshire University Employability Policy was approved by Academic Board in January 2004. Below is a summary of the commitments to students.

### **Work Experience, Volunteering and Projects**

All students will have the opportunity to gain work/community-related experience through the wealth of curriculum based and extra-curricular opportunities available at the University. Awards will provide the opportunity for students to gain experience of the professional environment related to their field of study. This could be achieved through, for example, employer visits, project briefs set by employers or community organisations, employer based mentoring, and placements.

### **Transferable and Professional Skills Development**

You will have the opportunity to enhance your professional skills relevant to your discipline and transferable skills (such as problem-solving and analytical skills) through a combination of curricular and extra-curricular activities. All undergraduate awards are mapped against the Award Outcomes, which means that they should develop your transferable skills such as analysis, problem solving and communication.

### **Career Planning and Management Skills**

You will develop the ability to make and implement realistic, well-informed decisions about your career. All students have access to career management skills through the curriculum. This could be through a specific module, embedded within different relevant modules, through PDP or a combination of these.

### **Learning, Reflection and Articulation through Personal Development Planning**

You will have the opportunity to engage in a Personal Development Planning programme while at the University, as well as having access to tailored support and relevant opportunities. All students are able to engage in a continuous personal development planning process, which will encourage them to learn how to:

- Take responsibility for your own personal and professional development

- Identify areas for self development and set goals for that development
- Reflect continuously on your learning and skills development (gained from your academic, work-based and other experience both before and whilst at university)
- Articulate your learning (for example, to employers)

## **Enterprise and Entrepreneurship**

Staffordshire University students are encouraged to view starting and running a business as a genuine career choice, and where appropriate will gain access to practical support to make this happen. All students who are interested will have support to develop their management skills and knowledge to help them start and grow successful businesses.

## **Accreditation**

There is currently some provision for students to gain accreditation for employability-related activity. The APL policy enables students to accredit up to 75% of an award through either APEL or APCL. You are encouraged to match either your accredited or experiential learning against module learning outcomes. In the case of APEL where there is a clear match you are asked to engage in a negotiated assessment in order to demonstrate that you have successfully met the learning outcomes at the required level. More detailed information on APL is available in the policy document.

[http://www.staffs.ac.uk/assets/apel\\_policy\\_tcm44-26828.pdf](http://www.staffs.ac.uk/assets/apel_policy_tcm44-26828.pdf)

## **Employment Opportunities, Resources, Support, Guidance and Information**

In practice, the Employability policy is delivered in the following ways:-

- Through ensuring that the Learning Outcomes of your degree map to a grid of skills relating to the acquisition of knowledge and understanding, learning, enquiry, analysis, problem solving, communication, application of knowledge and reflection. These 'key skills' are all 'transferable': that is to say, although you acquire them in relation to a specific subject while you are studying at university, they are skills which can be applied in other contexts and situations. This is why they are useful to employers.
- Through introducing you to 'Personal Development Planning' (PDP) as an embedded part of your core curriculum in your award. PDP helps you systematically to address your profile of skills, identify areas of weakness, and to plan strategically to address them. Although the PDP begins at certificate level, you will have opportunities to continue to engage in this process throughout your time as an undergraduate, and are encouraged to do

so. PDP also provides a way of recording your development in an accessible, permanent and reflective way. This could be useful to you during an application/interview for employment.

### **6.10. Personal Development Planning (PDP)**

A PDP will form part of your student experience. The Quality Assurance Agency for Higher Education describes PDP as 'structured and supported processes to develop your capacity to reflect upon your own learning and achievement, and to plan for your personal education and career development.' As part of this process you will develop a record of personal goals, plans, reviews and achievements. These will provide a source of materials for you to draw upon to monitor your own progress. Your personal tutor will be involved in the preparation of this record. PDP will be integrated into modules at each level of the award.

### **6.11. Personal/Academic Tutors**

You will be allocated a Personal Tutor when you enrol on the award. The role of your Personal Tutor is to take day-to-day responsibility for your pastoral and academic well-being. This will include:

- Holding a meeting in the first term and one meeting in each subsequent term, (holding any additional meetings at the instigation of yourself, or where otherwise necessary).
- Providing you with general academic guidance on your progress through the award for which you are registered.
- Taking appropriate action in respect of absenteeism.
- Writing academic references, (a copy of such references to be placed on file) and providing careers advice where appropriate or directing you to people with appropriate expertise.
- Taking any necessary initiatives to refer matters to student counsellors/awards directors/module leaders, etc., completing referral forms and forwarding to appropriate personnel where appropriate, plus placing a copy on file. Anything which is deemed to be of private and confidential nature may be held on your file in a sealed envelope, marked accordingly. This will only be "used" with your permission.

## **Section 7 - Award Management**

**Head of Psychology**  
**Award Leader**  
**Award Tutors**

**Judy David**  
**Carol Hayes**  
**Carol Hayes**  
**Ann Whitehouse**  
**Sarah Sharpe**  
**Ruth Gill**  
**Amanda Duncan**

**External Examiner**

**Sally Thomas**

**Award Leader** - will manage all aspects of the awards and will carry out the functions described in the University Quality Assurance Handbook.

**Award Tutors** - will deliver the course and deal with student related problems on the course. The Award Tutor will also be a Module Leader and will carry out the functions described in the University Quality Assurance Handbook.

**External Examiner** - will advise on the academic standard of the programme and will carry out the functions described in the University Quality Assurance Handbook.

The Programme will be managed by an Award Committee to which the Award Leader will be responsible. The Course Committee will develop terms of reference to define the Committee leadership and membership and the course management, control and quality assurance and their integration with the Faculty of Sciences and University quality assurance processes. The Award Committee meetings will comprise the Award Leader, all module tutors and award assessors and student representatives. The purpose Award Committee will manage and control the course and assure quality of the awards through:

- the issue of Student Handbooks.
- review of the annual monitoring report from the Award Leader.
- external monitoring of the awards by External Examiners.
- ensuring the periodic review, revision, updating and validation of the Course.

The Award Leader will report to the Award Committee for all aspects of the delivery of their course and will report to the Faculty Quality Committee on all matters related to quality and University Quality Assurance matters.

An annual monitoring report will be produced by the Award Leader, reviewed by the Award Committee and forwarded to the relevant University Committee after review. The report will apply the normal monitoring criteria for the Faculty of Sciences. It will appraise the course design, content and organisation, teaching and learning, the participant experience and quality assurance, plan appropriate enhancements and developmental activity and record changes that have been made to the course during the period under review.

### **7.1 Award Monitoring**

The quality of provision will be monitored through:

- Observation by the Award Leader or another university tutor designated by the Award Leader
- An on-line questionnaire to be filled in by the students at the end of a module

On-line questionnaires will be available at the end of each module, resulting feedback will be analysed and acted on accordingly. An end of course, questionnaire will also be used to inform the further development of similar courses and the framework.

## **7.2 Student Representation on Awards Committees**

You will have the opportunity to elect Student Representatives from each year group of the Award to sit on the University's Award Committee. The Student Representatives will be encouraged to undertake the Staffordshire University Union Student Representative course. They are expected to canvass opinion from their fellow students and make comments at the Staff Student Liaison Meetings and Committee Meeting.

You will also be asked to take part in the Student Viewfinder Survey. The Student Viewfinder survey underpins progress towards the highest possible level of support by providing a sound basis for the University, through Academic Board and its sub-committees, to understand student interests and needs.

## **7.3 Procedure for Considering Student Views and Opinions**

General issues regarding the operation of the award can be dealt with through your Student Representative or your Personal Tutor. With regard to individual modules you can talk to the Module Tutor delivering the module. At the end of each module, and in accordance with University Quality Assurance procedures your views will be canvassed through on-line student feedback questionnaires.

## **7.4 The Examination Board and the Award Board**

The Examination Board will meet to agree results for individual modules and the Award Board will meet to review the management of the course, to ensure that the course operates within the regulations of the university and to agree the conferment of awards. In reviewing the management of the course the Award Board may consider all factors relevant to the operation, effectiveness and quality of the programme. The membership of the Assessment Board and the Award Board shall be:

Dean of the Faculty of Sciences or Nominee  
Award Leader  
Award Tutor  
External Examiner for the Award

Finally, if you have any problems at all, please contact your course tutor or your personal tutor as soon as possible. Don't let things drift. Most problems can be dealt with reasonably easily. Don't let things build up, whatever concerns you have, others are likely to have similar concerns.

**Further Information about the University and directions to all Staffordshire University sites and campus maps are available on the website:**

[www.staffs.ac.uk](http://www.staffs.ac.uk)

**Enjoy the course and good luck.**

### **Course Calendar BA**

<b>Event</b>	<b>Week beginning</b>
Induction	19 <sup>th</sup> Sept 2011
Module teaching begins	26 <sup>th</sup> Sept 2011
Reading week	24 <sup>th</sup> Oct (one week)
Semester 1 concludes	5 <sup>th</sup> Dec 2011
Assignment submission	16 <sup>th</sup> Dec 2011
Exam week	9 <sup>th</sup> January 2012
Semester 2 teaching begins	16 <sup>th</sup> Jan 2012
Reading week	13 <sup>th</sup> Feb 2012 (one week)
Research submission	30 <sup>th</sup> March 2012
Semester 2 concludes	23 <sup>rd</sup> April 2012
Revision	30 <sup>th</sup> April 2012
Research presentations	30 <sup>th</sup> April 2012
Assignment submission	4 <sup>th</sup> May 2012
Exams	8 <sup>th</sup> May 2012

## **Appendix One**

## **Ethical Approval Form**

### **Introduction**

The purpose of this Ethical Approval Form is to provide students, employers and the University with the assurance that all work undertaken as part of an Early Childhood Studies Award at Staffordshire University is carried out in accordance with the University policy on Research Ethics. Copies of this policy are available at [http://www.staffs.ac.uk/images/intro\\_and\\_guide\\_tcm68-20644.pdf](http://www.staffs.ac.uk/images/intro_and_guide_tcm68-20644.pdf)

Under this policy students engaging in any research based activity that involved children and young people would be required to seek ethical approval from the academic ethics sub-committee prior to undertaking any work. As all of the Early Childhood Studies Awards provided by Staffordshire University are work-based and require students to engage in a range of work-based activities and assignments, obtaining ethical approval for each activity and assignment is inappropriate. Therefore all students on Early Childhood Studies Awards are allowed to apply an ethical approval disclaimer, as the nature of their employment already involves them in working with children and young people. They have a legal requirement to exercise a 'duty of care' and are subject to rigorous suitability for employment checks through the CRB.

Information on the requirements of each award in relation to the types of activities students will be required to undertake and the range of data they may require are provided in the course handbook. In addition all assignment guidelines and handbooks contain information reminding students of the need to apply rigorous ethical standards to their work.

The ethical approval form needs to be completed once at the beginning of each year, before the modules commence and, at the latest, within one week of commencement.

**The University will not allow any student to conduct work with children and young people in relation to Early Childhood Studies awards unless this form has been completed.**

**It is the responsibility of the student to ensure that the ethical approval form has been completed and signed.**





**Staffordshire University**  
**Early Childhood Studies Awards**

Please sign below to indicate that you have read and understood the information provided by the University on ethical approval in relation to Early Childhood Studies awards.

**Student**

Name:
Signature:
Date:

**Employer/Placement**

Name:
Signature:
Position:
Date:
Company Stamp (If a stamp is not available please staple compliment slip/business card/letterhead to this form):

**Course Tutor**

Name:
Signature:
Date:







