



**Staffordshire University
Foundation Degree (FdA) in
Early Childhood Studies
with an exit award of
Certificate of Higher Education
in Early Childhood Studies**

STUDENT HANDBOOK

2011-12

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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

Fig 1 Possible progression routes to FdA Early Childhood Studies

Fig 2 Early Childhood Studies Programme

Fig 3 Levels of Course Modules

Fig 4 Possible progression routes from FdA Early Childhood Studies

Fig 5 Contact Hours

Fig 6 Summative Assessment

Fig 7 Grading Criteria

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.
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.
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.

1.1 Welcome

Welcome to Staffordshire University's Foundation Degree in Early Childhood Studies and to the college of your choice. This programme has been developed by the University in collaboration with the Staffordshire University Regional Federation (SURF) and UK non-SURF Partners, local authorities, employers and other interested organisations. We hope you will find this course interesting and useful to your career. This Handbook contains information about the course and the University and must be read in conjunction with the individual College Handbook issued to you by the College/training organisation of your choice.

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.

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. 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.

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

.....
.....

1.3. Distinctive Features of the Award

The Foundation Degree in Early Childhood Studies has been designed with the assistance of the early years sector, college and university staff. They provided valuable insight and advice to ensure that the degree programme incorporates all the latest information for you, the early years practitioner, who is seeking to complement your work-based learning experiences with a valuable qualification at higher education level.

The programme of study emphasises the importance of your work-based learning; learning does not just take place inside a classroom. This course aims to incorporate and value this vocational experience and expertise.

You will be required to attend the college/ training organisation of your choice for four hours every week, during term time. The day and time of your session will depend upon individual college arrangements. *Please make sure that you are aware of these.* You should not expect to learn everything you need to be successful on the course in these restricted periods and you are *expected to study extensively in your own time.*

Much of the course will involve discussion groups and reflection upon your experiences in the work place. You will be reinforcing your vocational learning in an active, relevant and academic manner. Work-based learning will also form the basis of your assessment, for example analysing information about children or situations in your early years setting.

A **Personal Tutor** will be allocated to you at the start of your course; s/he is there to support you academically and pastorally throughout your degree programme. The **Module Tutors** will support you with subject specific knowledge, skills and guidance. In your work setting a **Critical Friend** who is aware of the requirements of the course, will be selected by you to encourage and facilitate your work-based experience.

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).
- Regularly reviewing your personal development profile
- 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. If you are successful in the Foundation Degree in Early Childhood Studies you will have the opportunity to top-up your FdA to a full honours BA degree in Early Childhood Studies.

1.4. Why Choose this Award?

The College staff involved in the delivery of this award have a broad range of vocationally appropriate backgrounds within the early years sector. The award is designed to enable you to study at Higher Education level whilst remaining in employment in the early years sector.

The award will enable you to progress within the career structure in early years to achieve Advanced Practitioner status or to continue within Higher Education to an Honours level degree and beyond to QTS or EYPS. This award will also encourage the skills of reflective practice to raise the standards of professionalism within the sector in line with recent Government initiatives.

1.5. Entry Requirements

Applicants for the FdA Early Childhood Studies:

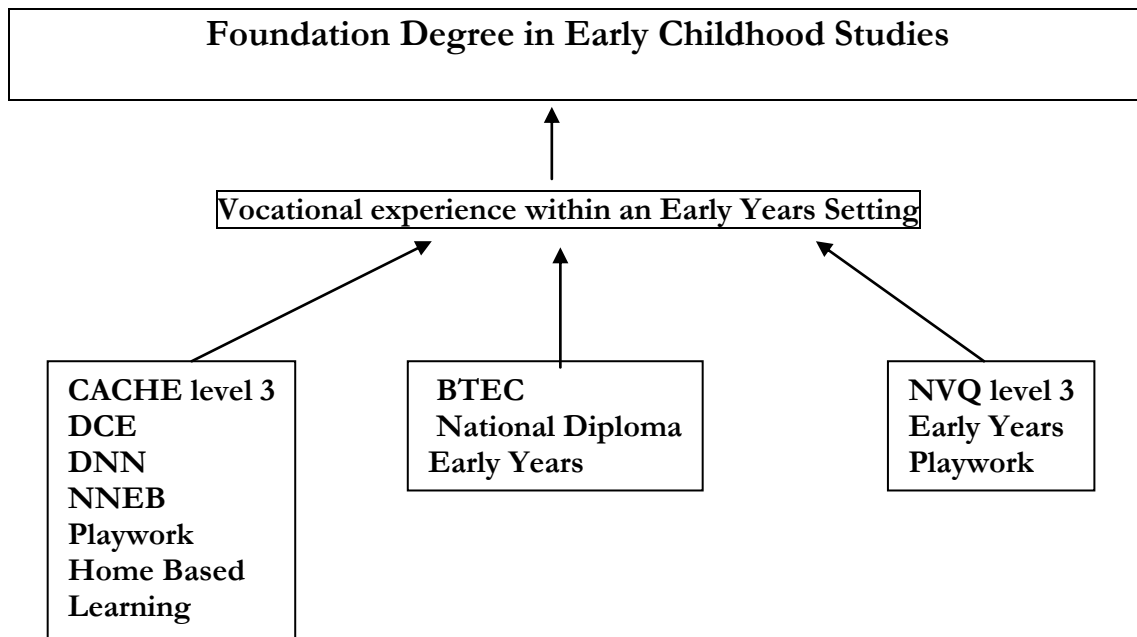
- Must be in employment (either paid or voluntary) within an early years setting for at least two days a week, with at least one year post qualifying experience. Applicants should have a statement of acknowledgement and support from their employer/mentor.
- As a major part of the programme involves “substantial access to children” it will be a condition of acceptance of students to obtain satisfactory enhanced police clearance via the completion of a CRB form. For those students who do not already have this through their work place setting, this can be processed through the Colleges/training organisations, with students required to pay the appropriate fee.
- Must have a pass in an appropriate level three qualification in early years (e.g. CACHE DCE, DNN, NNEB, Playwork, Homebased Learning, BTEC National Diploma in Early years/Childhood Studies, NVQ level 3 early years, playwork etc). (See fig. 1.)
- Candidates who do not meet the standard entry requirements will be considered on a case by case basis

This employment/placement must be in place before you enrol on the degree. However if circumstances arose rendering this practical experience unavailable, (for example, unemployment), the Colleges would support you to obtain further relevant placement experience. You will be required to have a critical friend, (usually from your setting and usually a senior member of staff). Critical Friends are normally people with whom you are working for the period of your studies and who has knowledge and experience of the systems and procedures in the setting. Critical Friends are able to support you in the work/voluntary setting, meeting with you regularly to discuss your strengths and areas for development.

You may be eligible to 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”.

To enable you to achieve the most from your programme (particularly those wishing to progress from the FdA) it is *desirable* that you have at least a level 2 qualification in English (GCSE) or demonstration of a level 2 competence.

Fig 1. Possible Admissions Routes to FdA Early Childhood Studies



1.6. What are the aims of the Programme?

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

- Increase competence as learners and aid you to develop transferable skills such as self awareness, reflection, evaluating your effect on others and their environment.
- Provide flexible and high quality, teaching and learning experiences which will encourage you to relate theory to practice and prepare you for your role as a senior practitioner in early years care and education.
- Ensure that you can demonstrate that you have adopted appropriate, value and belief systems for the early years sector, including anti-discriminatory practice, safeguarding children, equal opportunities and inclusion.
- Develop 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.

- Develop knowledge and an in depth understanding of current practice, legislation and initiatives in the early years sector including a commitment to promoting the holistic development of the child.
- Provide you with a firm basis for progression to further study e.g. EYPS, BA (Hons), QTS etc.
- Promote your capacity and commitment to act as an advocate for young children and the disposition to work for change.
- Support your study of early childhood studies which aims to cross the boundaries between disciplines and professions, to promote multi-professional understanding, respect and collaboration.
- Extend your knowledge and understanding of the continuum of holistic growth and development of young children.

1.7. Duration of Study

The Foundation Degree in Early Years has 11 assessed modules. Modules are either 15 or 30 credit modules. The credits are part of a national system to enable you to accumulate credits as you pass each module. It enables transfer from one institution to another and students to have their prior learning acknowledged and accredited. At Staffordshire University 15 credit modules equate to 150 hours of total learning time (20 hours of class contact and 130 hours of work-based and independent study). Similarly a 30 credit module equates to 300 hours of total learning time, (40 hours of class contact and 260 hours of work-based and independent study). To qualify for the FdA ECS you will need to accumulate 240 credits.

The Foundation Degree in Early Childhood Studies will normally take three years to complete attending one day a week (usually late afternoon/evening but different colleges vary). The academic year is divided into three teaching blocks each of ten weeks duration. Precise dates may vary depending upon the College of choice, so please check with the course tutor.

Fig. 2. Early Childhood Studies Programme

LEVEL 4 CERTIFICATE (C)	Credits	LEVEL 5 INTERMEDIATE (I)	Credits
<ul style="list-style-type: none"> • Study Skills • Current Issues in Child Health • Child Development and Young Children Learning • The Early Years Curriculum • ICT to support Children’s Learning • Planning, Play and Assessment for Quality Provision 	<p>15</p> <p>15</p> <p>30</p> <p>30</p> <p>15</p> <p>15</p>	<ul style="list-style-type: none"> • Safeguarding and Promoting Children’s Welfare • Diversity and Inclusion • Introduction to Managing People and Resources • Making Sense of the World • Communication, Language Literacy and Numeracy 	<p>30</p> <p>30</p> <p>15</p> <p>15</p> <p>30</p>
Total Credits level 4	120	Total Credits level 5	120
Total Credits for Whole Award			240

Fig. 3 Levels of course modules

LEVEL Four			
Term One		Term two	Term three
Study Skills (September-October) (15c)	Current Issues in Child Health (October – December) (15c)	Child Development and Young Children Learning (30c)	Early Years Curriculum (30c)

LEVEL Four		LEVEL Five	
Term One		Term two	Term three
Play, Planning and Assessment for Quality Provision (15c)	ICT to Support Children’s Learning (15c)	Safeguarding and Promoting Children’s Welfare (30c)	Diversity and Inclusion (30c)

LEVEL Five	
Term One	Term Two
Introduction to Managing People and Resources(15c)	Communication, Language, Literacy and Numeracy (30c)
Making Sense of the World (15c)	

2. Rationale

The rationale for the FdA Early Childhood Studies is to provide an opportunity for you to build on your knowledge and experience through study at higher education level in order to enhance understanding of your current professional roles. In addition this will provide a route to obtain professional qualifications at a higher level. It is designed specifically for you to combine work and study. Access to the programme is based on progression from appropriate level three qualifications, and recognises that many of you will have gained the knowledge and understanding necessary to undertake study at higher education level through developing professional awareness in the context of your work and studies.

You will need to be in work with early years children (either paid or voluntary) for at least two days a week. The degree has been designed to be studied part time, usually in the evening (4-9 pm, colleges may vary), over eight, ten week teaching blocks. This recognises the fact that you are in work and may find full time attendance impossible. This is also in line with the University's commitment to flexible learning.

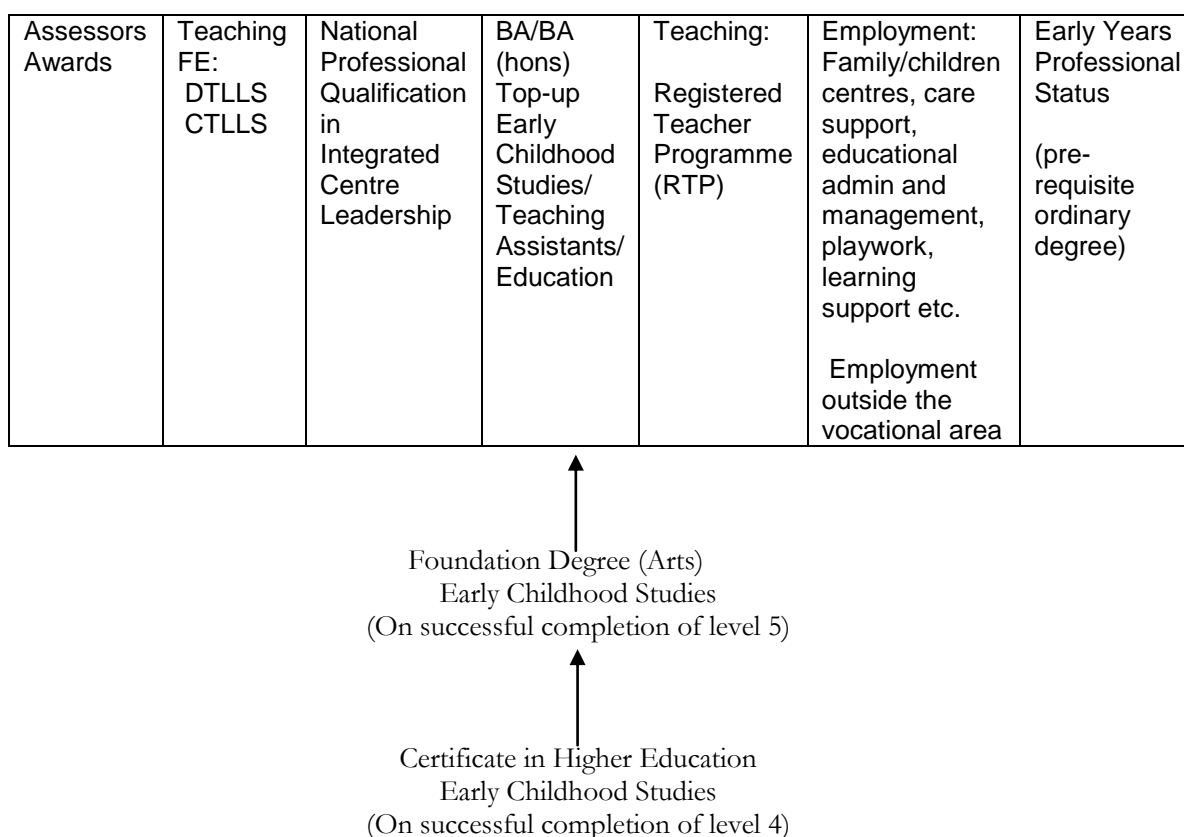
Staffordshire, Stoke, Tameside, Coventry and Warwickshire Local Authorities fully support this programme and have contributed to its development. Employer partnership and support for you on the course and the provision of appropriate work-based experience is essential. This involvement of employers will ensure the provision of an appropriate and supportive work-based learning environment.

Rigorous and broad-based vocational learning will underpin the 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.

2.1. Progression Routes

This programme is central to the governments desire to create a professional workforce and a distinct career structure for those working in child care and education. The programme will offer students the possibility of career enhancement including the opportunity to apply for Advanced Practitioner Status having shown a commitment to continuing professional development and compliance with Ofsted recommendations for senior post holders.

Fig. 4. Possible Progression Routes from FdA Early Childhood Studies



(Note: Entry to teacher training will require each applicant to have GCSE English/Maths/Science at level C or above, prior to application. Entry to EYPS will require candidates to have English and Maths at GCSE level C or above. Entry requirements for other vocational degrees (nursing, social work) will vary according to the HE provider and you are strongly advised to contact the providers prior to your application. Candidates wishing to progress to a career in Social Work or nursing will need to complete their honours degree before embarking upon postgraduate qualifications in these vocational areas.

3. Students with Disabilities

The University, Colleges and training organisations welcome students with disabilities and special needs. We have embraced the implications of recent disability legislation. We recognise that we have a duty to ‘anticipate’ your needs and are prepared to ‘make reasonable adjustments’ to enable you to fully participate in your studies. The faculty has representation on the University’s Disability Forum which shares good practice across the University and keeps itself informed of strategic issues as they arise.

4. 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”. It is important that you

discuss this with your personal tutor as soon as possible to ensure that all appropriate learning and experience can be assessed and credited to your programme.

Please contact the Award Leader with any queries regarding the AP(E)L process.

4.1. 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.

4.2. Changes in Personal Circumstances

Please inform your College Office of any changes to circumstances, such as change of name, address or employer. This data is largely student generated and out of date information will lead to delays and problems with communication.

If your employment situation changes and you are not able to complete the required amount of time per week in a relevant setting (this could be voluntary) you will have to intermit the Award. If you do not let the College/training organisation know, and continue on the programme without working in a relevant setting you may be required to withdraw from the programme.

5. Programme Structure and Learning Outcomes

The FdA Early Childhood Studies is designed to be studied on a part time basis. There are two awards available.

- **Certificate of Higher Education** (120 credits)
- **Foundation Degree (Arts) Early Childhood Studies** (240 credits)

You may exit the programme at the end of level four and apply for the award of Certificate of Higher Education.

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

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

- Have knowledge and understanding of key concepts, philosophies, political, economic and social of early childhood studies. (SU: Knowledge and Understanding, Learning).
- Have knowledge and understanding of the main theories and research appropriate to the holistic development of the child including meeting children's individual needs. (SU: Knowledge and Understanding, Learning).

- Have awareness of the diversity, complexity and changing nature of babies and young children's care and education. (SU: Knowledge and Understanding, Reflection).
- Have knowledge and understanding of the management processes and procedures for a child care/education setting. (SU: Knowledge and Understanding, Learning, Analysis).
- Select, challenge and critically evaluate appropriate early childhood studies literature through research and development of argument and appraisal. Show a willingness to accommodate new ideas. (SU: Knowledge and Understanding, Learning, Enquiry).
- To communicate relevant ideas and findings reliably through written and oral means both individually and within groups, using structured and coherent argument. (SU: Communication).
- Present, evaluate and interpret complex data (qualitative and quantitative) appropriate to the diverse range of early childhood studies. (SU: Enquiry, Problem Solving)
- Reflect upon and respond positively to professional training, developing existing skills, and acquiring new competencies that will potentially enable them to assume significant responsibility within relevant vocational organisations (SU: Learning, Application, Reflection).
- Reflect upon the impact and limitations of theory upon practice in relation to childcare organisation and management (SU: Analysis, Reflection).

In addition to the outcomes stated above, the FdA Early Childhood Studies aims to enable students to:

- Be able to substantiate independent points of view and present ideas precisely and convincingly in a variety of written formats. (SU: Analysis, Application, Problem Solving, Communication).
- Demonstrate qualities and transferable skills necessary for employment, management or further training including the use of ICT resources for producing written material and research. (SU: Application, Communication).
- Demonstrate the exercise of personal responsibility and decision making skills that will enable student to assume significant responsibility within the early years vocational sector. (SU: Application, Problem Solving).
- Exhibit the ability to organise own learning, time management, collaboration and increasing levels of autonomy in familiar and unfamiliar situations with open mindedness and critical enquiry. (SU: Application, Communication).

5.1. Module Overview

Module 1 – Study Skills

The module will build upon existing knowledge skills and understanding to encourage you to adopt a positive approach to your new course by developing skills of

communication and presentational methods. You will be introduced to the purpose and development of reflective practice and the use of PDP's. You will examine the ways in which data can be reported through the use of graphs, tables and charts etc. You will reflect upon ways of analysing such data and researching conclusions, and will consider the notion of bias and partiality.

You will be introduced to critical thinking skills by examining issues from your own professional work-base and from a theoretical perspective. You will explore matters of style in academic writing, citation and referencing using the Harvard System.

You will use e-mail as a means of gathering and disseminating information and use ICT to identify sources of information, you will evaluate the credibility of such sources. You will discuss workload planning and time management techniques

Module 2 – Current Issues in Child Health

The module will examine the major demographic, social, behavioural and medical developments which have occurred historically and which have been reflected in the health of the childhood population in the UK today. In particular you will evaluate the evidence for an increase in prevalence of mental and emotional problems, asthma, obesity and eating disorders. You will reflect upon the effects of socio-economic inequalities on conditions such as childhood cancers, AIDS related illnesses and childhood morbidity. You will evaluate the definition of the various models of health and health care

You will study the relationship between physical play and sensible risk management of the play provision, to allow children an opportunity to engage with an acceptable level of risk and challenge.

You will analyse current surveillance/screening programmes and health care promotion, including disease prevention, taking a holistic view of the health and developmental needs of the child.

Module 3 –Children Development and Young Children Learning

In this module you will investigate theories of attachment and maternal deprivation through to more modern and well researched ideas.

You will investigate how behaviour and personality develop and the role of instinct, maturation and learning to their acquisition. You will examine strategies for behavioural management and developing positive role models.

You will analyse the concept of readiness and of “sensitive periods” to the development of cognition, memory and knowledge structures.

You will demonstrate knowledge and understanding of how children learn and process information, developmental patterns relating to play and an awareness of how cognitive development can be influenced by their physical development, language competence and their emotional and social skills.

Module 4 – Early Years Curriculum

In this module you will examine definitions of “curriculum”, different models, and educational and political events that affect curriculum.

You will examine the Early Years Foundation Stage Framework, National Curriculum and alternative curricula. You will examine the political and educational events that led to the introduction of the Early Years Foundation Stage Framework and the current Government policy relating to this. You will review the literature on the role of the adult in children’s learning and examine appropriate learning programmes to enable children to progress in the areas of knowledge, understanding, skills and concepts

You will be made aware of the importance of meeting individual needs and ensure equal opportunities in a climate of anti-discriminatory/anti-bias practice.

You will reflect upon your own experience and knowledge of the range of facilities available to modify your own practice in the light of current research, personal growth and development.

Module 5 –Play, Planning and Assessment for Quality Provision

In this module you will examine the rationale for planning implementing and evaluating the early years curriculum, including the planning cycle, inclusion and parental partnerships. You will examine a range of approaches to planning and communication, including long, medium and short term plans.

You will reflect upon the planning and assessment processes in your own settings and how this links to the fundamentals of good practice and the need for creativity and free choice.

The module will examine the development of children and the role of play in the early years curriculum and children’s learning. You will compare the merits of the competing genre of free and structured play and the balance of adult guidance and intervention.

You will consider the organisation of play equipment and resources including gender specific balance and the role of the adult as companion, observer, facilitator, mediator, role model, judge and protector.

Module 6 – ICT to Support Children’s Learning

In this module you will examine the differing uses of ICT in the early childhood setting and how that can be embedded within the early years curriculum.

You will recognise the legal and safety requirements of the use of ICT for children, parents/carers and practitioners.

You will be encouraged to understand how learning theories are relevant to the use of computers and peripherals.

You will recognise how ICT can make a major contribution to teaching and learning by allowing for differentiation and equal opportunities, breaking down barriers with assistive technology such as touch screens, foot-controlled mouse, expanded keyboard, remote controls etc.

Module 7 – Safeguarding and Promoting Children’s Welfare

In this module you will examine definitions of physical, sexual, racial and emotional abuse and allow students to examine their own feelings towards abuse and neglect.

You will examine the legislative framework relating to child protection (for example, UNCRC (1989), Every Child Matters (2003) and Children Act (1989 and 2004), and examine national guidelines on interagency co-operation.

You will review the terms used within the area of children protection and examine the problematic nature of the phrase “at risk”.

You will understand how to provide information about suspected abuse within agreed boundaries of confidentiality, and distinguish clearly between evidence directly observed and information gathered from other reliable sources.

Module 8 – Diversity and Inclusion

The module will examine changing concepts of “inclusivity”, looking at a variety of reports and legislative documents. You will review the impact of special educational needs on individuals and families, and the support systems in place.

You will have an understanding of the principles of catering for the individual needs of the child and responding to diversity of culture, race, ethnicity, gender, ability, disability and lifestyle etc.

You will examine the development of values, beliefs and stereotypes and how these can be overcome by building an inclusive and tolerant environment.

You will examine a range of specialist support agencies and multi-agency working, reviewing the roles of different professionals within statutory and voluntary services.

The module will explore ways of working with the child and their parents/guardians in the planning, writing and implementation of IEPs. A positive and holistic approach to the concept of individual plans will be encouraged with an emphasis upon the “unique child”.

Module 9 – Introduction to Managing People and Resources

The module will introduce the main concepts of management theory and human and physical resources management. You will link and evaluate general management theories, to the principles of leadership, team building, delegation and motivation. Financial and physical resources will be examined within the context and constraints of the early years setting. You will consider the management of change and the major influences to bring this about.

Module 10 – Making Sense of the World

The module will examine what comes first the thinking skills or the practical skills when encouraging children to operate on a high level of thoughtfulness.

You will consider the relationship between prediction and observation to a child's ability to ask questions and encourage curiosity.

You will consider how to encourage children to develop a critical awareness of the world around them, and how theorists have used aesthetic awareness to allow children to express themselves, and develop imagination and creativity.

You will evaluate the concept of experiential learning to children's understanding of the world around them and examine the benefits of problem solving and creative thinking.

Module 11 – Communication, Language, Literacy and Numeracy

The module will consider current and competing theories of the development of language, literacy and numeracy, (for example, nativism, behaviourist, cognitive and interactionist), and the stages in the process of simultaneous acquisition of these areas of learning.

You will examine the effects of bi/multilingualism upon children and their families.

You will review common conditions which may cause delay to language, literacy and numeracy development such as stammering (stuttering), developmental verbal dyspraxia (DCD), dyslexia, dyscalculia, deafness and autism.

You will explore the development of narrative in young children, features of early literacy, emergent writing and the emergent reader.

You will consider ways of providing a literate and numerate environment through the medium of play with opportunities for reasoning and problem solving

5.2. 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 College Campus each week for a four hour session. You will be provided with a timetable indicating when you will be required to attend for each module. In addition, you will be required to allocate substantial personal time to independent learning, which will include independent reading, work-based hours, 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

Module	Contact Hours	Independent Learning Hours
Study Skills (15 credits)	30	120
Current Issues in Child Health (15 credits)	30	120
Early Years Curriculum (30 credits)	60	240
ICT to support Children's Learning (15 credits)	30	120
Play, Planning, and Assessment for Quality Provision (15 credits)	30	120
Children's Development and Young Children Learning (30 credits)	60	240
Safeguarding and promoting Children's Welfare (30 credits)	60	240
Diversity and Inclusion (30 credits)	60	240
Making Sense of the World (15 credits)	30	120
Introduction to Managing People and Resources(15 credits)	30	120
Communication, Language, Literacy and Numeracy (30 credits)	60	240

5.3. Teaching and Learning Strategy

The teaching, learning and assessment strategy has been carefully developed for this award. It recognises that the students who come to the FdA may be different to "traditional" students, and their learning needs to be developed and supported in a different way. We recognise that you bring with you a wealth of practical experience and detailed knowledge of specific contexts to share with others. The programme therefore builds upon your existing vocational experiences. The strategies are designed to provide practical contexts for the analysis of contemporary issues and problems of a practical nature. The following strategies will be 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 your 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 the workplace and issues raised by the programme.

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.
- 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, powerpoint presentations 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.

The VLE 'Blackboard', will support you by providing flexible learning, with access to course materials on-line to enable you to manage your time more effectively and to improve staff/student communication through bulletin boards. This can promote on-line discussions with staff and peers. You will also have access to your chosen college's VLE system for internal discussion and resource.

6.0. Assessment Requirements

You will be assessed in every module for which you enrol. You may be required to undertake more than one element of assessment for a module, and will be given information on what is expected of you at the start of the module. The assessment will be linked to the teaching and learning methods of the module and will be designed to assess your understanding of the module's learning outcomes across the age range of 0-7.11. years. A range of summative assessment methods will be used which 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 are used to ensure that assessment is an accurate reflection of your ability.

Formative assessment and feedback is used throughout the programme and includes 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 is 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 and recommendations for policy and practice. In addition you will create a professional development portfolio that documents your personal learning through a series of reflective accounts and will review your own professional practice.

	Assignment/ Report	Presentation	Case Study/Practical planning	Critique of academic literature	Portfolio	Reflective Log	Examinations
Study Skills	X 50%					X 50%	
Current Issues in Child Health and Wellbeing	X 100%						
Child Development and Young Children Learning	X 50%						X 50%
Early Years Curriculum	X 50%	X 50%					
Planning, Play and Assessment for Quality Provision					X 100%		
ICT to Support Children's Learning		X 100%					
Safeguarding and Promoting Children's Welfare	X 100%						
Diversity and Inclusion				X 100%			
Resource Management			X 100%				
Making Sense of the World			X 100%				
Communication, Language, Literacy and Numeracy	X 100%						

Fig.6. Summative Assessments

6.1. 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.

At Certificate level you will be expected to demonstrate relevant skills and competencies and be coherent and structured in your written work and expression of ideas. Forms of expression at this level may be descriptive or imitative but you are expected to demonstrate an increasing understanding of the theoretical background of your study and the analytical competence to explore it, as well as its relationship to

your work setting. At this level you are expected to develop a reflective awareness of skills and abilities.

Level five reflects continuing development from level four. At this level you are not expected to be fully autonomous but able to take responsibility for your own learning with some direction. You are expected to locate an increasingly detailed theoretical knowledge of early years within a more general intellectual context, and to demonstrate this through means of expression which goes beyond merely descriptive or imitative.

Assessment Criteria

Class	Grade Point	Criteria
DISTINCTINION	15,14,13	<p>Excellent answer, comprehensive with no important inaccuracies, work of a distinguished quality. Clear evidence of originality and insight.</p> <p>Displays an authoritative grasp of the concepts and considerable knowledge of subject area.</p> <p>Excellent understanding of subject/ task.</p> <p>Relevant use of examples.</p> <p>Very well focused and relevant to the task.</p> <p>High standard of structure/grammar/ referencing.</p> <p>Excellent analysis and evaluation with an ability to sustain an argument, to think analytically and/or critically.</p> <p>Salient conclusions or key issues are identified.</p> <p>Evidence of considerable/ extensive wider reading and independent research.</p> <p>Awareness and use of competing/ alternative analysis if appropriate.</p>

<p>MERIT</p>	<p>12,11,10</p>	<p>Comprehensive answer with few omissions or inaccuracies. May offer evidence of some occasional originality and insight.</p> <p>Good knowledge of subject area and an above average level of understanding of the concepts.</p> <p>Good understanding of subject/ task.</p> <p>Relevant use of examples.</p> <p>Focused and relevant.</p> <p>Good structure/grammar/ referencing.</p> <p>Good analysis and evaluation. Evidence of some ability to sustain an argument, to think analytically and/or critically.</p> <p>Conclusions or key issues are identified.</p> <p>Evidence of reading relevant material and some independent research.</p> <p>Some awareness of competing/ alternative analysis if appropriate.</p>
<p>PASS</p>	<p>7,8,9</p>	<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>

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

Fig. 7 Grading Criteria

6.2. Penalties for Late Submission

It is your responsibility to submit work on time. Failure to do so without extenuating circumstances, 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. All work must be word processed and support with ICT will be available from the College following discussion with your personal tutor.

6.3. 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/images/ugrad_mod_fram_tcm68-12695.pdf

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.

Students' work is also '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 usually a senior academic at another university.

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 modules.

The University's regulations on Extenuating Circumstances apply in the case of late submissions.

6.4. Module Results/ Assessment Referencing Criteria

You will be given a provisional result for your performance in each module following marking and 2nd marking, to allow you to use the feedback to improve future performance. After the award boards, your marks will be finally confirmed and 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. The University uses a Grade Point scale to record your overall module results.

6.5. 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.

6.6. 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 of 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.

6.7. When can I retrieve a failed module?

The Assessment or Award Boards will set the date by which you are required to retrieve the fail.

If your final attempt to retrieve a failed module is not successful, you will fail the module. The Award Board may, however, *at its discretion*, offer you one final attempt, with attendance but this will only occur in exceptional circumstances.

6.8. 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 (EU). This is a system operated across the University to ensure that all students are treated fairly.

Note that there are only three types of claim which you can make:-

- **‘M’, for ‘mitigation’** which means that you were able to hand work in on time but its quality has been affected by your extenuating circumstances. If your claim is upheld you will be given a ‘further assessment opportunity’ i.e. you can submit the assessment again to try for a better mark.
- **‘L’, for ‘late’** which means that you are allowed an extra 10 working days (i.e. week days) to complete the assessment. If your claim is upheld and you submit your work within this time frame there is no mark penalty, but if you submit after the 10 days your work will be marked at zero.
- **‘N’, for ‘non-submission’** which means that your circumstances were such that you were unable to submit the work at all at this assessment point. If your claim is upheld you will then be required to submit your work at a date to be agreed at the relevant award / assessment board. No mark penalty will be incurred.

You must claim either ‘M’ or ‘L’ or ‘N’ against EACH element of assessment for EACH module you want to include in your claim. Attention to this detail is very important if the Faculty’s Extenuating Circumstances Panel (ECP) is to make the correct decisions in relation to your claim.

The basis of any successful claim for EU is 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 EU Panel include claims for sickness, personal or family issues (psychological, family illness or problems, relationship breakdown), College 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, for example, failure to 'back-up' work.

Always remember to submit your claim for extenuating circumstances within 10 working days of the original assignment deadline. Claims submitted after this date will be rejected by default and will only be considered if an appeal is made.

All claims are considered by the Universities EU Panel, and you will be notified in writing of the result of your claim. If you feel that the situation has not been satisfactorily resolved you may appeal, in writing, to the Dean of Students.

Claims are dealt with by the Chair of the EU Panel and an administrator soon after they have been received. Decisions relating to these claims are then reported to formal EU Panel meeting, held at the end of each teaching block.

6.9 Procedure for Making a Claim for Extenuating Circumstances

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

The Faculty Panel meets regularly throughout the academic year. You must ensure that your claim is submitted to the College 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. You 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 you are not disadvantaged, and you will be notified of the decision in writing. Appeals against a decision reached by the Extenuating Circumstances Panel must be in writing to the Dean of Students Academic Registrar within seven days of receipt of the decision. Further information on the University's Extenuating Circumstances policy can be found at:

www.staffs.ac.uk/assets/extenuating_circumstances_form_tcm44-26816.pdf

6.10. Assessment Regulations

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

www.staffs.ac.uk/iassets/general_student_regs_tcm44-26816.pdf

Attention is drawn to some of the important regulations that you should be fully aware of on commencement of your studies. You 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/

- 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

7.0. Academic Misconduct

Plagiarism is the use of ideas and/or words of others without due acknowledgement, this is an assessment offence, and carries major penalties.

Plagiarism is cheating and 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 cheating 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 which you submit 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 plagiarism, 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 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 Misconduct**" is available at:

www.staffs.ac.uk/assets/academic_misconduct_tcm44-26770.pdf

This procedure is included as Appendix III of the Regulations for the Academic Awards of Staffordshire University, it is your responsibility to ensure that this is read and understood.

7.1. 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 the student 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 – the student should consult their tutors in such circumstances. An ethical approval waiver form will be completed by all students on the FdA Early Childhood Studies each year of the course to provide employers, colleges and the University an 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. (Ethical Approval Form Appendix 1)

7.2. Results

Details of the results for the year will be sent to the 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 College, 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 or graduation.

Section 8 – Student Support

8.1 Student Support and Guidance

Course tutors provide a first point of contact with groups of students, regarding academic matters and also act as a point of reference for personal and domestic matters that may influence your performance on the programme. Clear guidelines will be included in the programme handbooks, indicating lines of communication and support. An important aspect of the course is the role of the employer in supporting, mentoring, encouraging and facilitating work-based experience, activity and evidence. In addition to the stated provision, tutors on the programme will monitor your progress and feedback through the assessment of coursework and individual tutorials.

You will be allocated a personal tutor from your College/ training organisation to provide pastoral support and advice. The personal tutors will make referrals to student support services as and when needed. The personal tutor also provides academic guidance in the broadest sense and monitors student progress. The personal tutor is a link between yourself and the academic tutors.

8.2 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 the 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 Colleges' formal processes. These can be accessed on the College website. Appeals are called 'Procedure for Review of an Examination Board Decision' and can be found by following the link:

http://www.staffs.ac.uk/assests/rev_of_exam_board_tcm44-26765.pdf

Student Complaints Procedure at:

www.staffs.ac.uk/assets/complaints_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 College/University communities, 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_regs_tcm44-26816.pdf

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

9.0. General Administrative Points

9.1. Administration

Each academic year, you will need to complete some formal procedures including enrolment with the College/ training organisation.

9.2. Enrolment

The first task when you arrive at your local College/training organisation is to enrol as a student of the chosen College/ training organisation and Staffordshire University. You will be asked to complete or check, a part-time enrolment form, this will be signed by one of the tutors who has special responsibility for the course during the induction process; you will be issued with a student card.

Each college/ training organisation will offer you an induction with a tour of the college and highlight the learning resources available to you.

9.3. Module Registration

You will study a total of 120 credits for each level of the award, that is a total of 240 credits at the end of level 2 which is the amount needed to be considered for the award of a foundation degree.

9.4. Data Protection Act

The College/ training organisation and University has a responsibility under the Data Protection Act to ensure that data is kept safe and secure and is as up-to-date as possible. The College/training organisation and University relies on you to inform the faculty when data changes, e.g. term-time address, home address, name, employer etc.

The data gathered will be used in accordance with the registration under the Data Protection Act 1998. The College/training organisation and 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 college/universities will contact the staff to verify details such as assessment results and degree classification, attendance record, or to ask for a reference. The College/training organisation and University will only provide this information if you have explicitly agreed for them to do so. If you have not given consent to disclosure, we will require a third party to send a statement from you agreeing to the disclosure. Obviously, this can be very time-consuming – and could jeopardise the 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

10.0. University Library and Information Service

You will be registered at the library of the college of your choice, however, as a Staffordshire University student you have the same level of library access as all University students. You can access these services remotely and the University is

trying to offer you the same level of service as it does to students who can come in to the library. For more information please visit:

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 by using the library web site.

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 University libraries are open seven days a week, but opening hours on Saturday and Sunday are restricted, check with your College award leader for the opening hours of the College libraries. You can check the University library 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.

10.1. ICT Support

ICT support will be available at the local Colleges/ training organisation and you should consult the individual award leader for further information. 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

11.0. Award Management

11.1. Student Enabling Centre

The Colleges/ training organisations and the University 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.

We want to make sure that, if you tell the Colleges/ training organisation or 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 academic community and reflects our commitment to promoting equality for people with disabilities.

Within your chosen College/ training organisation, there will be 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 students with disabilities. This is done via peer review of teaching and subject meeting discussions.

Information about your disability will be 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 within your College. This information is important to your personal tutor, who will agree with you 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

Colleges 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 but it is your responsibility to work with us to achieve this. 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
- Make 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 Disability Advisory Service for your College.

11.2. Transferable and Professional Skills Development

You will have the opportunity to enhance your professional and transferable skills, such as problem-solving, communication and analytical skills. All undergraduate awards are mapped against the Award Outcomes.:

- **Work-based Skills...**these are operational skills to enable you to cope in the work situation. The focus is upon your role in the workplace and the skills to enable you to participate in teamwork or be successful in an individual capacity, for example the ability to relate to babies, children and young people.
- **Communication Skills...**Being able to communicate well in both written and oral forms is an important transferable skill considered essential by employers. You will be provided with training in how to use the library to search for literature, how to make notes from lectures and from articles you read, how to write reports and assignments etc.
- **ICT...**These are skills to enable you to use Information and Communications Technology effectively.
- **Problem Solving....**You will develop and reinforce problem solving skills through the use of real and simulated case studies in a variety of modules. You will analyse situations or positions, making choices, weighing the options against criteria either set for you or which you will develop, and make appropriate decisions.
- **Personal Skills...**These are self management skills that will enable you to cope with prioritising, multi-tasking and managing your time in the work place. You will reflect upon your present level of skills and those which you consider you need to develop further.
- **Research Skills...**These are useful skills both in classroom situations and for life-long learning. Researching requires you to set aims and objectives, identify relevant information, plan methodology, collect and analyse data and draw conclusions against the aims and objectives set.

You will develop the ability to make and implement realistic, well-informed decisions about your career. You will 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.

11.3. Learning, Reflection and Articulation through Personal Development Planning

You will have the opportunity to engage in a Personal Development Planning programme while at the College, as well as having access to tailored support and relevant opportunities. You will be able to engage in a continuous personal development planning process, which will encourage you 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)

PDP will form part of your student experience. The Quality Assurance Agency for Higher Education describes PDP as,

'structured and supported processes to develop the capacity of individuals to reflect upon their own learning and achievement, and to plan for their 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.

11.4. Student Representation

You will have the opportunity to elect Student Representatives from each year group. They are expected to canvass opinion from their fellow students and make comments at the Staff /Student Award Committee Meeting.

Students will also be asked to take part in the Student Survey. The Student Survey underpins progress towards the highest possible level of support by providing a sound basis for the setting, to understand student interests and needs.

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 the College Quality Assurance procedures your views will be canvassed through student feedback questionnaires.

11.5. 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 your chosen College/ training organisation is available on their website:

Aston Sixth Form College www.asfc.ac.uk
Burton College www.burton-college.ac.uk
CWT Training www.cwtcov.co.uk
Leek College www.leek.ac.uk
Newcastle under Lyme College www.nucl.ac.uk
South Staffordshire College Cannock Chase Campus www.cannock.ac.uk
Lichfield and Tamworth Campus www.tamworth.ac.uk
Stafford College www.staffordcoll.ac.uk
Stoke College www.stokecoll.ac.uk

Directions to all Staffordshire University sites and campus maps are available on the website:

www.staffs.ac.uk

Enjoy the course and good luck.

Appendix One



Staffordshire University
Early Childhood Studies Awards

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

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:

Course Tutor

Name:
Signature:
Date:

Appendix Two

Course Calendar

Event	Week Beginning
Induction	19th Sept 2011
Study skills Module begins	26 th Sept 2011
Half Term	24 th Oct 2011 (one week) Different settings may vary
Study skills Module Concludes	31 st Oct 2011
Current Issues in Child Health and Well-being module begins	7 th Nov 2011
Assignment submission (Study Skills)	Last date 18 th Nov 2011
Current Issues in Child Health and Well-being module concludes	5 th Dec 2011
Assignment submission (Current issues in Child health and Wellbeing)	Last date 16 th Dec 2011
Child Development and Young Children Learning Module begins	9 th January 2012
Half Term	13 th Feb 2012 (one week) Different colleges may vary
Child Development and Young Children Learning Module concludes	19 th March 2012
Timed Assessment	Monday 26 th March 10.30-12.00
Early Years Curriculum module begins	16 th April 2012
Assignment submission	20th April 2012
Half Term	4 th June 2012
Award Committee meeting with Student Representatives	27 th June 2012
Early Years Curriculum module concludes	25 th June 2012
Assignment submission	6 th July 2012

