

**Staffordshire University
BA (Hons) Early Childhood Studies
Degree (top-up route)**

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 in the third year of a full time degree.
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 Early Childhood Studies/ 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. Delivery of this programme will take place in Stoke, Lichfield and Ashton Sixth Form College. 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/BA (Hons) Early Childhood Studies (top-up route) at Staffordshire University is designed to allow progression from appropriate foundation degrees (or their vocational and academic equivalent), in accordance with the requirements set out in the *HEFCE Foundation Degree Prospectus* document (HEFCE, July 2000, ref. 00/07) and the *QAA Foundation Degree Qualification Benchmarks* (QAA, Nov. 2002). This programme provides an opportunity for people who have completed a foundation degree, where they were engaged in work with children, to enhance their professional understanding and knowledge through academic study and professional reflection on experience. The programme comprises six 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 candidates will be able to develop their professional skills, knowledge, understanding, academic ability and further their professional practice. The modules have been designed to ensure coverage of the academic content relevant to participants wishing to proceed to Early Years Professional Status or other related career opportunities.

The rationale for the BA/BA (Hons) Early Childhood Studies (top-up route) is to provide an opportunity for those working with young children to build on their knowledge and experience through study at higher education level in order to enhance understanding of their current professional roles. In addition this will provide a route to obtain professional qualifications at a higher level. It is designed specifically for people who wish to combine work and study. Access to the programme is based on progression from appropriate foundation degrees (or their equivalent), and recognises that many applicants will have gained the knowledge and understanding necessary to undertake study at higher education level through developing professional awareness in the context of their work and studies.

Students on the programme 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, in the evening (4-9 pm), over four, ten week teaching blocks. This recognises the fact that the students are in work and may find full time attendance impossible. This is also in line with the University's commitment to flexible learning.

The local authorities in Staffordshire, Stoke, and Tameside fully support this programme and have contributed to its development. Employer partnership and support for participants 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. Representatives of partner colleges in the Staffordshire University Regional Federation (SURF) and UK non-SURF, have been involved in the development of the programme.

Rigorous and broad-based academic 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.

1.5 Distinctive Features of the Awards

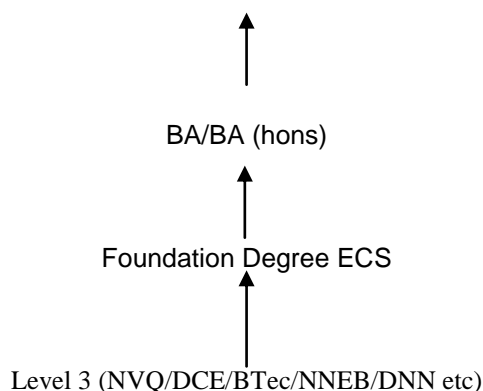
1. The Award is a part time route to a BA Early Childhood Studies or BA (Hons) Early Childhood Studies. It builds upon a successful part time foundation degree (or equivalent).
2. The Award fulfils the need of students who are working and would otherwise find it financially difficult to study. The course enables students to remain within the workforce.
3. The Award is the product of a partnership between early years employers, further education partners and a higher education institution.

1.6 Progression Routes

The programme will offer students substantial career enhancement opportunities including the underpinning knowledge for Early Years Professional Status. Graduates 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 MA	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/ Registered teacher programme SCITT



(See also Fig. 2. Possible Progression Routes to BA and BA (Hons))

1.7 Entry to the Award

Applicants for the BA Early Childhood Studies/BA (Hons) Early Childhood Studies:

- Must be in employment (either paid or voluntary) within an early years setting for at least two days a week, with a current CRB check.
- Must have a pass in an appropriate foundation degree (must have a significant equivalence of content to the ECS degree e.g. FD Teaching Assistants or FD Playwork, or equivalent qualification with 240 credits, e.g. HND ECS).

Students with Disabilities

The University and the faculty 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' the needs of our students with disabilities and be prepared to 'make reasonable adjustments' to enable them to fully participate in their 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.

1.8 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.

1.9 Duration of the Award

The award typically lasts for four teaching blocks of ten weeks duration. Please be aware that you must complete the award within four years of registration.

1.10 Withdrawal / Intermission

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

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

2.1 Programme Aims

The BA Early Childhood Studies/BA (Hons) Early Childhood Studies is a modular award within the Undergraduate Modular Framework. The awards are designed to be studied on a part time basis. There are two awards available.

- **BA Early Childhood Studies**
- **BA (Hons) Early Childhood Studies**

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

- Extend knowledge and understanding of learning and the continuum of growth and development of children.
- Provide an in-depth awareness of issues, theories and research of childhood.
- Provide recognition of the ecological, social and diverse contexts of family life and social policy.
- Appreciate of the principles and values underpinning education, care, philosophy and practice of childhood.
- Commitment to promoting the holistic development of the child and an obligation to equality of opportunity and an understanding of the effects of culture and society upon the welfare of the child.
- Support for inter-professional collaboration and the management of change in the light of political, legislative and economic factors.
- Develop participants' abilities to engage in critical reading, reflection, debate and enquiry at Higher Education level.

2.2 Learning Outcomes

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 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

3.1 Award Title / Options

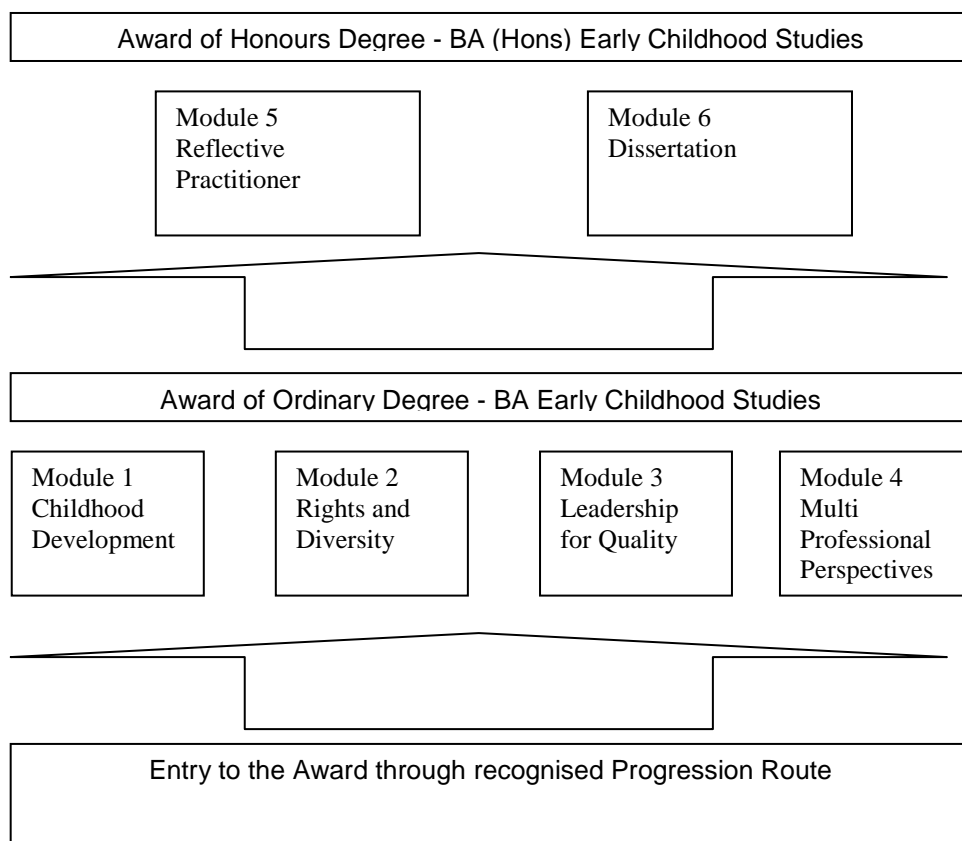


Fig.2. Possible Progression Routes to BA and BA (Hons)

There are two awards available.

- **BA Early Childhood Studies**
- **BA (Hons) Early Childhood Studies**

The first four modules in the programme are studied in the first two ten week blocks and are worth a total of 60 credits. Students may exit the programme at the end of the second term and apply for the award of Ordinary Degree.

Students wishing to obtain the honours degree must study the remaining two modules, worth a total of 60 credits, in the third and fourth terms.

3.2 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. You will have been admitted to the University on the BA (Hons) Early Childhood Studies. In order to complete your award you must complete modules whose credits total the requirements listed below:

- To achieve the BA Early Childhood Studies you need 300 credits overall. This must be made up of a minimum of 60 credits at Level 6, a minimum of 90 at each of Levels 4 and 5 and maximum of 30 credits at Level 0.
- To achieve the BA (Hons) Early Childhood Studies you need 360 credits overall. This must be made up of a minimum of 90 credits at each of Levels 6, 5 and 4 and maximum of 30 credits at Level 0.

3.3 Modules and Credits

Every module is allocated to 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 6 module is shown by its -6 suffix. Each module has a coherent set of formally identified learning outcomes, in order to earn credit for the module, you must satisfy the assessment criteria for all of the designated learning outcomes for the module. The credit rating of all undergraduate modules is normally either 15 or a multiple of 15. Modules on the BA (Hons) Early Childhood Studies carry the following credit rating. Detailed module descriptors can be viewed in Appendix 2.

Module 1	Childhood Development	SCS85330-6	15 credits
Module 2	Rights and Diversity	SCS85331-6	15 credits
Module 3	Leadership for Quality	SCS85332-6	15 credits
Module 4	Multi-Professional Perspectives	SCS85333-6	15 credits
Module 5	Reflective Practitioner	SCS85334-6	30 credits
Module 6	Small Scale Independent Research	SCS85335-6	30 credits

3.4 Module Overview

Module 1 – Childhood Development

This module will cover key aspects of the holistic development of the child. This will afford an introduction to the theory of the psychology of the child, and a consideration of issues about child development. The module will examine theories and diversity of

learning; evaluate issues of learning styles and the possible implications for teaching, learning, socialisation and care of the young child. Children's all round well being and development can be effected by a range of influences and transitions resulting in failure to develop, this will be discussed and programmes for remediation will be scrutinized and evaluated, to enable the child to fulfil their potential.

Students will be introduced to theories surrounding the heredity versus environmental debate and issues of intelligence testing and emotional intelligence. The students will examine, analyse and debate the use of developmental norms, and achieve an understanding of how observation can be used as an assessment tool by evaluating the use of a variety of observational techniques.

Module 2 – Rights and Diversity

This module will examine the legal and moral issues concerning both child and parental rights. Students will evaluate the changing role of the family both nationally and internationally and the impact upon the child's development. The module will evaluate the role of political and social policy and its impact upon the family, childcare and educational opportunities. Students will focus upon the Special Educational Needs Code of Practice as well as other recent legislation (Childcare Act 2006, Children's Plan 2007, EYFS 2007) and how this is changing the way children with special needs are educated and cared for. The module is designed to challenge student's ideas about inclusion, participation and social visibility. Issues surrounding disability, ethnicity, sexual orientation and social difference will also be explored to combat discrimination against anyone who is seen to be different.

Module 3 – Leadership for Quality

This module will provide students 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, Herzberg, 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. Students 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. Students will explore the principles and content of the Early Years Professional Status standards and how to put them into practice.

Module 4 – Multi Professional Perspectives

This module will provide students 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. The students will assess the importance of communication through documentation, observation, report writing, inspection and examination.

Students 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 5 – Reflective Practitioner

This module will provide an opportunity for participants to evaluate the value of personal reflection of their own practices, and upon the distance travelled during the completion of their degree. Students 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.

Students will constructively criticise the boundaries to their professional role, and the need to share collective responsibility for the decisions they make on a day to day basis. This module will allow the students to develop their personal professional practice. Students will identify an area of interest for further research and investigation, taking into consideration any ethical and moral issues. They will reflect on the use of research and research methodology to undertake their own research in the future.

Module 6 – Small Scale Independent Research

This module will provide an opportunity for participants 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 the student's identification of issues relevant to their current practice and interests. The student will demonstrate specific understanding and knowledge of a chosen area of study within the early childhood studies sector. The students will identify and critically discuss research material, and demonstrate self-directed research skills.

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

3.5 Duration of Study

The BA (Hons) Early Childhood Studies (top-up route) is a degree with six 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 on Stoke, Lichfield and Ashton Sixth Form College Campuses.

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 University 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, 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. 3 Contact hours

Module	Contact Hours	Independent Learning Hours
Childhood Development (15 credits)	20	130
Rights and Diversity (15 credits)	20	130
Leadership for Quality (15 credits)	20	130
Multi Professional Perspectives (15 credits)	20	130
Reflective Practitioner (30 credits)	40	260
Small Scale Independent Research (30 credits)	19	281

Schedule of Delivery 2011-12

	10 Weeks 27 th Sept-6 th Dec	10 Weeks 10 th January-20 th March	10 Weeks 16 th April-26 th June
Year 1	Multi-Professional Perspectives (15 Credits) Rights and Diversity (15 Credits)	Leadership for Quality (15 Credits) Childhood Development (15 Credits)	Reflective Practitioner (30 Credits)
	10 weeks 26 th Sept-5 th December		
Year 2	Small Scale Independent Research (30 Credits)		

Fig. 4.

3.8 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. All teaching sessions will be delivered in the late afternoon and evening (4-9pm).

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 cancelled.

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 compulsory. 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.

The University regulations state that after four consecutive absences any tutor discretion in relation to withdrawing you from a module, in the absence of a valid reason such as illness, is suspended.

If you are withdrawn from a module for your award you will also be withdrawn from your award.

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

The teaching, learning and assessment strategy has been carefully developed for this award. It recognises that the students who come to the level 3 element of the awards may be different to “traditional” students, and their learning needs to be developed and supported in a different way. We recognise that students bring with them a wealth of practical experience and detailed knowledge of specific contexts to share with others. The programme therefore builds upon existing teaching and learning strategies employed in the FDEY. 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 students have a supportive teaching and learning environment.

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

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

Seminars – Students 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. Students will be engaged in providing and receiving critical feedback from peers and tutors on presentations

Tutorials – Students 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 understanding and learning.

Guided reading and supported self study – students will be provided with booklists and reading tasks in order to enable them 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 students 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 and powerpoint presentations. Much of the time will be spent in discussion and reflection, relating theory to practice. Students will be briefed on assignments prior to submission, and will be issued with clearly defined assessment criteria.

Section 5 - Assessment

5.1 Assessment Requirements

Students will be assessed in every module for which they enrol. Students may be required to undertake more than one element of assessment for a module, and will be given information on what is expected of them 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 understanding of the module's learning outcomes. 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 students are expected to attempt all elements. A variety of methods are used to ensure that assessment is an accurate reflection of the student's ability.

Formative assessment and feedback is used throughout the programme and includes observation of the student's performance in class discussions and their ability to contribute to considerations of case-studies. Student's engagement with theory to practice through the completion of work related tasks is formatively assessed. Students may be asked to make presentations about their work related learning to their peers or develop practical resources. They may be asked to produce reviews of and recommendations for policy and practice. In addition students will revisit their professional development portfolio that documents their personal learning through a series of reflective accounts and will review their own professional practice.

5.2 Summative Assessments

BA Early Childhood Studies	Assignment/ Report	Presentation	Case Studies	Dissertation	Portfolio	Reflective Log	Examinations
Childhood Development					X 50%		X 50%
Rights and Diversity	X 75%	X 25%					
Leadership for Quality	X 100%						
Multi Professional Perspectives			X 100%				
BA (HONS) Childhood Studies							
Reflective Practitioner					X 50%	X 50%	

Small Scale Independent Research		X 20%		X 80%			
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Fig.5.

5.3 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
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1	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>
2.1	12,11,10	<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>

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 rd	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>

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

5.4 Penalties for Late Submission

It is your responsibility to submit work on time. Failure to do so will normally result in the award of Grade Point 0 for that assessment. In this case you will have lost your first opportunity to submit the assessment and work handed in after the deadline may 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.

5.5 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_tcm44-267763.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.

Students' work is also 'internally moderated' (a sample is second marked) 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.

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 and non-submissions, (See Section 5.4/ 5.9).

5.6 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.

5.7 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.

5.8 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.

5.9 Extenuating Circumstances

We recognise that there may be times when you are unable to complete work due to circumstances beyond your control for example in 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.

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 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.

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 faculty's ECP, 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 ECP and an administrator soon after they have been received. Decisions relating to these claims are then reported to formal ECP meeting, held at the end of each teaching block.

5.10 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 Faculty Panel meets three times each academic year, to coincide with each formal assessment period, (early in the spring term, at the end of the summer term and before the beginning of the following academic year). 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 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_cir_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

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/

- 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

5.12. Academic Misconduct

Plagiarism is the use of ideas and/or words of others without due acknowledgement, plagiarism is an assessment offence, and carries major 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, 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 dishonesty – 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 the student's own words and not similar to other student, or other published work.

The student 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 a 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_tem44-26770.pdf

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

5.13 Ethical Consideration

Ethical considerations are important to all work-based assessments, when preparing an assignment the student 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 the student tackles a sensitive issue that is outside the scope of their normal working role, then further procedures may have to be put in place – the student should consult their 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.

5.14 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 the student's 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 the student 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 or graduation.

Section 6 - Student Support

6.1 Student Support and Guidance

Course tutors provide a first point of contact with groups of students, regarding academic matters and also act as points of reference for personal and domestic matters that may influence a student's 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, encouraging and facilitating work-based experience, activity and evidence. In addition to the stated provision, tutors on the programme will monitor participants' progress and feedback through the assessment of coursework and individual tutorials.

6.2 Complaints Procedure

Appeals, Complaints and Conduct

Any issues that the student is 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 University's formal processes. These can be accessed on the University website 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

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. The student has an obligation, as a member of the University community, to conduct themselves 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

Appendix 3 of 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, the student will need to complete some formal procedures including enrolment with both the University and the Faculty, and modular registration.

Enrolment

The first task when the student arrives at the University is to enrol as a student of Staffordshire University. The student 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, this is Stage 1. Students will complete Stage 2 with other students from the Faculty and at this point the student will be issued with a student card.

Student Card

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

Module Registration

Students will study a total of 120 credits for each level of the award, that is a total of 360 credits at the end of level 6 which is the amount needed to be considered for the award of a degree. Students on this programme already have 240 credits but need to register for the remaining 120 credits. All modules on the BA Early Childhood Studies and BA (Hons) Early Childhood Studies are core modules and must be taken to gain the award.

Data Protection Act

At enrolment all students 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, the student informs the University, in writing, that they 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 the students to inform the faculty when data changes, e.g. 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 the student concerned has explicitly agreed for us to do so (see paragraph 1 above). If the student has not given consent to disclosure, we will require the third party to send a statement from the student agreeing to the disclosure. Obviously, this can be very time-consuming - and could jeopardise the chances of employment.

If, at any time, a student wishes to object to the accessing, processing or disclosure of personal data, they 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. It is the students responsibility to inform the faculty office of any change of name or contact details.

Award and Module information

Tutors will inform students of notices for their award and for the modules taken on the VLE Blackboard.

IT IS ESSENTIAL THAT YOU CHECK "Blackboard" AND YOUR STUDENT E-MAIL ACCOUNT REGULARLY

If the students employment situation changes and they are not able to complete the required amount of time per week in a relevant setting they will have to intermit the Award. If they do not let the University know and continue on the programme without working in a relevant setting they may be required to withdraw from the programme.

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.

6.5 University Library and Information Service

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.

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 Staffordshire University website, library section.

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 Disability Services

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

DISABILITY ADVISORY SERVICE

The Disability Advisory Service 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. You can read

about the services that are available for support within the University by visiting the Student Support website at:

www.staffs.ac.uk/services/student_support.

The Student Mental Health Policy can also be accessed on the web at:

www.staffs.ac.uk/current/documents/stu_mental_health_pol.pdf

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. A full version of the Policy, including the background and implementation, can be found at:

http://www.staffs.ac.uk/current/documents/employability_policy.pdf

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

All students will have the opportunity to enhance their professional skills relevant to their 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 students' transferable skills such as analysis, problem solving and communication.

Career Planning and Management Skills

All students will develop the ability to make and implement realistic, well-informed decisions about their careers. 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

All students 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 their own personal and professional development

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

Enterprise and Entrepreneurship

Staffordshire University students will be 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. Some awards have external accreditation. The Academic Development Institute has implemented a new policy in relation to APEL. The new policy enables students to APL up to 75% of an award through either APEL or APCL. Students are encouraged to match either their accredited or experiential learning against module learning outcomes. In the case of APEL where there is a clear match students are asked to engage in a negotiated assessment in order to demonstrate they have successfully met the learning outcomes at the required level. There is also the opportunity for students to gain general credit through discrete Negotiated APL modules. In consultation with course leaders students negotiate learning outcomes commiserate with a specific level and credit, before submitting a negotiated assessment. More detailed information on APL is available in the policy document.

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 providing you with access to key skills resources: see
- <http://www.staffs.ac.uk/keyskills/>
<http://www.staffs.ac.uk/uniservices/infoservices/infozone/>

- 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 Level 1, 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.

Through providing you with guides to resources, services and opportunities specifically related to ‘employability’.

Student Commitments

Students are expected to actively utilise the positive opportunities provided to them by the University to enhance their employability, while also at all times presenting themselves appropriately as representatives of Staffordshire University.

6.10 Personal Development Planning (PDP)

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.

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 Sharp
Ruth Gill
Mandy Duncan
Sally Thomas

External Examiner

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 electronic questionnaire to be filled in by the students at the end of each module

Questionnaires will be available on-line, 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. They are expected to canvass opinion from their fellow students and make comments at the Staff Student Liaison Meetings and Committee Meeting.

Students 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 electronic 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

Enjoy the course and good luck.

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

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:

Appendix Two

Course Calendar BA (Top up) Year 1

Event	Week beginning
Induction	19 th Sept 2011
Multi-Professional and Rights and Diversity modules begin	26 th Sept 2011
Half Term	24 th Oct (one week)
Presentations	7 th Nov 2011
Multi-Professional and Rights and Diversity modules conclude	5 th Dec 2011
Assignment submission	9 th January 2012
Child Development and Leadership for Quality modules begin	9 th January 2012
Half Term	13 th Feb 2012 (one week)
Child Development and Leadership for Quality modules conclude	19 th March 2012
Exam	Tuesday 27 th March 2012 (10.30.-12.00 am)
Award Committee meeting with Student Representatives	28 th March 2012 5.00pm
Assignment submission Child Development and Leadership for Quality	16 th April 2016
Reflective Practitioner module begins	16 th April 2012
Half Term	4 th June 2012
Research Assignment submission	11 th June 2012
Last date for ethical approvals	18 th June 2012
Reflective Practitioner module concludes	25 th July 2012
PDP submission	9 th July 2012

