



**The STUDENT Handbook for**

**Foundation Degree**

**Young Children's Learning and Development**

**Validated by the Open University**

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## **1. WELCOME AND INTRODUCTION**

### **Award title**

Foundation Degree Young Children's Learning and Development

RSPH0001 Part-time Foundation Degree Year 1

RSFH0001 Full-time Foundation Degree Year 1

Welcome to Craven College. In particular, welcome to the Foundation Degree Young Children's Learning and Development.

This handbook provides you with information about your course, your responsibilities as a student, in addition to information about assessment and other regulatory issues.

More information for students is available on the HE MOODLE. To access this click on Student Support and then Higher Education and then choose the appropriate section. There is information in the following sections: Support for HE Students; Academic Regulations and Policies; Assessment Information and Useful Forms; Higher Level Qualifications explained and Who Are Your Learning Partners. It is useful for you to have a quick look at each of these sections so you can find your way around the forms etc when you need them.

The course team is looking forward to meeting you and hopes that your time at Craven is both enjoyable and successful.

## **2. COURSE STAFF**

### **Course Tutors**

Stacy Bradley & Claire Beresford

### **Module Tutors:**

Julie Clarkson

Vicky Garnett

Shan Lockwood

Best wishes to you in your future studies.

Please note tutors may only contact students using the student email address system so it is your responsibility to check your emails on a regular basis.

### 3. SAMPLE ACADEMIC CALENDAR (SUBJECT TO CHANGE)

	Mnt h	w/ c	Mon	Tues	Wed	Thur	Fri	
Teach	Au g- 18	20						
		27	BH	Adm in	BoE	HE Enro l	We ek	30th: HE Enrolment 2.00-7.00pm. New and returning students (not students presented at August BoE) 29th: BoE meetings (incorporating the SEC) for all courses: non OU 10.00am & OU 1.00pm
	SEP	3				HE Enro l		6th: Late HE Enrolment 4.30-6.00pm. Returning students presented at August BoE
		10					Gra d	14th: HE Graduation
1		17						17th: Semester 1- induction for new entrants, tutorials & target setting for returning students. HEOM date tbc
2		24			SMB			26th: Scheme Management Board 3.15pm (HoS) – Presentation of Annual Institutional Overview
3	OC T	1						
4		8						
5		15						
6		22						HEOM date tbc
		29	Half Term					
7	NO V	5	New Student Survey (including Top-up courses) for completion 5 - 16 Nov					
8		12						
9		19						
10		26						
11	DE C	3			SMB			5th: Scheme Management Board 3.15pm (HoS)
12		10						
13		17						
		24	BH	BH				Christmas Holidays
	JA N	31	BH					Christmas Holidays
14		7						
15		14						Semester 1 ends
		21	Reading Week for HE					
1		28						28th: Semester 2 commences HEOM date tbc
2	FEB	4						
3		11						
4		18					MD	22nd: MD - Marks Deadline - deadline for inputting semester 1 marks to HEAM
		25	Half Term					
5	MA R	4					BoE	8th: BoE: P&LI 11.00am / SD&CI, SS&CI & SLBS&E 1.00pm
6		11						
7		18	End of Course Survey - SQ3 open					
8		25						
9	AP R	1					RAD	5th: RAD = Reassessment Deadline - Deadline for students to submit

								semester 1 reassessment
10		8						
		15					BH	Easter
		22	BH					Easter
11		29						
12	MA Y	6	BH		SMB			8th: Scheme Management Board 3.15pm (HoS)
13		13						
14		20						24th: Semester 2 ends
		27	BH					
	JUN	3						
		10						
		17						
		24						
	JUL	1	Adm in	Wee k	BoE			3rd: OU BoE: P&LI 11.00am / SD&CI, SS&CI & SLBS&E 1.30pm
		8				HEO M		11th: HEOM time tbc initial presentation of issues for 2018-19 course AMRs
		15						
		22					RAD	26th: RAD - Reassessment Deadline - Deadline for students to submit semester 2 reassessment
		29						
	Au g- 19	5						
		12						
		19						
		26	BH	Adm in	BoE	AA C	We ek	28th: BoE meeting for all courses - 11.00am

It is your responsibility as a student to comply with the Course and module requirements for attendance and completion of assessments.

#### 4. IT INFORMATION

All students are provided with a username and password.

Your Initial Username will be your enrolment number preceded with an 'st' e.g. st9999999, and your initial password will be letmein and the year you enrol e.g. letmein17. The first time you log into a College PC you will be required to change this password to a different one. Passwords must be at least 8 characters, use a combination of lowercase, uppercase and numbers, and cannot be the same as the last 5 passwords you have used. Use this to log onto the College network on any College PC.

#### Changing passwords

To maintain security, your password will expire every 60 days. You will be prompted to change this in advance of the expiration date. **Please ensure you log onto the network on a regular basis to prevent your password from expiring.**

If your password has expired, you will be forced to change this the next time you log into a College machine. Access to the intranet and Moodle from home will be prevented until this password has changed.

If you forget your password or cannot get to College to change your password when it expires, then please call the IT Helpdesk on 01756 693839, where the IT team can reset your password, after answering the following security questions:

Name:

Student reference no:

D.O.B:

1st Line of address:

## Accessing College systems

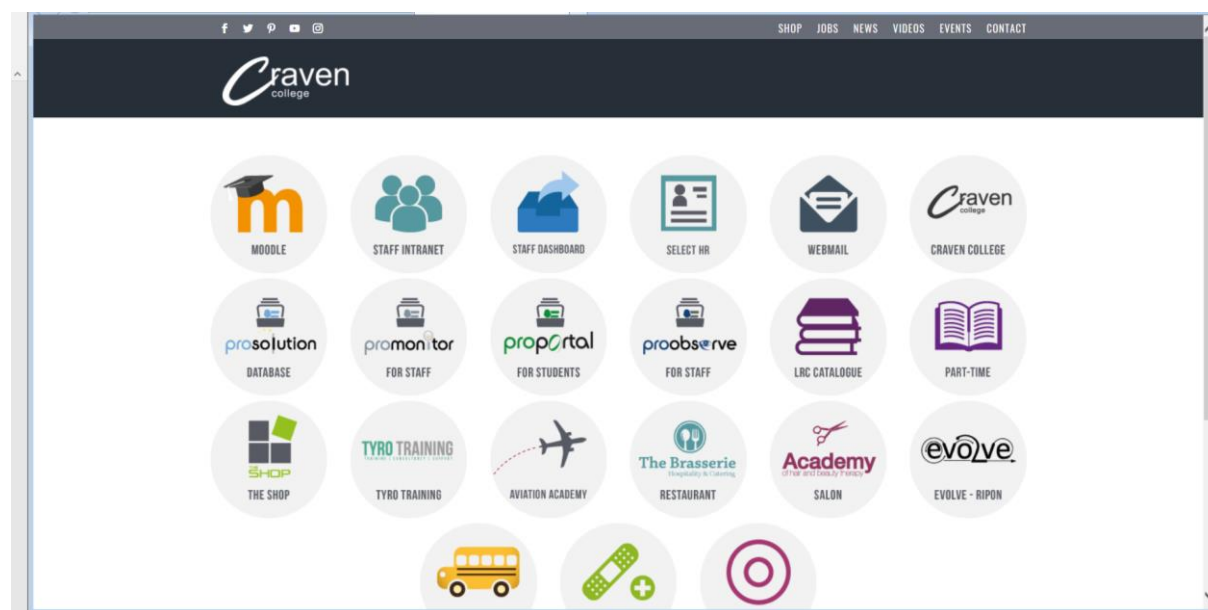
To access the College systems, use the Craven College Web Portal

From a College PC:

- Click on the Internet icon to display the Web Portal

Remotely

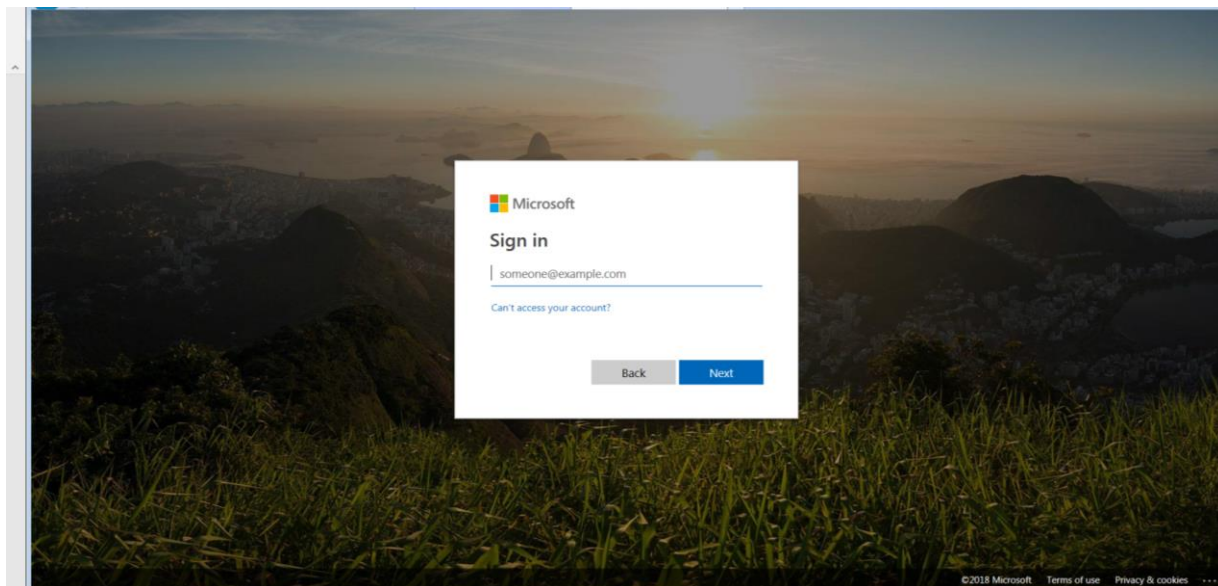
- Enter the web address into a browser: [intranet.craven-college.ac.uk](http://intranet.craven-college.ac.uk)
- Or search for 'Craven College Web Portal'



## Accessing Webmail

- Access the Web Portal and click on Webmail





Screen images may differ depending upon the device used.

- Enter your email address
- Enter your password
- Click Sign in

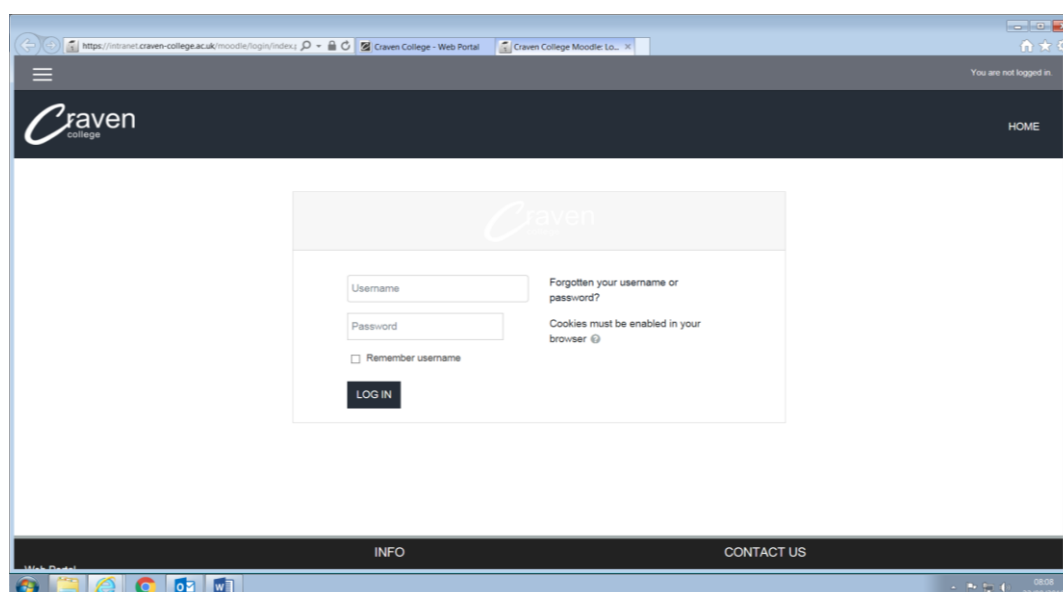
## Accessing Moodle

Moodle is a virtual learning environment where your course tutor will upload information and resources for you to access throughout your course.

- Access the Web Portal and click



on Moodle



- Enter your username and password
- Click Sign In

## Use of the Internet on College systems

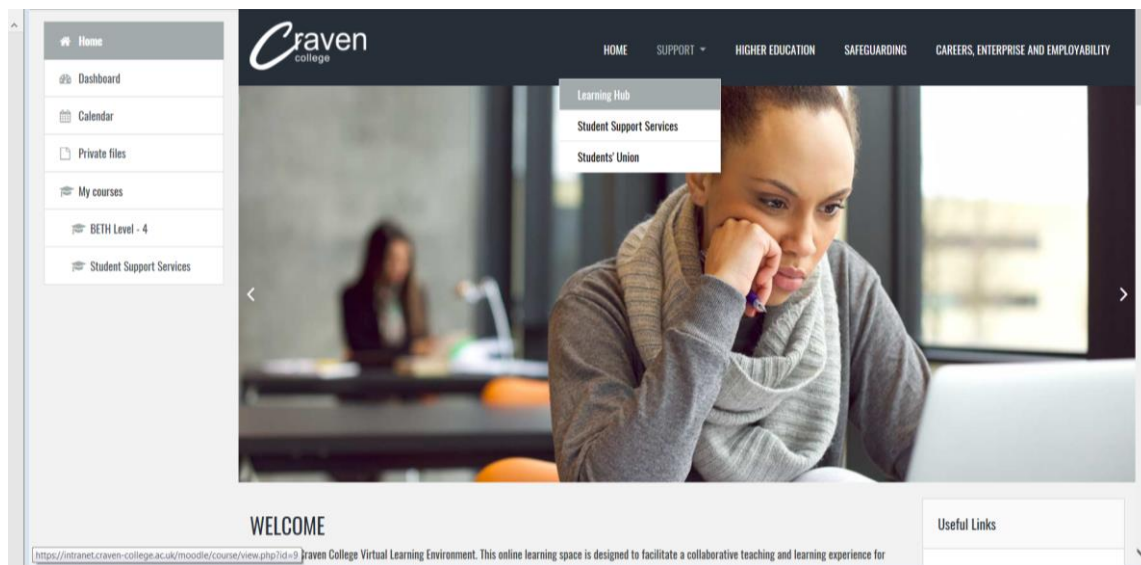
Some websites are blocked within College in order to safeguard and protect students from potential radicalisation and exposure to inappropriate content that could cause distress. The College search engine will allow a search using the input terms and a range of potential sites will pop up, but the College firewall will block access to the website if the content is considered potentially harmful. This is programmed. However, unblocking/bypass of the programme can occur. Unblocking will not occur for social or pleasure purposes

Process for making a request for unblocking

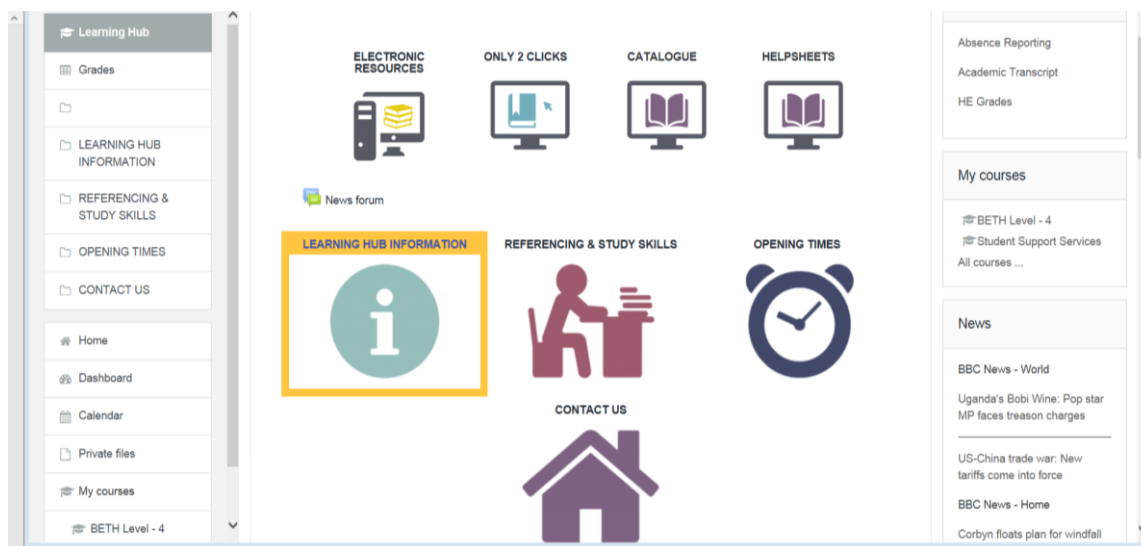
- Make a verbal request to your Tutor
- Your Tutor will assist you to find alternative websites
- If alternative websites cannot be found offering similar content, your Tutor will make a formal request for the site to be unblocked. Please allow one working week for the process to be completed

## Accessing Learning Hub Electronic Resources

- Access Moodle
- Click the Support Menu at the top of the page and select the Learning Hub







The Learning Hub page contains links to electronic resources such as journals and databases, help sheets, etc including a link to their online catalogue where you can search for resources.

## Turn-it-in

Turn-it-in is a software programme used to submit assignments.

- On your course Moodle there will be a Course Assessment/upload area
- Click on the Course Assessment Upload Area
- Select the appropriate assignment from the upload area:

### Assessment Upload Area

Work Related learning 3 (WRL3)

Home > BETH Level - 5 > Assessment Upload Area > Work Related learning 3 (WRL3)

My Submissions

Task 1 - WRL 3 Presentation

Task 2 - Report

Title	Start Date	Due Date	Post Date	Marks Available
<div>Work Related learning 3 (WRL3) (Task 1 - WRL 3 Presentation)</div> <div>Summary:</div> <div>Upload your assessments for WRL3 here, your presentation will have to be saved as a PDF to be able to upload it to Turnitin. <b>Please remember to print a copy of your slides with notes to be handed to the tutor prior to presentation.</b></div> <div>Presentation Date: 07.12.16</div> <div>Submission date for Report Monday 07.12.16 by 23:59</div>	7 Sep 2016 - 05:12	7 Dec 2016 - 23:59	10 Dec 2016 - 23:59	100

Refresh Submissions

Submission Title	Turnitin Paper ID	Submitted	Similarity	Grade	Overall Grade	
--	--	--	--	--	--	<div>Submit Paper</div> <div></div>

- From the displayed screen, click the Submit Paper button to upload your assignment
- The following screen will appear, use this to upload the assignment.

Submit Paper

Submission Type File Upload

Submission Title\*

File to Submit Maximum size for new files: 40MB, maximum attachments: 1

Files

You can drag and drop files here to add them.

☐ By checking this box, I confirm that this submission is my own work and I accept all responsibility for any copyright infringement that may occur as a result of this submission.

Add Submission

There are required fields in this form marked \*.

## Student Surveys

You will be asked to complete surveys at the start and end of your course at Craven College. These are completed electronically. You will be prompted to complete the survey when you log into the College network.

We encourage you to complete these surveys when they arrive. The surveys are your opportunity to have your voice heard and help the College in making improvements to your course and the College as a whole.

## Office365

As a student of the college, you are entitled to free use of Microsoft Office for all platforms. This is available to you via <http://login.microsoft.com> using the same login method as you use for your College email address, which is also part of Office365.

Once logged in to this, a button under the banner for Craven College, on the right hand side, will enable you to download and install office on your machine. This works on both PCs and MACs, and is also available for iPads and Android Tablets, via the iTunes App Store and Android Play Store.

## Technology Services contact details

The Technology Services staff at Craven College provide the technical expertise to develop and maintain the infrastructure, hardware and software and generally ensure the availability and ease of use of the College computer network and all other technical teaching and learning resources for College staff and students.

Technology Services has a Manager and three Technology Services Engineers: Paul Mastrantuono, Conrad Taylor and Emily Richardson in addition to Karen Matthews helpdesk/ICT Support Assistant. Together the team staff the Helpdesk and maintain IT systems across all campuses, please direct your technical problems or difficulties to them.

The central email address for IT is [helpdesk@craven-college.ac.uk](mailto:helpdesk@craven-college.ac.uk) or they can be contacted by telephone on 01756 693839. There is usually a member of staff available between the hours of 8.30-5.00pm Monday to Thursday, with Friday hours 8.30-4.30pm.

## 5. HOW AND WHERE TO HAND IN AN ASSESSMENT

### Assessment Submission Procedure for Higher Education

- Details regarding assessment submission are found in each Module Handbook
- Deadlines are non-negotiable, students experiencing problems outside their control must apply for an extension or mitigation
- The deadline time for electronic submission is 12 midnight on the deadline date
- All written work and other work that can be submitted electronically will be submitted via Turn-it-in, which enables proof of submission
- Other coursework must be submitted during College opening hours, at a time set by the module tutor on the deadline date and must include a cover sheet signed by the student and tutor (or other relevant member of College staff) upon receipt
- Cover sheets are available on MOODLE (in the useful forms section), and have a tear-off slip which will act as a receipt for each assessment for students to retain
- The Regulations for The Open University validated awards (available on MOODLE and College website) explain the consequences of missing a deadline.

### Missing an Assessment Deadline Open University students

If you fail to submit an assessment by the prescribed date without prior permission, you will incur the following penalty:

Submission within 6 working days: a 10% reduction for each day late down to the 40% pass mark and no further.

Submission that is late by 7 or more days: submission refused, mark of 0.

Any assessments which are handed in late, without formal approval through the HE Scheme may jeopardise your continuation on the course.

### Application for Extension

An application for extension of up to 5 days may be granted if, due to personal circumstances, you are unable to complete module/unit assessments by the submission date. The Application for Extension form can be found on the [College website](#). Following completion of the application, you must call the HE Team, Aireville Campus, on 01756 708051 to arrange an appointment to submit your application

**Extensions will not be granted for practical assessments, group assessments, examinations or presentations.**

THE APPLICATION MUST BE SUBMITTED PRIOR TO THE ASSESSMENT SUBMISSION DATE

### Application for Mitigation

In exceptional circumstances you may apply for mitigation. The Application for Mitigation form can be found on the [College website](#) and may be submitted when, due to personal mitigating circumstances, you are unable to complete module/unit assessments or where you consider that the quality of your performance on a module/unit has been adversely affected by a particular personal circumstance. Applications for mitigation must be substantiated by independent documentary evidence, such as a medical certificate, letter from an employer, statement from a member of academic staff, statement of attendance from a counsellor, etc.

YOU MUST SUBMIT YOUR APPLICATION FOR MITIGATION PRIOR TO THE ASSESSMENT SUBMISSION DATE. **In exceptional circumstances completed forms may be accepted up to 14 days after**

**the submission date. Any information received outside of this time period will not be considered, unless you can provide evidence that you were prevented from meeting the deadline by circumstances outside your control.**

Following completion of the application you must call the HE Team, Aireville Campus on 01756 693863 / 708051 to discuss submission of your application and supporting documentation. Please note The HE Team are not normally available during the evening.

The College will endeavour to consider applications for mitigation within three working days of receipt. Both you and your Course Tutor will be made aware of the decision. **It is your responsibility** to follow up the decision with the HE Team. Please keep a copy of your completed application form.

### **Plagiarism**

Plagiarism, in short, means taking another person's work and incorporating it into your own work without proper acknowledgement. This includes sub-contracting the work to someone else and submitting the same piece of work for two different purposes. For detailed explanation see the HE Student Academic Misconduct Policy which is available [on the College website](#). Use of others work must be referenced using Harvard Referencing.

## **6. COLLEGE SUPPORT STAFF**

### **Gillian Thom - Higher Education Business & Development Leader**

Gillian oversees the HE provision at College, working closely with HE Tutors and support staff across College 01756 693876

### **Higher Education Team**

The HE Team can be found in room P0.14 in the Pen-y-Ghent building, Aireville Campus, the contact number is 01756 708051 / 693863 or the staff can be contacted by email [HE@craven-college.ac.uk](mailto:HE@craven-college.ac.uk). The staff may provide guidance about the regulations for the approval of marks and the decisions made by the Board of Examiners, applying for an extension or mitigation. The HE Team hold focus groups with HE student groups.

**Diane Ward, Senior Academic Quality Officer (HE)**  
**Scott Boardman, Academic Quality Officer**

### **Student Support Services**

The Student Support Services Team provides non-academic assistance for you regarding finance, such as issues with Student Finance England and may also help with personal problems which may affect your success on your course. Student Support Services can also help you decide on your next step regarding your career.

More information about the support available can be found on the [College website](#)

### **Catherine Jackson – Student Support Services Manager**

Catherine can help with all matters relating to careers, welfare and financial support. Contact Catherine on 01756 707254 or 07921 214115

**Applications and Finance:****Beth Worswick – Information Officer / Admissions Assistant**

Beth processes Higher Education applications, arranges interviews where necessary and sends out offers of places. Contact Beth in Student Support Services in the Whernside building, or on 01756 693805 or [bworswick@craven-college.ac.uk](mailto:bworswick@craven-college.ac.uk)

**Specialist Support:****Amena Dakhil - Specific Learning Difficulties (SPLD) Co-ordinator**

Amena co-ordinates support for students across College and timetables study support sessions both at the Aireville Campus and The Aviation Academy. Amena can be contacted on 01756 707274 or [adakhil@craven-college.ac.uk](mailto:adakhil@craven-college.ac.uk)

**Disabled Students' Allowance:****Amanda Park - SEND Officer**

You can apply for the Disabled Students' Allowance if you are a full or substantial part time student on a Higher Education course. Advice can be found by following: <https://www.gov.uk/disabled-students-allowances-dsas/what-youll-get> or you may speak to a Amanda Park in Student Support Services. Amanda deals with issues relating to Disabled Students' Allowance and can be contacted on 01756 707273 or [apark@craven-college.ac.uk](mailto:apark@craven-college.ac.uk)

**Careers and Employability:****Kate Molloy - Admissions, Careers and Employability Team Leader**

Kate and the team support work experience and placements, careers advice and employability and can be contacted on 01756 707268 or [kmolloy@craven-college.ac.uk](mailto:kmolloy@craven-college.ac.uk)

**Student Voice:****Linda Sands - Student Mentor**

All students have the opportunity to take part in the Student Union and Higher Education focus groups as well as regular student surveys. Linda co-ordinates and liaises with the Student Reps on behalf of the College's Student Union. Linda can be contacted on 01756 707257 or [lsands@craven-college.ac.uk](mailto:lsands@craven-college.ac.uk)

**Counselling**

Craven College offer all students a free and confidential counselling service. All of the counsellors who work at College offer the highest possible level of confidentiality consistent with the law, and the codes of the British Association for Counselling and Psychotherapy (BACP). This is an important element of the counselling contract, since in order to create the necessary trust for any work to be undertaken Craven College aims to respect the privacy of all clients. Any questions about the Counselling Service can be made on a confidential basis by calling 07984 599 789.

**7. EXTERNAL EXAMINER FOR THE PROGRAMME**

External Examiners are appointed by the awarding organisation, The Open University to ensure that assessed work is to the correct standard for the level. External Examiners (EEs) visit the College during and at the end of the year and examine samples of students' work, and may also wish to meet with students.

The External Examiner for this course is Dr Carol Hayes, Staffordshire University. The annual External Examiner's report for your course can be found on your course MOODLE.

## **8. INTRODUCTION TO THE PROGRAMME**

The provision of the FD in Young Children's Learning and Development and the BA (Hons) at Craven College is a response to government policy to ensure that there are well qualified and knowledgeable practitioners in early years settings. The important role and many aspects of the work undertaken by practitioners working with children are developed through the course content. Understanding of child development and children's learning are key aspects of the programme. The programme aims to develop skills, knowledge and understanding relevant to learners working with children. It also aims to develop the student's academic knowledge, understanding and skills of critical evaluation, using a range of different data and sources, but in a way which supports the development of their vocational and professional skills. It will encourage the students to consider the effect of current and emerging policy, guidance and initiatives such as the Early Years Foundation Stage and the Primary National Curriculum have on their practice, to enable them to take a principled approach to their work with children

### **Your Responsibilities as a Student**

If you change your address and contact details, you should inform your Course Tutor immediately to ensure the system is updated. This includes your email address as the College will often contact you in this way.

It is your responsibility as a student to comply with the Course and Module/unit requirements for attendance and for completion of assessments on time. Please check the Regulations for validated awards of The Open University which can be found on the [College website](#).

As a student studying at Craven College you are expected to conduct yourself in an appropriate manner and exercise consideration to fellow students and staff. In addition, you must take responsibility for ensuring that academic requirements are fulfilled any Course and/or College deadline is met.

### **If you are absent from the College**

You must notify your Course Tutor if you are absent. It is important for the success of your studies that absence from class is kept to a minimum.

If you are absent through illness immediately prior to an examination or assessment deadline you may wish to submit a case for mitigating circumstances to the Mitigation Panel by completing the Application for Mitigation form. You must complete an Application for Mitigation form and provide a medical certificate as soon as possible. It is your responsibility to apply and put a case for mitigating circumstances which will be assessed by an independent Mitigation Panel. It is worth noting that a case for mitigation is not always approved.

If you are absent through illness on the day of an examination or assessment deadline, you must provide the College with a medical certificate along with an application for Mitigation form as soon as possible.

### **Notification of infectious disease**

If you have been diagnosed with or have had contact with an infectious disease, you must notify the College in writing within 24 hours of diagnosis. You must not return to College until a medical practitioner's certificate of clearance has been submitted.

## 9. WITHDRAWING FROM YOUR COURSE

If you decide to withdraw from your course, you must notify the College in writing. This notification must be sent immediately to [withdrawals@craven-college.ac.uk](mailto:withdrawals@craven-college.ac.uk) and should include details of the reason for withdrawal. Payments made to the College by the Student Loans Company cease when a student fails to attend their course. Tuition fees will be adjusted based on the date you inform us of your withdrawal. For further details please see the Fee and Refund Policy which can be found on [the College website](#).

### Course Notice Boards/Communication

You are advised to check MOODLE regularly.

## 10. HEALTH & SAFETY

### Fire prevention

Fire prevention is everyone's responsibility. You can help to prevent fires by:

- Good housekeeping
- Safe use of electrical and gas appliances
- Observing the College smoking policy (designated areas only)

### Information

In each room and in many corridors there is a Fire Evacuation procedure that tells you what to do in the event of a fire and the appropriate assembly area for fire evacuation. All fire doors and escape routes are clearly marked. Please do not attempt to fight a fire and follow the instructions of the fire wardens and duty manager.

There are a number of fire refuges around the college buildings if you are unable to get out of the building go to the refuge and await rescue.

When activated the fire alarm is audible accompanied by a flashing white light.

### If you discover a fire

If you discover a fire, inform any available member of staff. If no-one is available you should operate the Fire Alarm and then evacuate the building.

### Fire evacuation

On hearing or seeing the Fire Alarm, everyone should proceed calmly to the nearest escape route as indicated by the green signs bearing a white running man symbol. Follow this route to get out of the building and continue on to the nearest assembly point so as not to impede the Emergency Services. Do not stop to collect belongings and do not try to leave by your usual entry route unless this is the way indicated by the escape signs. Do not attempt to use the lifts. Evacuation is practised through fire drills. However, you should regard any sounding of the alarm as a fire incident and act accordingly.

### Fire Safety for students with disabilities

You are expected to declare any disability that would affect your safety in the event of a fire, e.g. poor hearing may mean the alarm isn't heard, or use of a wheelchair will prevent use of stairs to evacuate. If you are referred to the Disability Support Co-ordinator, a personal Fire Evacuation Plan may need to be developed. This will then be used in any evacuation of the buildings.



## 11. Programme specification

### Overview/ factual information

<b>Programme/award title(s)</b>	Foundation Degree in Young Children's Learning & Development Certificate of Higher Education in Young Children's Learning & Development
<b>Teaching Institution</b>	Craven College
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	2013
<b>Date of latest OU (re)validation</b>	2018
<b>Next revalidation</b>	
<b>Credit points for the award</b>	240
<b>UCAS Code</b>	X300
<b>Programme start date</b>	September 2018
<b>Underpinning QAA subject benchmark(s)</b>	<a href="#">QAA Early Childhood Studies 2014</a>
<b>Other external and internal reference points used to inform programme outcomes</b>	<a href="#">Foundation Degree qualification benchmark (2010)</a> SEEC Credit Level Descriptors for Higher Education (2016) <a href="#">Department for Education (2017) Statutory Framework for the Early Years Foundation Stage</a>
<b>Professional/statutory recognition</b>	Sector Endorsed (SEFDEY Professional Association, 2017)
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)</b>	Full-time and Part-time
<b>Duration of the programme for each mode of study</b>	FT 2 years, PT 3 years
<b>Dual accreditation (if applicable)</b>	
<b>Date of production/revision of this specification</b>	Version 1 / February 2018 The information contained here is believed correct at the time of distribution. The college reserves the right to make changes (with approval from The Open University) that result from on-going monitoring and evaluation

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students' handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.



## 2.1 Educational aims and objectives

- The programme aims to develop skills, knowledge and understanding relevant to learners working with children
- The programme aims to develop the student's academic knowledge, understanding and skills of critical evaluation, using a range of different data and sources, but in a way which supports the development of their vocational and professional skills. The programme will encourage the students to consider the effect of current and emerging policy, guidance and initiatives such as the Early Years Foundation Stage and the Primary National Curriculum have on their practice, to enable them to take a principled approach to their work with children
- The design and delivery of the Foundation Degree is informed by the QAA subject benchmark statement for Early Childhood Studies (2014) and the Foundation Degree qualification benchmark. The SEEC Credit Level Descriptors for Higher Education (2010) were also utilised to develop the learning outcomes
- In addition, the requirements for sector endorsement from Sector Endorsed Foundation Degree in Early Years Professional Association were considered

## 2.2 Relationship to other programmes and awards

**(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)**

The programme will allow students to progress to the BA (Hons) Young Children's Learning and Development Top-up at Craven College or a similar level 6 qualification in other institutions.

## 2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place

Level 4: Promoting Safe Working Practices, Health & Wellbeing

Level 5: Working Collaboratively with Parents & Professionals

Level 5: Equality, Diversity & Inclusion

## 2.4 List of all exit awards

Certificate of Higher Education in Young Children's Learning & Development

### 3. Programme structure and learning outcomes

<b><u>Programme Structure - LEVEL 4 Full-time Year 1</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Personal and Professional Development	20			Yes	1
Theories of Children's Play & Learning	20			Yes	1
Introduction to Research Methods	20			Yes	1
Promoting Safe Working Practices, Health & Wellbeing	20			Yes	2
The Developing Child	20			Yes	2
Learning Journeys	20			Yes	2

<b><u>Programme Structure - LEVEL 4 Part-time Year 1</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Personal & Professional Development	20			Yes	1
Theories of Children's Play & Learning	20			Yes	1
Promoting Safe Working Practices, Health & Wellbeing	20			Yes	2
The Developing Child	20			Yes	2

<b><u>Programme Structure - LEVEL 4 Part-time Year 2 (Semester 1)</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Learning Journeys	20			Yes	1
Introduction to Research Methods	20			Yes	1

Intended learning outcomes at Level 4 are listed below:

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1(4):</b> Demonstrate understanding of the underlying concepts, theories and principles of child development and learning</p> <p><b>A2(4):</b> Demonstrate current and historical understanding of sector issues involved in supporting children's learning and development from different perspectives</p> <p><b>A3(4):</b> Explain significant, current and emerging underpinning sector policies, principles, values and research in regard to babies, young children and childhood</p> <p><b>A4(4):</b> Demonstrate knowledge and awareness of the skills for different pedagogical approaches in the development of the curriculum and pedagogy for young children taking into account young children's health and emotional well-being</p>	<p>The teaching is delivered through lectures, seminars, presentations and tutorials. Students' learning is supported through discussion, presentations, individual and group tasks, independent reading and writing. Reflection on workplace practice linked to policies, theories and initiatives develops the students' knowledge and understanding about children's learning and development.</p> <p>Assessments include written tasks (for example essays, reports, portfolios, audits and an open book exam) and presentation tasks.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1(4):</b> Demonstrate a knowledge of sector issues</p> <p><b>B2(4):</b> Identify problems and conduct research in context</p> <p><b>B3(4):</b> Demonstrate knowledge of child development and learning and apply this to workplace practice in order to develop recommendations</p>	<p>Teaching includes the presentation of different theoretical interpretations and published reports concerning sector issues. Students engage in the debates about the relative merits of alternative views through discussion and in written tasks. Investigations and research are undertaken by students in the workplace in order to provide an appropriate context for their learning. Students are provided with opportunities to apply the skills of analysis to workplace policy and practice and to develop recommendations.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>C1(4):</b> Work professionally within statutory and regulatory requirements to support children's individual development and learning</p> <p><b>C2(4):</b> Embrace an anti-bias approach, inclusivity and integrated practice with understanding</p> <p><b>C3(4):</b> Work effectively within teams and within the wider context supporting children and their families</p> <p><b>C4(4):</b> Implement the cycle of quality (observe, assess and plan) to promote children's development</p> <p><b>C5(4):</b> Conduct research projects involving children and adults in an ethical manner and complete all aspects of the research process</p>	<p>All students work or complete work related hours in a setting with children, for example nurseries, primary schools or children's centres, in order to develop their practical and professional skills following statutory and regulatory requirements. Visits are made by the tutor for level 4 and 5 of study to ensure a close working relationship between the workplace supervisor and the college tutors. This enables the student to develop their workplace skills and consider the implementation of legislation and recognised effective practice. Reflections on the twelve Core Learning Outcomes (SEFDEY) are completed by students during the Foundation Degree.</p>

3C. Practical and professional skills	
	Several modules include investigations based in the workplace including consideration of policies, audits and the collection of data for research projects. Students learn how to conduct research projects in an ethical manner and what it means to embrace an anti-bias approach, inclusivity and integrated practice. There are opportunities for students to compare the approach taken in the workplace to those offered in other settings through visits and discussions focused on sharing good practice and professional development.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>D1(4):</b> Plan and manage both time and tasks effectively in an academic and a professional context through working independently</p> <p><b>D2(4):</b> Utilise information in order to problem solve and explain decisions made considering the context</p> <p><b>D3(4):</b> Communicate ideas and arguments effectively in speech and writing, using visual and ICT media as tools where appropriate</p> <p><b>D4(4):</b> Demonstrate awareness of how own attitudes, values and behaviour impact on work with others</p> <p><b>D5(4):</b> Improve own performance through self-reflection</p>	<p>Teaching of study skills is embeded throughout the programme to enable the students to become effective in their time management and to develop academic reading and writing skills. The discussion of set readings and sector issues supports the development of anaysis and evaluation. Through completing assigment tasks students identify problems, make recommendations and consider effective team working. Techniques of reflection are taught and used by students to meet the requirements of modules particularly in relation to own practice including consideration of the impact of own attitudes, values and behaviour on others. The importance of effective communication is emphasised in both written and presentation tasks.</p>

**[Certificate of Higher Education in Young Children's Learning and Development / 120 credit points]**

<b><u>Programme Structure - LEVEL 5 Full-time Year 2</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Equality, Diversity & Inclusion	20			Yes	1
Early Years Education & Beyond	20			Yes	1
Children's Rights	20			Yes	1
Supporting Young Children's Language & Communication	20			Yes	2
Working Collaboratively with Parents, Carers & Professionals	20			Yes	2
Practitioner Research	20			Yes	2

<b><u>Programme Structure - LEVEL 5 Part-time Year 2 (semester 2)</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Supporting Young Children's Language & Communication	20			Yes	2
Equality, Diversity & Inclusion	20			Yes	2

<b><u>Programme Structure - LEVEL 5 Part-time Year 1</u></b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensatable?</b>	<b>Semester runs in</b>
Early Years Education & Beyond	20			Yes	1
Children's Rights	20			Yes	1
Working Collaboratively with Parents, Carers & Professionals	20			Yes	2
Practitioner Research	20			Yes	2

Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1(5):</b> Demonstrate a critical understanding of the underlying concepts, theories and principles of child development and learning</p> <p><b>A2(5):</b> Analyse current and historical understanding of sector issues involved in supporting children's learning and development from different perspectives</p> <p><b>A3(5):</b> Evaluate significant, current and emerging underpinning sector policies, principles, values and research in regard to babies, young children and childhood</p> <p><b>A4(5):</b> Demonstrate an in-depth knowledge and awareness of the skills for different pedagogical approaches in the development of the curriculum and pedagogy for young children, taking into account young children's health and emotional well-being</p>	<p>The teaching is delivered through lectures, seminars, presentations and tutorials. Students' learning is supported through discussion, presentations, individual and group tasks, independent reading and writing. Reflection on workplace practice linked to policies, theories and initiatives develops the students' knowledge and understanding about children's learning and development.</p> <p>Assessments include written tasks (for example essays, reports, portfolios, audits and an open book exam) and presentation tasks.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>B1(5):</b> Analyse and interpret sector issues from different perspectives</p> <p><b>B2(5):</b> Evaluate problems and conduct in-depth research in context</p> <p><b>B3(5):</b> Reflect on aspects of child development and learning and apply this to workplace practice in order to develop recommendations</p>	<p>Teaching includes the presentation of different theoretical interpretations and published reports concerning sector issues. Students engage in the debates about the relative merits of alternative views through discussion and in written tasks. Investigations and research are undertaken by students in the workplace in order to provide an appropriate context for their learning. Students are provided with opportunities to apply the skills of analysis to workplace policy and practice and to develop recommendations.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>C1(5):</b> Work professionally within statutory and regulatory requirements to support children's individual development and learning</p> <p><b>C2(5):</b> Embrace an anti-bias approach, inclusivity and integrated practice with understanding</p> <p><b>C3(5):</b> Work effectively within teams and within the wider context supporting children and their families</p> <p><b>C4(5):</b> Implement the cycle of quality (observe, assess, plan and evaluate) to promote children's development</p> <p><b>C5(5):</b> Conduct in-depth research projects involving children and adults in an ethical manner and complete all aspects of the research process</p>	<p>All students work or complete work related hours in a setting with children, for example nurseries, primary schools or children's centres, in order to develop their practical and professional skills following statutory and regulatory requirements. Visits are made by the tutor for level 4 and 5 of study to ensure a close working relationship between the workplace supervisor and the college tutors. This enables the student to develop their workplace skills and consider the implementation of legislation and recognised effective practice. Reflections on the twelve Core Learning Outcomes (SEFDEY) are completed by students during the Foundation Degree.</p>



3C. Practical and professional skills	
	Several modules include investigations based in the workplace including consideration of policies, audits and the collection of data for research projects. Students learn how to conduct research projects in an ethical manner and what it means to embrace an anti-bias approach, inclusivity and integrated practice. There are opportunities for students to compare the approach taken in the workplace to those offered in other settings through visits and discussions focused on sharing good practice and professional development.
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><b>D1(5):</b> Plan and manage both time and tasks effectively in an academic and a professional context through working independently or collaboratively</p> <p><b>D2(5):</b> Evaluate information in order to problem solve and explain decisions made considering the context</p> <p><b>D3(5):</b> Communicate ideas, arguments and analysis effectively in speech and writing, using visual and ICT media as tools where appropriate</p> <p><b>D4(5):</b> Demonstrate a critical awareness of how own attitudes, values and behaviour impact on work with others</p> <p><b>D5(5):</b> Improve own performance through critical self-reflection</p>	Teaching of study skills is embeded throughout the programme to enable the students to become effective in their time management and to develop academic reading and writing skills. The discussion of set readings and sector issues supports the development of anaysis and evaluation. Through completing assignment tasks students identify problems, make recommendations and consider effective team working. Techniques of reflection are taught and used by students to meet the requirements of modules particularly in relation to own practice including consideration of the impact of own attitudes, values and behaviour on others. The importance of effective communication is emphasised in both written and presentation tasks.

**[Foundation Degree in Young Children's Learning and Development / 120 credit points]**

#### **4. Distinctive features of the programme structure**

- **Where applicable, this section provides details on distinctive features such as:**
  - **where in the structure above a professional/placement year fits in and how it may affect progression**
  - **any restrictions regarding the availability of elective modules**
- where in the programme structure students must make a choice of pathway/route**

The programme is a foundation degree, following which students may progress on to the level 6 BA (Hons) Young Children's Learning & Development Top-up course at Craven College.

The programme will appeal to both those with experience and those intending to gain experience through work placements of working with young children in a setting. The programme will support those who wish to develop a range of skills and knowledge, to enable them to become more effective early years practitioners and those seeking continuing professional development. It intends to provide pathways for lifelong learning and the opportunity to progress to other qualifications.

A benefit of this programme, is that it integrates academic and work related learning through close collaboration between employers and programme providers, allowing the programme to equip students with the skills and knowledge relevant to their employment. The course will satisfy the needs of employees and employers, often leading to further opportunities in the workplace and promotion within their profession.

#### **5. Support for students and their learning**

Students have access to the College guidance, support and advice systems through the Student Support Services representatives. A sample handbook is available on the College website and following enrolment students access the actual handbook via MOODLE. When students begin the programme they receive information on the following:

- Course documents and reading lists
- Advice on using the electronic resources
- Information on admission and induction arrangements
- Information regarding Disabled Students' Allowance (DSA)
- Pastoral and welfare support
- Careers information and guidance
- Academic guidance and tutorial support
- Guidance on using MOODLE

Email and telephone contacts are circulated through the course handbook and are available on MOODLE.

All students will attend College at the beginning of their programme of study for Induction and to be familiarised with the course and its requirements. They will also experience a range of icebreaker and introduction techniques to forge group cohesion. Following this, students will normally attend the College according to the course timetable. Students will also have the opportunity to

meet the staff in the Learning Resource Centre and the Specialist Learning Support Centre.

Staff associated with the programme will negotiate and provide individual support through individual tutorials, meetings or other contact, which could also be carried out electronically.

## 6. Criteria for admission

- Level 3 qualification equivalent to 48 UCAS tariff points (formerly 120 UCAS Tariff Points), i.e. 2 A Levels or a Subsidiary Diploma

Students who have not previously worked with children as part of their level 3 qualification are required to complete the *Handbook for Students with No Previous Work Experience in the Early Years Sector*, in order to familiarise themselves with the *Statutory Framework for the Early Years Foundation Stage* and *Development Matters in the Early Years Foundation Stage*.

- English Language at GCSE grade C / 4 or equivalent

Students without the necessary qualifications but with relevant work experience are encouraged to apply. Students without English GCSE complete a written task to assess whether their written skills are of a suitable standard to enable them to start the HE programme. Students will be encouraged to prepare and take the Professional Skills Tests while still studying on the undergraduate programme, if they aspire to be an Early Years Teacher (with or without Qualified Teacher Status).

Students without GCSE English, maths and science are encouraged to enrol for GCSE courses to ensure that they can progress to their desired post-graduate qualification. Students are advised in the letter offering them a place on the course that GCSE English, maths and science are current requirements for entry to the proposed early years teacher qualification and for both QTS and PGCE courses for primary education.

### **Paid work or a placement working with children**

Students undertake 300 hours (approximately two days a week) working with young children for levels 4 and 5. Those students without paid work in the early years sector undertake work placements as described in the Placement Handbook for Students Without Paid Work in the Early Years Sector.

### **Students are required to have:**

- a current DBS check for their workplace, whether they are in paid work or on placement
- Two references

Those with relevant modules from compatible HNCs or Foundation degrees may be able to transfer credit.

<b>7. Language of study</b>
English

<b>8. Information about non-OU standard assessment regulations (including PSRB requirements)</b>
N/A

<b>9. Methods for evaluating and improving the quality and standards of teaching and learning.</b>
<p>Evaluation of teaching and learning is assessed through peer observations, module evaluations, and students' responses to questionnaires, focus groups, and students' comments in HE Operational and course meetings.</p> <p>All teaching staff of more than 40 hours per year are required to have achieved a recognised teaching qualification in addition to their subject/sector qualifications/experience. Improvements are facilitated through group and individual staff development. There is a HE Staff Development Programme in addition to the College Staff Development Programme, both of which focus on raising standards in teaching and learning, as well as individual tutors' Continuing Professional Development. Improvements in teaching and learning are recorded in the College's annual monitoring report and any required improvements in an action plan. Monitoring plans are validated internally in addition to the scrutiny by the Open University and are reported to the Governors' Learning, Teaching &amp; Assessment Committee. The action plan is monitored during the year during the performance review which involves updating any improvements identified in-year.</p> <p>The Scheme Management Board is responsible for the development and oversight of the HE academic work of Craven College and will report on academic standards to the Principal and the Board of Governors.</p>

## **10. Changes made to the programme since last (re)validation**

- Level 4 Promoting Safe Working Practices, Health and Wellbeing includes consideration of children's health and wellbeing and the title has been altered from WRL1 Safe Working Practices to reflect the changes. The teaching for the module will consider health, obesity, dental health and case studies. The module has been divided into two tasks as discussed with Carla Solvason at the preliminary approval meeting.
- Level 4 module title change to Supporting Young Children's Language and Communication (previously Supporting Young Children's Learning and Communication). This more accurately reflects the module content with an emphasis on language and communication.
- Level 5 Children's Rights has been developed to include advocacy in the indicative content following training with Dr Gill Goodliff, academic reviewer from the OU 2014- 2017.
- Level 5 Working Collaboratively with Parents, Carers & Professionals Assessment is to become an audit 100% (no longer research as there are several research modules and some workplaces were not keen to involve their parents in research). The module title has been altered from WRL2 Working in the Wider Context to ensure that the focus is clear.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (■ shaded) and assessing (✓) particular programme learning outcomes.

		Programme outcomes																
L e v e l	Study module/unit	A1(4)	A2(4)	A3(4)	A4(4)	B1(4)	B2(4)	B3(4)	C1(4)	C2(4)	C3(4)	C4(4)	C5(4)	D1(4)	D2(4)	D3(4)	D4(4)	D5(4)
4	Personal & Professional Develop't			✓			✓				■			✓	✓	✓	✓	✓
	Theories of Children's Play & Learning	✓	■	✓	✓	✓			■	■				■		✓		
	Promoting Safe Working Practices, Health & Wellbeing		✓	✓		■	✓		✓		■			■	■	■		
	The Developing Child	✓	✓	✓	✓			✓	✓	■		■		■		✓		
	Introduction to Research Methods		✓			■	✓	■					✓	✓		✓		
	Learning Journeys	■	■	✓	■	■			✓	■	■	✓		■		■		

		Programme outcomes
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L	Study module/unit	A1(5)	A2(5)	A3(5)	A4(5)	B1(5)	B2(5)	B3(5)	C1(5)	C2(5)	C3(5)	C4(5)	C5(5)	D1(5)	D2(5)	D3(5)	D4(5)	D5(5)
5	Supporting Young Children's Language & Comm	✓	✓	✓	✓	☐		✓	✓	☐	☐	☐		☐	✓	✓		
	Early Years Education & Beyond		✓	✓	✓	✓				☐	☐	☐		☐		☐		
	Working Collaboratively with Parents, Carers & Professionals		✓	✓		✓			✓	☐	✓			☐		☐	✓	☐
	Equality, Diversity & Inclusion		✓	✓	✓	✓	☐	☐	✓	✓	☐			☐	✓	✓	☐	
	Practitioner Research		✓	✓	☐	☐	✓	✓	☐				✓	✓	✓	☐	☐	
	Children's Rights		✓	✓		✓			☐	☐	☐			☐	✓	✓	☐	

## Annexe 2: Notes on completing programme specification templates

1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 - The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA**

**frameworks for HE qualifications:**

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

3 - Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award:

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

4 - In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 - Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.



## **11. MODULE SPECIFICATIONS**

See module handbooks available on MOODLE

## **12. ASSESSMENT AND THE MARKING CRITERIA**

Approval of Assessments

All assessments are presented at the Assessment Approvals Committee for approval prior to issue to students. External Examiners are required to comment on assessment briefs before they are presented to the Assessment Approvals Committee.

External Examiner

The External Examiner is involved in the assessment of all work to confirm the standard of the marking of the internal examiners. External examiners review a sufficient sample of such work to satisfy him or herself that the standards being applied are appropriate.

Closed and Open Book timed assessments

See Closed and Open Book Timed Assessments Procedure on the Higher Education section of MOODLE

Assessed group work

Where working in pairs or in groups is a component/task of the assessment, there will be a system for awarding an individual's mark, which will be clear in the assessment brief and therefore approved at the Assessment Approvals Committee.

Summative Assessments

Assessments are marked according to the marking criteria. Provisional summative assessment marks are issued to students with feedback within 4 working weeks of the assessment deadline. Assessment decisions are Second Considered and scrutinised by the External Examiner. Module marks are approved and student achievement and progression is decided at the Scheme Board of Examiners. The decisions are ratified/approved by the awarding organisation where relevant before they are issued to students. The Board of Examiners also decides if a reassessment opportunity is permitted and sets the reassessment deadlines each academic year.

Second Consideration

Second consideration of assessments enables marked work and feedback to be critically appraised to ensure that the marking criteria have been correctly applied and that feedback to students is constructive.

Please see the folder called HE Assessment Marking Criteria which can be found on the Assessment information and useful forms sections of MOODLE.

## **13. STUDENT SUPPORT GUIDANCE AND ADVICE**

### **Course Tutor (CT)**

Your CT's key responsibility is to support you through your course, agreeing your Individual Learning Plan and guiding you to achieve your targets. In addition, your CT may offer Careers Advice and guidance, deliver one-to-one tutorials; group tutorials and will respond to queries or issues.

Your CT and module tutors will be able to provide career and industry/sector advice, in addition to the Student Support Services Team.

### Induction arrangements

During induction your tutors will introduce you to the course and the College. For example you will cover:

- Students' Rights and Responsibilities
- Administration and Completion of Records/Standard Documents
- Programme of Study
- Academic and Pastoral Support

### **Personal Tutorial Entitlement**

Tutorial programmes for higher education students focus on one to one support. This will allow you to receive individual help and support specific to your needs. You will have an entitlement to one individual session each Semester.

### **Study Skills**

The Personal and Professional Development module allows opportunities for the development of study technique. Tutorial sessions may also include study skills reminders. In addition, you will notice that many other modules include learning outcomes which encourage you to work on your study skills in an on-going way.

The Learning Hub has books and journals, many of which are on-line, to help you improve your study technique. The Learning Hub staff based at Skipton are available to help you to find online resources too and can be contacted by email [learninghub@craven-college.ac.uk](mailto:learninghub@craven-college.ac.uk) or telephone 01756 693818. Help is also available from the Specialist Learning Support Centre, ask your Course Tutor about this.

If you think you may have a specific learning difficulty such as Dyslexia your Course Tutor may suggest that you are assessed for this.

## **14. OPPORTUNITIES FOR PERSONAL DEVELOPMENT PLANNING**

Your Personal and Professional Development module will begin the process of personal development planning. As a higher education student you will be encouraged to be fully involved in mapping out your aspirations and analysing your skills.

Personal development planning however, is not restricted to one module and you will notice that each module has learning outcomes entitled Key Transferable Skills. The inclusion of these learning outcomes ensures that you retain a critical approach to your own development.

In addition, your Course Tutor will guide and support you through the personal tutorial process to help you to set personal goals and to challenge yourself to do your best.

## **15. OPPORTUNITIES AND SUPPORT FOR STUDY ABROAD**

- N/A

## **16. WORK PLACEMENT INFORMATION**

All students are required to provide evidence of a current DBS check.

The course involves the consideration of workplace practice and therefore work with young children is essential in order to complete modules successfully. Although all

modules require knowledge of workplace practice there are three work related modules which focus on specific aspects of the practitioner's role including promoting safe working practices: health and wellbeing, working collaboratively with parents, carers and professionals, equality, diversity and inclusion in the workplace.

If you are currently in paid employment working with children, during your course a member of the Course Team will liaise with your employer and will also visit you in your workplace.

If you are not currently in paid employment working with children it will be your responsibility to arrange a suitable work placement and to maintain a register of attendance. A member of the Course Team will liaise with your work placement provider to establish a contract and will also visit you at your work placement. For levels 4 and 5 it is the student's responsibility to complete the work placement handbook with their workplace supervisor and to show it to their course tutor. Please see the Work Placement Learning Advice and Guidance Document on the HE Moodle.

All students studying at level 4 and 5 will be required to evidence their development of **Core Learning Outcomes** in the workplace as part of the sector endorsement of the course through SEFDEY Professional Association. The booklet is available through the course Moodle.

## **17. FACILITIES AND SERVICES**

### **Learning Hubs**

Craven College Learning Hubs offer quality learning resources to help students achieve their full potential. They offer a wide range of resource materials, books, magazines, electronic resources (including e-books) and DVDs. Students can access all electronic information both on and off campus through the Learning Hub section of Moodle. The staff are more than happy to deliver electronic inductions and research sessions to groups and students on an individual basis. These can be arranged through your tutor. Students completing a course in Higher Education will benefit from the vast array of electronic resources available. The Learning Hub offers group and one to one training sessions on request for electronic databases, journals, e-books, study skills and bibliographies and referencing.

### **LOCATIONS**

Aireville Campus, Whernside building 01756 693818

Aviation Academy Second Floor, 0113 3919815 – all day open access

E-mail: [learninghub@craven-college.ac.uk](mailto:learninghub@craven-college.ac.uk)

### **OPENING TIMES**

Aireville Campus –	Whernside
Monday	8.45am – 5.00pm
Tuesday	8.45am – 5.00pm
Wednesday	8.45am – 7.00pm
Thursday	8.45am – 5.00pm
Friday	8.45am – 2.00pm

Opening hours may be adjusted during the academic year. Check Moodle for details of the opening times

## Catering Services

Caterlink provides refectory services and hospitality services for all staff, students and visitors to the college. There are three catering outlets across the various sites of the college. Our aim is to provide a good selection of freshly prepared food, a balanced menu with healthy options and at a price that is affordable to everyone

## 18. ASSESSMENT AND PROGRESSION REGULATIONS

Please see the Regulations for Validated Awards of The Open University which can be found on the [College website](#)

## 19. DISSERTATIONS AND PROJECTS

A dissertation is completed at level 6 as part of the BA (Hons) Top-up qualification.

## 20. DETERMINATION OF RESULTS

Module/unit Title	Assessment & weighting	Assessment & weighting
Foundation Degree Level 4		
Personal and Professional Development	Task 1: PowerPoint presentation 50%	Task 2: Research inquiry 50%
Theories of Children's Play & Learning	Task 1: Poster presentation 25%	Task 2: Essay 75%
Introduction to Research Methods	Task 1: Research proposal as a presentation supported by notes 25%	Task 2: Research report 75%
Promoting Safe Working Practices, Health & Wellbeing	Task 1: Audit 50%	Task 2: Leaflet 50%
The Developing Child	Task 1: Guidance booklet 50%	Task 2: Exam open book 50%
Learning Journeys	Task 1: Portfolio 100%	
Foundation Degree Level 5		
Equality, Diversity & Inclusion	Task 1: Report 75%	Task 2: Presentation 25%
Early Years Education & Beyond	Task 1: Report 100%	
Children's Rights	Task 1: Essay 75%	Task 2: Presentation 25%
Supporting Young Children's Language & Communication	Task 1: Essay 75%	Task 2: Presentation 25%
Working Collaboratively with Parents, Carers & Professionals	Task 1: Audit 100%	
Practitioner Research	Task 1: Research proposal 25%	Task 2: Research report 75%

For further information about the procedure for approval of marks, decisions for progression and award and how these are communicated, please see the Regulations for validated awards of The Open University which can be found on the [College website](#).

## **21. RELEVANT INSTIUTIONAL POLICIES AND STATEMENTS**

### **Craven College Equality and Diversity Policy**

Promoting equality is not the same as treating people equally. Craven College places great emphasis on access to education as a means to remove barriers, eliminate discrimination, address disadvantage, and raise the aspirations of both present and potential students and staff. This is embedded within the College mission and vision statements.

College Commitment:

To promote equality of opportunity for all students and staff, and advance social inclusion by removing barriers to learning, progression and employment

The full document Craven College Equality and Diversity Policy can be found on the [College website](#)

### **Appeals procedure**

There is no right of appeal against academic judgements, however all students will have a right of appeal against the decision of the Board of Examiners. Grounds for appeal would include but are not limited to an administrative error or procedural irregularity or circumstances that the BoE was unaware of at the time the decision was taken.

The Higher Education Appeals Policy and procedure can be found on the [College website](#).

### **Complaints procedure**

Craven College values the views of all its customers and aims to manage complaints in a way that is sensitive to the needs of both individuals and groups. It is anticipated that most complaints will be dealt with through informal channels but if a student feels that it is necessary to pursue a complaint formally, they should access the Complaints Policy which can be found on the [College Website](#).

### **Data Protection Policy**

The *Data Protection Policy* can be found on the [College website](#)

## **22. STUDENT PARTICIPATION AND EVALUATION**

The College and the Awarding Organisation welcome your views on the course and the College. You will be invited to express your opinion and put forward your views in a number of ways.

- **Group and Individual Tutorials**

The Course Tutor will schedule group and individual tutorials, and this is an opportunity to raise any aspect of the course or college you would like to discuss.

- **Student Representatives**

A representative from your group will be invited to participate in course or sector meetings, meetings of the College's Student Union and HE Operational Meetings. Student

representatives shall be given adequate notice of meetings so that they can consult with their fellow students, to ensure all students' views are shared.

- Student Union

Students are able to come together to discuss topics of interest across a range of courses and work with college managers to bring about changes to improve students' experiences.

- Cross-college Representation

There are opportunities for HE students who are members of the Student Union to participate in cross-college committees such as the Board of Governors and the HE Scheme Management Board. All Student Reps are invited to attend HE Operational meetings which take place four times each year.

- Module Evaluations

During your course you will be asked your opinion regarding each module.

- Feedback

You will be invited to evaluate your College experience through module, course and college questionnaires and possibly the NSS (National Student Survey).

- Focus Groups

The HE Team meets with each group of students for a Student Focus group. You will be invited to give your opinion about various aspects of studying higher education at Craven

## **23. GENERAL READING LIST**

Module reading lists are included in each Module Handbook.