

Foundation Degree (Arts) in Children's and Young People's Services (Pathway)

(Early Years)

(Teaching Assistant)

(Health and Social Care)

PROGRAMME HANDBOOK

2015/2016

Programme valid from September 2012

JACS Code: X200 X300

Programme Code: L591

Valid for delivery at: University of Derby

**Barnet Southgate College
Buxton and Leek College (Buxton Campus)
Buxton and Leek College (Leek Campus)
Central College Nottingham
Chesterfield College
Derby College
Loughborough College
Preston's College
Stephenson College
South Cheshire College
Vision West Nottinghamshire College**

Table of Contents

Welcome	2
An Introduction to the programme	2
Rationale.....	3
Programme Aims	5
Programme structure	6
Teaching team	9
Programme calendar	12
Student involvement	12
The learning contract	12
Module Registration.....	15
The learning, teaching and assessment strategy.....	15
Student Support.....	18
Assessment	21
Assignment Hand in.....	22
Marking Procedures	23
Change of student details	24
Academic offences.....	24
Assessment regulations and Undergraduate grading scale.....	25

Welcome

Welcome to the FdA in Children's and Young People's Services (pathway) programme for the academic year 2015-2016. We hope that your period of study on this course will be enjoyable and that it will extend your knowledge and understanding in the field of education and care 0 – 19, and help you develop a range of academic and vocational skills which will support your progress to further studies and/or employment.

This programme handbook provides information about the programme to help you with academic and non-academic aspects of your course. You will also find information to support you on this programme within the FdA in Children's and Young People's (pathway) website and the university's on line resource known as UDo (University of Derby Online).

Good luck and enjoyment in your studies.

Kulsoom Rehman
Programme Leader
The University of Derby

Introduction

A foundation degree is a higher education qualification aimed to develop a highly skilled workforce. It is designed and written with employers to meet employment needs and contains work related knowledge, skills and understanding. A foundation degree is a vocational degree; its subject content is vocationally based and includes work based learning. A foundation degree is a degree in its own right. Successful students studying this programme graduate with FdA in Children's and Young People's Services (pathway). The brackets will contain the title of the specific pathway studied: Early Years, Teaching Assistant or Health and Social Care.

The University of Derby has a great reputation for developing and delivering foundation degrees. The FdA in Children's and Young People's Services degree is designed to meet the requirements of a developing workforce. The programme is validated by the University of Derby and is a collaborative provision delivered at the following study centres;

Practitioner provision is at:

The University of Derby:

- Kedleston Road site, Derby Campus

Barnet Southgate College, High Barnet

Buxton College, Buxton

Central College Nottingham, Clifton

Chesterfield College, Chesterfield

Derby College, Derby

Leek College, Leek

Loughborough College, Loughborough

Preston's College, Preston

Stephenson College, Coalville

South Cheshire College, Crewe

Vision West Nottinghamshire College, Mansfield

Student Practitioner provision is at:

Barnet Southgate College, High Barnet

Chesterfield College, Chesterfield

Preston's College, Preston

Vision West Nottinghamshire College, Mansfield

Rationale

The FdA in Children's and Young People's Services (pathway) programme is a work-based/practice-based course that has been designed in consultation with employers to respond to workforce requirements for professionals who can work across the children's and young people's sector (0-19). Throughout the course students will develop a core philosophy, knowledge and understanding and the skills and values for working with children and young people in an integrated way. This Foundation Degree enables qualified practitioners/student practitioners already employed or in placement to develop further academic and vocational knowledge. Work-based/practice-based learning is central to the design of this course enabling students to make effective links between theory and practice. The programme aims to create a work-based/practice-based and student centred programme of study that meets professional and personal development needs.

The amalgamation of providers of children's and young people's services (0–19 years), bringing together Health, Education, Social Services and Guidance Services for the first time, takes the agenda well beyond inter-agency working into integrated provision. There is a wealth of shared underpinning philosophy between these agencies, but a democratic shared perspective will be difficult to establish after many years of separate working. The different services have found the new agenda challenging, and new roles and responsibilities are emerging as the new multidisciplinary services establish themselves.

Current government reform in the workforce as demonstrated in The Children' Workforce Strategy (DfES Every Child Matters: Change for Children 2005) and the remodelling of the workforce in schools indicates that there are a number of new opportunities for employment. This has increased demand for a broadening of the available provision within the area of Education, Health and Social Sciences at degree level to meet current workforce developments and employer needs.

Consultation with a range of employers and academics demonstrated the need for a child and youth workforce. This included the development of core philosophy, understanding, skills and values for working with children and young people 0–19 years in an integrated way. To meet this need, Education Studies and Applied Social and Community Studies Subject areas have worked together with support from employers in the sector to develop a cross Faculty Degree Module Framework that will meet current workforce needs.

The Foundation Degree Module Framework comprises of a set of common Pathway Core Modules, sharing the same philosophies, understandings and values for practitioners working in an integrated Children's and Young People's Service with children and young people 0 – 19 years of age. A mandatory specialist practitioner Pathway Module leads from the Pathway Core Modules. The Option Modules will include sufficient flexibility to allow students whose work roles change and develop to select modules which meet these changing employment needs.

Programme Aims

The Programme aims to:

- Provide opportunities for students to develop a sound base of knowledge of working in Children's and Young People's Services.
- To provide specialist knowledge for working in a specific area of Children's and Young People's Services.
- To provide Pathway specific work-based learning and application of practice.
- To provide flexible learning opportunities in a blended independent learning programme.
- To provide widening HE access to non-traditional students.
- To provide vocational work-based learning integrated with academic rigour.
- To meet local and regional employers' and workforce needs.
- To provide academic and vocational progression opportunities for lifelong learning and career development.
- To provide opportunities for personal and professional development.
- To provide opportunities for reflective practice and the development of reflective practitioners.

The design of the programme broadly reflects those aspects of QAA subject benchmarks for education that apply to a multidisciplinary programme. It was written by staff at the University of Derby in consultation with local employers.

Programme structure

The Foundation Degree is modular in design and comprises of two Stages (Level 4 and Level 5). The term 'Stage' is used to describe a programme of study at one level. Four Core modules, one option module and one Pathway module are studied at each Stage. The FdA Children's and Young People's Services (pathway) is achieved if the student gains a total of 240 credits. Students can be awarded the following:

- Certificate of Higher Education in Children's and Young People's Services (pathway) by exiting with 120 credits at Level 4
- FdA In Children's and Young People's Services (pathway) (120 credits at Level 4, 120 credits at Level 5) total 240 credits

In each case the term (pathway) is replaced by the title of the pathway that has been studied; Early Years, Health and Social Care or Teaching Assistant.

- Successful completion of the FdA in Children's and Young People's Services (pathway) will be awarded with a classification of distinction, merit, or pass.

There is a progression route to the third Stage (Level 6) of a relevant BA (Hons) degree programme for those students who wish to progress further.

Students already practicing in the sector are required to have a minimum of 2 days per week paid or unpaid work with children or young people in one or more settings. They will hold a full Level 3 qualification relevant to their work. It is a requirement for each student to have a 'Critical friend' to support them throughout their Foundation Degree. Many practitioner students work full time and complete the Foundation Degree over three years.

At the University of Derby, Kedleston Road site, a selection of modules at Level 5 are offered through evening delivery. This provides considerable flexibility for students who will construct an Individual Learning Plan with guidance from a tutor. At other centres where the programme is delivered, the timetable is constructed in accordance with student need and tutor availability.

Students with substantial vocational experience or prior certificated learning with CATS points in a relevant discipline can apply for Recognition of Prior Learning (RPL) or Accreditation of Prior Experiential Learning (APEL). For information about application visit the university's website and read the guidance notes. This should be discussed with the relevant Pathway Leader or Programme Co-ordinator at your Study Centre who will then forward your completed application form to the Programme Leader at the University of Derby for approval.

The following chart indicates the range of modules from which each study centre provides their planned programme. Details of the module content and learning outcomes are provided in individual module handbooks.

Programme Modules

Level 4 Core Modules	Level 5 Core Modules
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<ul style="list-style-type: none"> • 4FD509 (20 credits) Starting to Study (Pre-requisite to Level 4) Module Leader: Kulsoom Rehman	<ul style="list-style-type: none"> • 5FD516 (20 credits) Research Methods and Practice (Pre-requisite to 5FD508) Module Leader: Kulsoom Rehman
<ul style="list-style-type: none"> • 4FD512 (20 credits) Work-based Reflective Practice 1 Module Leader: Kulsoom Rehman	<ul style="list-style-type: none"> • 5FD513 (20 credits) Work-based Reflective Practice 2 Module Leader: Kulsoom Rehman
<ul style="list-style-type: none"> • 4FD514 (20 credits) Integrated Services Module Leader: Kulsoom Rehman	<ul style="list-style-type: none"> • 5FD507 (20 credits) Children’s, Young People’s and Family Rights Module Leader: Kulsoom Rehman
<ul style="list-style-type: none"> • 4FD507 (20 credits) Equality and Diversity Module Leader: Kulsoom Rehman	<ul style="list-style-type: none"> • 5FD515 (20 credits) Understanding Behaviour Module Leader: Kulsoom Rehman

Level 4 Pathway Modules (Early Years)	Level 4 Pathway Modules (Teaching Assistant)	Level 4 Pathway Modules (Health and Social Care)
<ul style="list-style-type: none"> • 4FD513 (20 credits) Early Years Provision and Practice (Prescribed) Module Leader: Kulsoom Rehman	<ul style="list-style-type: none"> • 4FD510 (20 credits) Supporting Learning and Teaching (Prescribed) Module Leader: Kulsoom Rehman	<ul style="list-style-type: none"> • 4HC502 (20 credits) Psychological Approaches to Care (Prescribed) Module Leader: Pauline Green
Level 4 Option Modules		
<ul style="list-style-type: none"> • 4FD506 (20 credits) Children and Young People Communicating (Option) Module Leader: Kulsoom Rehman	<ul style="list-style-type: none"> • 4FD511 (20 credits) The Curriculum 0-19 (Option) Module Leader: Kulsoom Rehman	<ul style="list-style-type: none"> • 4FD508 (20 credits) Investigating and Solving Problems (Option) Module Leader: Kulsoom Rehman
<ul style="list-style-type: none"> • 4FD520 (20 Credits) Children Playing (Option) Module Leader: Kulsoom Rehman		

Level 5 Core Module for all Pathways: Early Years, Teaching Assistant, Health and Social Care

- 5FD508 (20 credits)
Secondary Research (Prescribed)

Module Leader: Kulsoom Rehman

- 5FD509 (20 credits)
Inclusive Education (Option)

Module Leader: Kulsoom Rehman

- 5FD512 (20 credits)
Children and Young People's Health and Well Being (Option)

Module Leader: Kulsoom Rehman

- 5FD514 (20 credits)
Working with Parents and Carers (Option)

Module Leader: Kulsoom Rehman

- 5FD506 (20 credits)
Bringing Men into Children's and Young People's Services (Option)

Module Leader: Kulsoom Rehman

- 5FD510 (20 credits)
International Perspectives on Provision and Practice in the Children's Workforce
(Option)

Module Leader: Kulsoom Rehman

- 5HC503 (20 credits)
Promoting Health (Option)

Module Leader: Martin Harling

Module Handbooks

An individual Module Handbook for each module includes the module content, teaching and learning approaches. The content is delivered through lectures, seminars, group and individual tutorials, directed tasks for independent study. These module handbooks are used throughout the collaborative provision.

A module specific reading list of relevant books at Level 4 and 5, websites and journals are linked to Aspire in the module handbook. These resources are provided in the study centres' learning resource centres.

Post Programme Opportunities

Upon completion of the FdA in Children's and Young People's Services with 51% or more it is possible to progress with a direct entry to a level 6 Honours Programme. Anyone achieving below 51% **may be** able to progress on to select level 6 Honours Programme. This will be in discussion with the relevant UoD Programme Leader.

<u>Early Years Pathway</u>	<u>Teaching Assistant Pathway</u>	<u>Health and Social Care Pathway</u>
<u>BA (Hons) Child and Youth Studies</u>	<u>BA (Hons) Child and Youth Studies</u>	<u>BA (Hons) Health and Social Care</u>
<u>BA (Hons) Early Childhood Studies</u>	<u>BA (Hons) Education Studies</u>	<u>BA (Hons) Child and Youth Studies</u>
<u>BA (Hons) Education Studies</u>	-	

Teaching Team

The members of staff working and teaching on the FdA Children's and Young People's Services (pathway) have a vocational background of education and care, health, sociology and social work. The teams at all study centres are expanding.

The University of Derby

<ul style="list-style-type: none"> • Lesley Faulconbridge Head of FE Collaborations Deputy Head of Department Telephone 01332 591857 E-mail: l.faulconbridge@derby.ac.uk 	<ul style="list-style-type: none"> • Kulsoom Rehman Programme Leader Telephone 01332 592007 E-mail: k.rehman@derby.ac.uk
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Collaborative partner contact details

<p><u>Central College Nottingham</u> Kerry-Ann Smedberg Programme Co-ordinator kerryann.smedberg@centralnottingham.ac.uk 0115 9146410</p>	<p><u>Preston's College</u> Kerry Price Programme Co-ordinator kprice@preston.ac.uk 01772 225472</p>
<p><u>Chesterfield College</u> Meredith Rose Programme Co-ordinator harem@chesterfield.ac.uk 01246 500500 ext 1583</p>	<p><u>Barnet Southgate College</u> Kate James Programme Co-ordinator Kate.James@barnetsouthgate.ac.uk 0208 275 2857</p>
<p><u>Derby College</u> Su Wall Programme Co-ordinator su.wall@derby-college.ac.uk 0300 1237890 Ext: 4765</p>	<p><u>Buxton College</u> Maxine Lees Programme Co-ordinator m.lees@blc.ac.uk 01298 330483</p>
<p><u>Leek College</u> Michael Brown Programme Co-ordinator mbrown@leek.ac.uk 01538 398866 Ext: 692</p>	<p><u>Loughborough College</u> Kate Storr Programme Co-ordinator kate.storr@loucoll.ac.uk 01509 515433</p>
<p><u>Stephenson College</u> Kim Orton Programme Co-ordinator korton@stephensoncoll.ac.uk 01530836136 Ext: 260/325</p>	<p><u>Vision West Nottinghamshire College</u> Jacqueline Elliott Programme Co-ordinator jacqueline.elliott@wnc.ac.uk 01623627191 ext. 8574</p>
<p><u>South Cheshire College</u> Alison Fengolio Programme Co-ordinator alison.fenoglio@scc.ac.uk 01270 654654</p>	

Programme Calendar 2015/16

The following is the University of Derby's academic calendar. The study centres have arranged their year in line with assessment dates although colleges may begin their teaching sessions sooner in line with FE college start of teaching.

Autumn Semester

Week beginning Sept 14 th	Enrolment and Induction
Week beginning Sept 21 st	Teaching begins
December 11 th	Teaching ends

Spring Semester

Week beginning January 18 th	Teaching begins
22 nd April	Teaching ends

Student Involvement

Student representatives are chosen from each Study Centre to contribute on behalf of their group as members of the FdA in Children's and Young People's Services Programme Committee. Students also have the opportunity to give feedback on general issues using Programme Evaluation forms twice each year, and after the completion of each module students are invited to provide feedback on a module form provided by the tutor. Feedback is taken seriously and, wherever feasible, it is acted upon. This is reported in the Programme Enhancement Plan and included in the Action Plan where relevant.

The Learning Contract

The document 'Rights, Responsibilities and Regulations' (referred to as 'The 3Rs') gives general information on what is expected from students and what they can expect from the university; <http://www.derby.ac.uk/academic-regulations>. The points made below are specific to students attending this Foundation Degree programme at all Study Centres and are complimentary to these general guidelines.

What we expect from you

- Students are expected to attend a minimum of 80% of the teaching programme.
- Absences should be notified to the relevant Delivery Tutor and/or Programme Coordinator. Any prolonged absences should be discussed with your Personal Tutor and/or Programme Coordinator as soon as possible to avoid problems with completion of modules.
- If students cannot attend a session it is their responsibility to access the lecture materials on-line and to carry out the missed work.
- Students are expected to attend the teaching sessions and to sign up for Module tutorials.
- All work must be completed in line with the specific guidelines given in the module handbooks.
- The university's guidelines on plagiarism must be strictly adhered to.
- All students must have paid or unpaid work in an appropriate setting throughout their FdA.
- Each student's work setting must provide a work based critical friend to support the student throughout their entire course.
- Students are expected to check their student emails, the programme web pages and the FdA notice board regularly for any communication from the tutors.

What you can expect from us

- Module tutors from the appropriate delivery sites will be available for individual and/or group tutorials during the planned programme and will give formative feedback on assignment work.
- Personal Tutors will be available for individual consultation regarding pastoral issues.
- A module handbook will be provided on the web pages.
- Lecture notes will be provided for each teaching session on the web pages.
- An individual learning plan with assignment hand in dates will be agreed.
- All marked work will carry feedback to support student's progress.
- Students who have any additional needs e.g. dyslexia should make this known to Module Leaders and the Student Support Service who will arrange relevant support.

We value your views. Towards the end of the module we will distribute a Module Evaluation Questionnaire to be completed in class time. These are anonymous and details are collated by the University and reflected upon by the Programme Team and they inform future module delivery.

Feedback may also be given to Module Leaders through a Student Representative.

You told us it was hard to fit in tutorials as a part time student.
We have provided a drop in tutorial service every Wednesday until 6pm and personal tutors to arrange tutorials to suit individual needs.

You wanted quicker feedback on assignments.
We have adopted a 3 week turnaround for electronic feedback on assignments (except for holiday periods) but you will be notified if there is any delay.

You told us you really liked the way lectures are structured to make it more fun
We will audit all module contents to ensure all lectures reflect this.

You told us some lecturers are hard to contact.
We will publish all staff contact information and contact hours so someone is available to offer support.

Module registration

Students must register and pay for each module at the start of delivery. Payment may be self-financing, a sponsorship letter or by financial support package from Student Finance England (<http://www.slc.co.uk/students/student-finance-england.aspx>). Failure to register on a module may affect the assessment of your assignment.

Attendance

We are committed to helping you get the best from your studies and to keep on track to achieve your award. To help with this, we do monitor student attendance. There are different ways that we do this, your ID card might be scanned in class, or you might be asked to sign a class register.

When you enrol, you agree to a Student Participation Contract (see Student Responsibilities section at <http://www.derby.ac.uk/academic-regulations>) and the expectation is that you regularly attend taught sessions for this module.

If you do not attend, you may be contacted by our attendance monitoring team. Not attending taught sessions can sometimes mean that you are no longer able to complete the module successfully and you may be withdrawn from the module (in some cases, even withdrawn from the University).

We know that there may be times when there are circumstances that mean you can't attend, you need to let us know about them as soon as you can so that we can give you the necessary support to continue with your learning on the module.

The Learning and Teaching Strategy

The University's Learning and Teaching Strategy promotes the delivery of flexible programmes to provide widening participation and access to HE for learners. Underpinning the rationale for the teaching and learning methods selected for the delivery of this programme are the following five themes:

- Widening Participation
- Partnership
- Flexibility
- Work based Learning
- Reflective Practice / Personal and Professional Development

These support the University's Learning and Teaching Strategy and the QAA Foundation Degree Benchmarks.

The key strategies through which these themes are threaded are summarised as follows.

Blended Teaching and Learning

The programme is delivered in a blended teaching and learning mode utilising a diverse and innovative range of learning and teaching modes including the use of e-learning, on-line resources, audio-visual resources, directed reflective tasks, independent study, seminars, research seminars, work-based activities, group, individual and email tutorials, action planning, individual and group presentation to different audiences, and research. Through these modes students develop knowledge and understanding of working in Children's and Young People's Services and transferable skills for employment and lifelong learning.

- Independent study
- Academic writing
- Research skills
- Time management
- Working in a group
- ICT, PowerPoint, word processing, desktop publishing
- Written and oral communication skills
- Presentation skills
- Personal and Professional development planning/action planning
- Management and leadership skills
- Professional practice skills
- Critical reflection, evaluation and analysis skills
- Subject and specialist service knowledge, skills and understanding

Work-based Learning

“At the forefront of any learning and teaching strategy are the means through which learners are enabled to achieve the intended learning outcomes. In the case of foundation degrees the relevance of skills and their application in a work-based environment, underpinned by academic knowledge and understanding is critical.” (QAA Foundation Degree benchmark 2002 para 29 p.8)

Work-based learning underpinned by academic knowledge and understanding is embedded throughout the programme’s teaching and learning strategy. Students use their every day work setting / work placement to learn from, develop vocational knowledge, skills and understanding and professional practice linking theory to their vocational practice. Tutors direct students to sources of knowledge, theory, experts, research and professional practice to develop critical understanding of the vocational field.

Work-based Mentor ‘Critical Friend’

Student’s work based learning is supported by a work-based mentor ‘Critical Friend’ in the work setting. Training concerning the role of the mentor is provided. Regular Support Meetings are held to support mentors in their role. University Link Tutors visit settings and discuss work based learning and progression issues with the mentor and student.

Flexible delivery

Programme delivery is flexible enabling students to select the delivery time that most suits their work and family commitments.

- Evening provision
- Weekend study days

The delivery supports non-traditional students such as practitioners already working in the Children’s and Young People’s Service in ‘wrap around learning’ allowing for work and family commitments. It is anticipated that the majority of practitioners will access evening provision.

Prior to enrolment each student is given a timetable for the year indicating the delivery of the Pathway Core Modules and the Option Modules. Students, with their Personal Tutor, complete an Individual Learning Plan which identifies their chosen delivery time of each module and their predicted completion date. It is anticipated this will be 2–3 years, although students can take longer, for example, up to five years.

Students are able to apply to the programme at any time during the year. Students will usually enrol only in September and January each year, though this is dependent on the delivery site. The Admissions Tutor will establish an interview schedule throughout the year to accommodate this.

The programme is delivered holistically in collaborative partnership by university and college staff, practitioners and employers. Cross-site provision is identified on the delivery timetable and members of staff deliver modules at their own and other sites.

Student Support

Personal Tutors

Personal Tutors monitor student progress and provide support for students with any additional needs, keeping Module Tutors informed. The Faculty Student Liaison Officers work with tutors to help students with programme engagement. Similar support is provided in the partner colleges.

In designing the programme, employers were consulted and their employment knowledge informed the programme design. The programme complies with the Equality Act (2010).

Additional Needs

The University provides support plans to support students with additional resources for their learning, e.g. a student support mentor to help with students writing assignments, a note taker for a deaf student. A very diverse assessment strategy with a variety of assessment activities and diverse blended teaching and learning modes of delivery accommodates a range of learning and assessment styles to provide access to all students including those with additional needs.

Included in the teaching hours are high levels of designated tutorial time for Module and Personal Tutors to support students with additional needs.

A programme specific website of study materials is provided for students to access.

Additional Support

The University offers a range of advisory services providing support to students. Most services are accessible on a drop-in basis and also offer appointments if you would like to discuss personal or academic related matters in more detail. Please familiarise yourself with the services and if you are experiencing any difficulties make sure that you speak to someone about it.

You will also be using the University of Derby Online (UDo) which provides more information about your course and the University at <https://udo.derby.ac.uk>

This handbook gives you information on the academic support which relates to the subjects you are studying. Each school has a Student Liaison Officer who can provide information about how the University works and help you to find the most appropriate source of specialist advice.

Student Liaison Officer	Telephone	Subjects
Julia Hadfield	(01332) 591609	College of Education

Each site has a Customer Information Centre offering a 'one stop shop' for student queries covering:

- Assessment and issue of student car parking permits (Kedleston Road)
- Programme and module changes
- Receipt of claims for extenuating circumstances
- Enrolment support out of the main enrolment periods
- Access to Learning Fund (ALF) Applications

You may want to do some additional work outside of your course to develop your skills or improve your use of library or IT resources. You can access study skills and careers advice, as well as support with understanding academic regulations. Make use of these services for guidance as you progress at University.

The Programme Advisory Service can advise on your degree programme, modules or credits.	(01332) 591153	pas@derby.ac.uk
The Career Development Centre can help you on the path to your chosen career, or to find work whilst studying.	(01332) 591316	www.derby.ac.uk/study/careers
Learning Centres provide library, IT facilities and Study Skills Advice and Mentoring.	(01332) 591205/6	www.derby.ac.uk/library

At some stage whilst studying many students experience personal difficulties which might affect their study. The University offers a range of services to advise and support you.

Student wellbeing offers specialist Support regarding disability, finance, welfare or legal advice and medical or counselling support.	(01332) 593000	www.derby.ac.uk/student-wellbeing	
Financial Guidance on fees and loans.	(01332) 591129	studentrecordsandfees@derby.ac.uk	
Faith Advisers and Chaplains are available to talk to in Pastoral Services.	(01332) 591878	www.derby.ac.uk/campus/faith-religion	
Information about accommodation.	Halls	(01332) 594111	www.derby.ac.uk/halls

Setting Visits

University Link Tutors visit settings to discuss work based learning and progression issues with the mentor/supervisor and student. Visit reports will be completed by these Tutors. Copies of these are included in your Reflective (PDP) Journal. Practitioners are visited once a year; by University Link Tutors. A three-way dialogue between the ULT, Student and Work-based Mentor 'Critical Friend' about your progress is conducted in the work setting. Any issues are then discussed with the Placement Co-ordinator, Kulsoom Rehman, at the University or the Programme Co-ordinator at the appropriate delivery site.

Assessment

Assessment throughout the **Early Years, Health and Social Care and Teaching Assistant Pathways** is through 100% coursework and the submission of an assignment for each module. A range and variety of assessments including formative assessment within the first six weeks is provided across the modules. These include; child studies, case studies, work based activities, and work based projects, reflective personal and professional profiles, action plans, research projects and portfolios.

Assessments are progressive and a wide range of strategies are used to test and develop both your subject specific and transferable skills. Formative assessments are helpful to enhance your learning; i.e. assessments which are marked and you are given specific feedback to help you monitor and improve your progress and understanding of a topic. Such assessments will be graded, but the grades do not count towards your final module grade, but undertaking such assessment will potentially help you improve grades of other assessments. Summative assessments are set to formally assess your understanding and skills, i.e. assessments where grades do count towards your final module grade. Coursework includes essays, case studies, reflective portfolios, posters and oral presentations. In some modules group work is assessed.

Referencing

Harvard referencing is used in all assignments. Information can be found on the VLE and is explained fully in the Starting to Study module.

Advice on assignments

If you wish to submit a draft or plan of your essay, module leaders are normally willing to provide brief comments on one plan or draft.

Students who wish to take advantage of this should ask the individual module leader how and when this can best be done. You should submit a draft to the module leader by an agreed date; if you wish the tutor to look at this before the tutorial. You can receive the feedback on your draft in person at the tutorial, or alternatively via email between an agreed time.

Staff may provide brief comments on, for example:

- Whether the essay broadly answers the question
- Any major omissions or errors
- Any major structural problems
- Any major writing or referencing problems

Lecturers will not proof read your essay or predict your grade so please do not ask them to do so.

For advice on essay writing you are advised to consult the study skills material available on the ground floor of the Learning Centre. If you need extra help we recommend the Study Advisor scheme. Under this scheme, you can be matched with a student mentor who will provide one-to-one help with study skills and essay writing. A leaflet introducing the scheme is available in the Learning Centre, and you can contact the coordinators on studyadvisors@derby.ac.uk

Assignment Hand in

Electronic Submission Guide

- All students studying will be required to submit assignments electronically. The number of assignments submitted electronically will vary between modules, but all will be submitted through the individual module areas in Course Resources.

Further guidelines on using the electronic submission system can be found on: www.derby.ac.uk/esub

Exceptional Extenuating Circumstances (EEC)

All work should be submitted on the given hand in date. If work cannot be submitted by or on the submission date, it is very important to discuss this with the RELEVANT Delivery Tutor and/or Programme Coordinator. If you are faced with serious circumstances that may affect you completing an assessment on time, you will need to apply for EEC (exceptional extenuating circumstances). You will still need to hand in the work you have managed to do by the deadline date, but you will have the chance to resubmit the fully completed work at a later date if your EEC application is approved. For more information about what you need to do please visit www.derby.ac.uk/eec or speak to your lecturer.

7 day extensions

In circumstances where you believe you can hand in your work but need some extra time you may be eligible for a 7 day extension. This can be applied for if circumstances out of your control mean you won't be able to meet an assessment deadline. If your application is successful this will allow you to submit your assessment up to 7 days late, without your mark being capped. As with the EEC, you will still need to hand in the work you have managed to do by the deadline date.

If you apply for a late submission you can't normally submit an Exceptional Extenuating Circumstances (EEC) application for the same reason unless you have additional evidence to support your application. Therefore, it's important you make sure you apply for the correct option for your situation. For more information about what you need to do please visit <http://www.derby.ac.uk/latesubmission> or speak to your lecturer.

Marking Procedures

Marking of work is carefully and rigorously carried out by tutors. Feedback will indicate Learning Outcome achievement and indicate your strengths and areas for development. Within the body of your work there may be additional comments to guide you in your efforts to extend your ideas and to rectify errors. We provide feedback that will support you in your development of critical thought, your skills in academic writing and in your understanding of practice in the field.

Work is marked in line with the University of Derby's grading criteria. A percentage mark will be given to your work. The Undergraduate Grading Scale is included at the back of this handbook. All assessment deadlines are available from the teaching timetable on Udo or your site of study VLE.

Internal Moderation Procedure

These are in line with the University guidelines. Moderation involves the second marking of a sample of work and the reading of assignments from each module to ensure that the marks awarded are fair and that they represent the scale of grades in the University of Derby's Undergraduate Scale for undergraduate degrees and foundation degrees. The moderation takes place at the University of Derby by the University of Derby's tutor team at a moderation meeting. At this moderation meeting samples of assignments from all the study centres are cross moderated to ensure standardisation of marks throughout the collaborative provision.

Often you will find that when you have work returned that there are comments written on your feedback sheet from more than one marker. If this is so, your assignment has been moderated.

Cross Moderation Procedure

A sample of scripts from each of the delivery sites is examined to ensure that the marks awarded are fair and accurate.

External Moderation by the External Examiner

A sample of assignments from all study centres and tutors are seen by the External Examiner to confirm the accuracy and appropriateness of marking and grading. Such rigorous moderation procedures ensure that the grades given are accurate. It is not until the internal and external moderation process has happened that grades are verified and put forward to the Assessment Board. After the Assessment Board students can log onto UDo to access their electronic Statement of Achievement and view progression or award decisions.

The External Examiners are:

- Susan Turner, Newcastle College – Early Years Pathway
- Rhisiart Tal-e-bot, Cornwall College – Teaching Assistant Pathway
- Dr. Wendy Sims-Schouten - Health and Social Care Pathway

Assessment regulations for Foundation Degrees are included in the back of this programme handbook.

Change of student details

(address/name/telephone number/critical friend/supervisor/ employment/placement)

Any change of student details must be given to the university. Only students can change their contact details on the central system at the university by the UDo website. It is important to do this to ensure direct communication from the university.

Academic offences

Please ensure that you read and fully understand the following information before commencing your programme:

Types of Academic Offence

The University regards academic offences very seriously. An academic offence is defined as an action by which a person misleads or deceives another person into believing that intellectual material is their own when it has been obtained from a third party or invented without supporting data. There are several types of possible academic offence in the context of undergraduate research. These are:

- (i) Plagiarism
- (ii) Inventing data
- (iii) Collusion and other forms of deception

Plagiarism

Plagiarism is defined here as the act of incorporating a body of text obtained from another source and making it appear as if it is your own work. Thus the text appears to be original but is in fact taken from a source which has not been acknowledged. The plagiarised material may have been taken from a website, a thesis, journal, book or any other source. The offence of plagiarism has taken place irrespective of whether it was done with the intention to deceive or not. However, it is regarded as a more serious offence if it is believed that the student has made a calculated attempt to gain undue credit or advantage.

Inventing data

Invention of data occurs where a researcher effectively makes up data to make it appear that the data has been derived by appropriate measurement in the field or in experiment or other setting. Thus the reader is deceived with regard to the true information and the researcher may use the invented data to substantiate a favoured hypothesis. This is regarded as deception and is a very serious academic offence.

Collusion and other forms of deception

If the student consorts with others who may be students or members of staff or external contacts, in order to deceive the reader as to the true origin of information given in a submitted work, then this is an act of collusion. Collusion is an academic offence and as such is unacceptable. Another example of a serious academic offence is committed when a

student allows another person to write material on his/her behalf and submits the material as if it is his/her own.

Academic Appeals and Complaints

Academic Appeals for all students should be made to the University in line with processes indicated in the 3Rs (http://www.derby.ac.uk/files/part_k_academic_appeals.pdf) Complaints by students studying at a University of Derby campus should be made in accordance with procedures within the 3Rs whereas students studying at the campus of a collaborative partner should follow the local procedure.

ASSESSMENT REGULATIONS

1. General principles underlying Module Assessment

1.1 Awarding credit for learning achievements

Credits are awarded to students in recognition of their learning achievements. Every module has an approved **credit value**, which is expressed as a number of credits at a specific **level**.

1.2 Learning outcomes defined

A learning outcome is a fundamental achievement, which may take the form of the acquisition of knowledge, understanding, an intellectual skill or a practical skill. Learning outcomes are the basis for the learning and assessment strategy in modules.

1.3 Learning outcomes in modules

Each module has a formally identified **set** of learning outcomes. The learning outcomes and the level of the module together define the standard. Credit may be awarded for a module only if at least the minimum standard of performance has been achieved in every learning outcome within the set.

1.4 Assessments are designed to enable students to demonstrate learning outcomes

Assessments are designed as the means through which students are able to demonstrate achievement of the learning outcomes. **Up to two** different assessments (**assessment components**) may be ascribed to a module. These may take the form of essays, presentations, group work activities, projects or other assessments (commonly termed coursework), and seen or unseen examinations. An assessment component may sometimes take the form of a number of small submissions e.g. lab reports or short in-class tests. Each assessment component may carry **one** learning outcome which will be assessed against the **assessment criteria**. Students must be informed as to the assessment criteria which are designed to test achievement of the learning outcomes of the module and indicate the level of performance required.

1.5 The assessment of the academic performance

In assessing a student's work, the tutor is required to judge its quality in accordance with the stated criteria. If the quality of the work satisfies the criteria, the tutor awards the appropriate grade from the range of pass grades and the learning outcome[s] attached to the assessment is [are] deemed satisfied. If the quality of the work submitted does not satisfy the criteria, the appropriate fail grade is given.

% mark	Mark Descriptors	Class
70-100%	<p>Excellent Outstanding; high to very high standard; a high level of critical analysis and evaluation, incisive original thinking; commendable originality; exceptionally well researched; high quality presentation; exceptional clarity of ideas; excellent coherence and logic. Trivial or very minor errors. For the highest marks (90 - 100%): an exceptional standard of work illustrating thorough and in-depth understanding, communicated with exceptional authority.</p>	First
60-69%	<p>Very good A very good standard; a very good level of critical analysis and evaluation; significant originality; well researched; a very good standard of presentation; commendable clarity of ideas; thoughtful and effective presentation; very good sense of coherence and logic; minor errors only.</p>	Second Div 1
50-59%	<p>Good A good standard; a fairly good level of critical analysis and evaluation; some evidence of original thinking or originality; quite well researched; a good standard of presentation; ideas generally clear and coherent, some evidence of misunderstandings; some deficiencies in presentation.</p>	Second Div 2
40-49%	<p>Satisfactory A sound standard of work; a fair level of critical analysis and evaluation; little evidence of original thinking or originality; adequately researched; a sound standard of presentation; ideas fairly clear and coherent, some significant misunderstandings and errors; some weakness in style or presentation but satisfactory overall.</p>	Third
35-39%	<p>Unsatisfactory Overall marginally unsatisfactory; some sound aspects but some of the following weaknesses are evident; inadequate critical analysis and evaluation; little evidence of originality; not well researched; standard of presentation unacceptable; ideas unclear and incoherent; some significant errors and misunderstandings. Marginal fail.</p>	Marginal Fail
21-34%	<p>Poor Below the pass standard; a poor critical analysis and evaluation; virtually no evidence of originality; poorly researched; presentation unacceptable and not up to graduate standard; ideas confused and incoherent, some serious misunderstandings and errors. A clear fail, short of pass standard.</p>	
1-20%	<p>Very poor Well below the pass standard, with many serious errors. Standard of presentation totally unacceptable, incoherent and may be severely under-length. No evidence of evaluation or application. A very clear fail, well short of the pass standard.</p>	
NS	<p>Non-submission No work has been submitted.</p>	Fail
Z	<p>Academic offence notation Applies to proven instances of academic offence.</p>	

1.6 Minimum standard of performance

Since each assessment component tests one or more of the learning outcomes, and each outcome is tested only once, at least a **minimum standard of performance (40% overall, 35% minimum for each Learning Outcome)** is required in every assessment component.

IMPORTANT: An assignment may show the characteristics of two or more marks. The examiner should give careful consideration to the relative importance of the applicable descriptors as indicated by the assessment criteria in deciding the overall standard of the work and the appropriate mark to be awarded.

1.7 Referral and failure

(i) Students are normally entitled to one referral opportunity in each of the failed assessment components. Any and all entitlements to referral can be removed following a proven academic offence or a decision taken by the University Assessment Board for Exceptional Circumstances (UABEC), or if special conditions apply to meet the requirements of an external agency.

2. Late Work

Work which is submitted after the designated deadline for a coursework assessment is deemed late.

If serious circumstances beyond a student's control affect their ability to complete an assessment they may submit a claim for Exceptional Extenuating Circumstances (EEC). This must be accompanied by evidence and the work done to date, by the original assessment submission deadline. This will be considered by an EEC panel.

Where a student has a good reason for late submission which does not amount to an exceptional circumstance, the relevant Subject Manager can authorise an extension up to 7 days with no grade penalty. The Subject Manager will expect to see compelling evidence that such an extension is appropriate.

There is no entitlement to submit late after an agreed submission extension, (e.g. deferral), nor for the submission of referred work.

If the work is tendered after the agreed extension, it is not marked and an NS grade is recorded. Referred works submitted late are not marked and an NS grade is recorded.

3. Important information about changes to our undergraduate regulations from academic year 2015/2016.

Now that you have enrolled for 2015/16 academic year, you will need to be aware of changes to our regulations. The changes will be in the 2014/15 edition of the 3Rs. It is **your responsibility** that you understand what they are, and what they might mean for you. **For more detail and a summary of key changes** refer to:

<http://www.derby.ac.uk/about/organisation/academic-regulations/>.

4. Statement of Achievement

4.1 At the end of each semester, following publication of the results in individual modules, an electronic **Statement of Achievement** will be available to every student via UDo. This will take the form of a transcript listing all modules taken by the student which can count towards an undergraduate award, together with any modules (credits) approved through RPL. It will also state the total number of credits accumulated to date at each credit level.

4.2 Using this information, in conjunction with advice offered by tutors, students will plan the next phase of their programme.