



PROGRAMME HANDBOOK (VALIDATED(2018 (2019

VALIDATED BY MIDDLESEX UNIVERSITY, LONDON, UK

BA (HONS(TOP UP WORKING WITH CHILDREN IN EARLY YEARS AND EDUCATION

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HANDBOOK CONTENTS	PAGE(S)
<ul style="list-style-type: none"> • Introduction • Middlesex University Regulations 	3
<ul style="list-style-type: none"> • Welcome to the BA (Hons) Working with Children in Early Years and Education. 	4
<ul style="list-style-type: none"> • Middlesex University Collaborative Students' Entitlements 	5 – 8
<ul style="list-style-type: none"> • Quality Assurance Agency for Higher Education (QAA) 	9
<ul style="list-style-type: none"> • Academic Calendar 2018 – 2019 • HE Programme Team 	10
<ul style="list-style-type: none"> • The BA (Hons) Working with Children in Early Years and Education Top-Up at Cardinal Newman College. 	10 - 12
<ul style="list-style-type: none"> • The CMA • Employability and Careers • Results and certificates 	12 – 14
<ul style="list-style-type: none"> • Learning, Teaching and Assessment 	14 – 16
<ul style="list-style-type: none"> • Support • Library 	17 - 18
<ul style="list-style-type: none"> • Programme Voice Group • Student representatives • Quality Assurance 	18
<ul style="list-style-type: none"> • University policies • Office for Independent Adjudication 	19 - 20
<ul style="list-style-type: none"> • Programme Specification 	21 - 26
<ul style="list-style-type: none"> • Curriculum Map 	27 - 28
<ul style="list-style-type: none"> • Grading Grid BA (Hons) 	29 – 30
<ul style="list-style-type: none"> • Grading Grid Dissertation 	31 – 32
<ul style="list-style-type: none"> • Module Narratives 	33 – 46
<ul style="list-style-type: none"> • Schedule of Assessments 2018 -2019. 	47 – 49

INTRODUCTION TO YOUR PROGRAMME HANDBOOK.

The purpose of this Handbook is to introduce you to your programme of study and to direct you to other general information about studying at Cardinal Newman College and Middlesex University. The material in this document is as accurate as possible at the date of production; however, you will be informed of any major changes in a timely manner.

Your comments on any improvements to this handbook are welcome. Please put them in writing (an email will suffice) with the name of the Programme Handbook to Hayley Sommerville hsommerville@cardinalnewman.ac.uk.

INFORMATION IN ALTERNATIVE FORMATS

This handbook can be found online via Moodle which is accessed through the college website www.cardinalnewman.ac.uk.

If you have a disability which makes navigating our website difficult and would like to receive information in an alternative format please contact the programme leader for the Foundation Degree Hayley Sommerville hsommerville@cardinalnewman.ac.uk or the Head of Additional Learning Support Stuart Walpole swalpole@cardinalnewman.ac.uk.

We can supply sections from this publication as:

- A word document with enlarged type which can be sent by email, supplied on a CD or memory stick.
- A printed copy on non-white paper.
- A printed copy with enlarged type.
- As Braille.

Other formats may be possible and we will do our best to respond promptly. To help us with this please be as specific as you can and include full details of your disability.

THE UNIVERSITY REGULATIONS

As a student of Middlesex University you agree to abide by the University Regulations when you enrol and therefore you should read this handbook in conjunction with the Middlesex University Regulations. These regulations are updated every year and you will receive a hard copy at induction however they are available online at www.mdx.ac.uk/regulations and Moodle via the college website www.cardinalnewman.ac.uk

Welcome to the BA (Hons) Top Up Working with Children in Early Years and Education.

Cardinal Newman College
St Augustines Building,
St Augustines Place,
PRESTON
PR1 4HD.



We are delighted that you have chosen Cardinal Newman College to Top-Up your level 5 qualification. The college is an Ofsted Grade One Outstanding non-selective Catholic Sixth Form College in the centre of Preston and an attractive option for students because of its distinctive ethos, its reputation for outstanding levels of achievement and the excellent support offered to students. The College is consistently ranked in the top 1% of Colleges nationally, for its level 3 results.

In the 2018 National Student Survey our University Courses achieved the highest possible score of 100 % student satisfaction in the quality of the courses studied this included that our teaching staff were good at explaining things and that students felt intellectually stimulated and challenged to achieve their best work.

Cardinal Newman College is committed to its HE Provision which is reflected in its Access and Participation Statement which is published and updated annually. <https://www.cardinalnewman.ac.uk/university-courses/access-and-participation-statement/>. Your satisfaction is very important to us, and we will seek your feedback regularly throughout your course and will respond timely to your views. We construct and publish action plans to show what we are doing and how we intend to improve.

Our HE teaching facilities are spacious and very well equipped, each room has an interactive whiteboard with many interactive facilities, there are two large computer suites for sole use of HE students and mini-IPads and lap-tops for students to use in the classroom.

From the college website, www.cardinalnewman.ac.uk you will find our Moodle, where Learning and Teaching resources are found alongside meeting minutes and action plans, regulations, policies and procedures relating to your programme with links to Middlesex University with whom it is validated.

We wish you every success on your Foundation Degree.

Kathy Salisbury
Strategic Lead HE
Cardinal Newman College

WELCOME FROM YOUR PROGRAMME LEAD.

Welcome to Cardinal Newman College to study Higher Education within the department of Health, Social Care and Early Years. This work based BA (Hons) Top-Up is designed for students who are working with children in a range of contexts.

This course is especially designed for you to work and study together, the skills required for both will be enhanced by the learning experience. We aim to help you achieve the appropriate balance between academic, professional and personal knowledge and skills necessary to become well-rounded, competent and ethical professionals.

This handbook provides you with information required to ensure you get the best out of your study. Please take time to read through it I hope that you will find it a useful resource throughout your course. Your success and satisfaction is very important and there are many strategies in place to enable us to work together to ensure this BA Top-Up Degree meets your expectations.

The Cardinal Newman College HE team are committed to supporting you to exceed your own expectations and we wish you well with your studies and look forward to helping you develop and enhance your academic skills and workplace prowess.

Hayley Sommerville

HE Programme Lead Teaching and Learning Support and Early Years.

hsommerville@cardinalnewman.ac.uk



MIDDLESEX UNIVERSITY
COLLABORATIVE STUDENTS' ENTITLEMENTS - September 2018

UK Validated Programmes

I would like to wish you a warm welcome to your programme, delivered in collaboration with Middlesex University.

Middlesex University works in collaboration with your institution to ensure your programme of study is of an academic standard and quality which meets the requirements of the national Quality Assurance Agency (QAA) and has therefore been validated as a formal qualification of Middlesex University.

The University works in partnership with a wide range of institutions globally. More information can be found on the University web pages: <http://www.mdx.ac.uk/>

As a student on a Middlesex University validated programme, you are studying for a qualification that is designed, taught and assessed by your College/Institution (our 'Partner' Institution) but which is validated as a Middlesex University qualification. This collaboration is formalised in a Memorandum of Co-operation which sets out all of the programme's academic and administrative arrangements and which is held on record.

Your main source of guidance will be from your programme team or the administrative staff within your institution who will already have established student support services to help you. In addition, both your Institution and the University have each appointed a Link Tutor to ensure the smooth running of your programme of study and clear and effective communication between our two institutions. Your Institution will be able to identify these members of staff to you.

The University Link Tutor will visit your institution during the year, either in person or virtually, usually the visit is aligned to the Boards of Study (or equivalent) to which students are invited to discuss the running of the programme.

Below you will find useful information outlining the range of entitlements open to you as a student on a collaborative programme with Middlesex University.

I wish you success for the forthcoming academic year and for your studies.

Alistair Brown

Director

Centre for Academic Partnerships



Student Identity

You are a full student member of Middlesex University. The regulations governing student membership can be found in our formal document *University Regulations*, available on-line at <http://www.mdx.ac.uk/about-us/policies/university-regulations>

Your identity card is issued by your Institution and is entitled to say “This student is studying for BA Top-Up Working with Children in Early Years and Education leading to a qualification of Middlesex University”. You will not receive a Middlesex University student ID card.

Access to Middlesex University Resources	
Library	Your home Institution will provide you with library resources. You do not have access to the University’s library or its resources, unless a separate agreement has been made by your home institution. Students do not have access to the SCOUNL Access scheme via Middlesex University. More information about the library resources available to you can be found in your Programme Handbook
Sports Facilities	UK students can access all of the University’s sports facilities, including a modern fitness centre with group exercise programme, a real tennis court, outdoor multi-use games areas and 3G AstroTurf pitches, and a sports ground at Worlds End Lane in Winchmore Hill. More information, including fees and subscription rates, can be found at https://www.mdx.ac.uk/student-life/sport-and-fitness or by calling +44 (0) 20 8411 6343
Student Support Services	Your Institution will provide support services, details of which will be found in your Programme Handbook.
Disability Support Services	Your Institution will provide support services, details of which will be found in your Programme Handbook.
Financial Support	Information and advice on financial support can be found within your Institution and at http://unihub.mdx.ac.uk/support/index.aspx .

Student Records	
The details of students on validated collaborative programmes are held on the University's central student management system. These include your personal contact and programme details.	
Completion of Studies	
Graduation Ceremony	<p>Your Institution may hold its own Graduation Ceremony at which Middlesex University will be represented.</p> <p>You are also entitled to attend one of the University's Graduation Ceremonies held at our Hendon Campus in London in July – invitations to register will be sent to you via your Institution. More information can be found at http://unihub.mdx.ac.uk or by contacting the Graduation Ceremonies Office on + 44 (0) 20 8411 6770.</p>
Certification	<p>A full diploma supplement of the modules studied and grades and credits gained will be sent to you by your Institution.</p> <p>Your Qualification Certificate will subsequently be sent to you by your Institution</p>
Alumni Services	<p>You are entitled to access the University's Alumni Association's services. More information can be found at http://www.mdx.ac.uk/about-us/alumni</p>
Student Benefits	
NUS Extra Card	<p>You can apply for a NUS Extra card which is the ultimate must have student card. It features many exclusive student discounts. A 3-year card costs just £32 which is an exclusive discount for Middlesex University students. A one-year card is also available for £12 which can be upgraded to include ISIC. You can apply for this card online at www.nusextra.co.uk Further information on the ISIC can be found www.ISIC.org.</p> <p>To apply for the NUS Extra card, first go online to www.NUSExtra.co.uk. Specific details regarding the application process are as follows:</p> <ul style="list-style-type: none"> • After clicking apply, select place of study as Middlesex University Students' Union from the drop down menu. • Click on verify by student email address • Enter your Institution verification email address, a confirmation address will be sent to your Institution, or if you have an email address with your Institution please use this email as a verification email. • Once the verification email is received, complete the application process selecting delivery to your home address or other UK address you wish the card to be sent to. • You will be sent an email from NUS when your card has been despatched to you.

Key Contacts	
Link Tutors	Each University collaborative programme is overseen by at least two Link Tutors (normally one each from your Institution and the University). These Link Tutors work to ensure the smooth running of the programme and the communication between our institutions, and will be able to answer many of your questions.
Centre for Academic Partnerships	The staff within the Centre for Academic Partnerships at the University will be able to help you with any questions of a collaborative nature which cannot be resolved by the staff within your institution or the University Link Tutor. Please contact the Partnerships Operations Team on PartnerOps@mdx.ac.uk

THE MEMORANDUM OF COOPERATION.

This is the formal agreement between Middlesex University and Cardinal Newman College on the delivery of the Programme.

The Memorandum, among other things, sets out the responsibilities of both Cardinal Newman College and Middlesex University.

In brief these include:

Respective Responsibilities	
University	College
<ul style="list-style-type: none"> • Resolution of matters of concern arising from Annual Monitoring process. • MU Link Tutor passes assessment results on to University. • Facilitation of progression to MU for FdA students. • Approval of publicity material, handbook, web site material etc. • Complaints relating to FdA - College procedures being exhausted. 	<ul style="list-style-type: none"> • Day to day responsibility, admissions, enrolment, tuition, learning resources, assessment, production of marketing materials and creating a handbook and updating any changes. • Complaints • Inviting link tutor to Programme Voice Group Meetings. • Students with Disabilities • Health & Safety • Compliance with MU Data Protection Policy Equal Opportunities.

If you wish to view this document then please contact Hayley Sommerville
hsommerville@cardinalnewman.ac.uk

THE QUALITY ASSURANCE AGENCY FOR HIGHER EDUCATION (QAA) UK QUALITY CODE.

The QAA is an independent agency appointed by the UK Government to be responsible for upholding the academic quality and standards of all universities and colleges in the UK. The QAA produce the quality code <http://www.qaa.ac.uk/quality-code> which outlines the key expectations placed on all UK Higher Education providers. In particular, there is a specific chapter on how institutions should manage partnership arrangements, such as the programme you are now enrolled on. This section is chapter [B10 'Managing higher education provision with others'](#).

The QAA also review higher education providers (including Middlesex) to ensure that it is operating in line with the Quality Code and providing the best academic experience for its students. You can also learn more about Quality Assurance from watching two short [videos](#) designed specifically for students in Higher Education, which are available on line at: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/what-is-quality>

ACADEMIC CALENDAR 2018 – 2019

Term 1	Date
Enrolment / Induction	Wednesday: 5.9.18
Graduation Ceremony	Wednesday 26.9.18
Reading week	Wednesday 24.10.18
Programme Voice Group Meeting	Wednesday 7.11.18
Term 2	Date
Term starts	Wednesday: 6.2.19
Reading week	Wednesday: 20.2.19
Programme Voice Group Meeting	Wednesday 27.3.19
Last teaching week.	Wednesday 12.6.19
Awards / Grades Progression Board	1 st July 2019 @ 1pm.

THE CARDINAL NEWMAN COLLEGE HE PROGRAMME TEAM.

The purpose of this section is to introduce students to the key teaching and teaching support staff relating to their programme as well as to give details on how to contact them.

Staff Name	Contact Details	Office Hours
Hayley Sommerville Programme Lead Module tutor	01772 460181 (Ext:2239) hsommerville@cardinalnewman.ac.uk	8.30 - 3.30 Mon & Tues. 8.30 - 8 Wednesday 8.30 – 1.30 Thurs & Friday
Kathy Salisbury Strategic Lead HE. Module tutor	01772 460181 (Ext:2239) ksalisbury@cardinalnewman.ac.uk	8.30 - 3.30 Mon, Tues & Thurs. 8.30 - 8 Wednesday 8.30 – 1.30 Fri

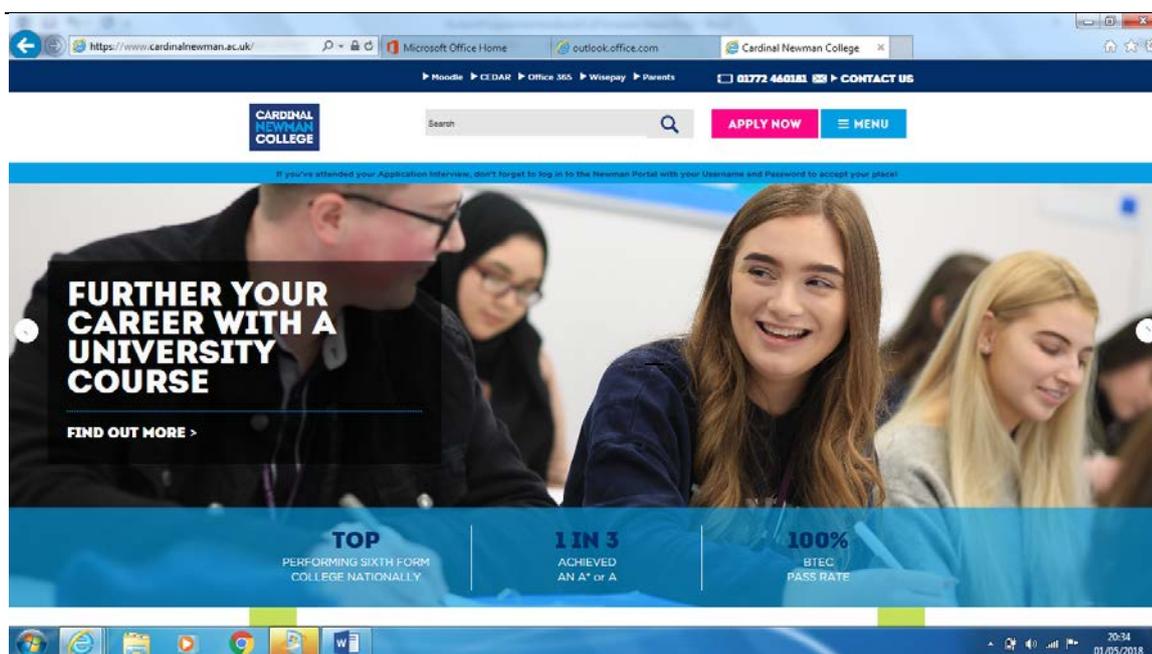
Vicky Bryant CNC Link Tutor	01772 460181 (Ext:2204) vbryant@cardinalnewman.ac.uk	8.30 – 3.30 Mon – Friday.
Tegan Walsh Module tutor	01772 460181 (Ext:2240) teganwalsh@cardinalnewman.ac.uk	8.30 - 3.30 Mon, Tue & Fri 8.30 – 8pm Wednesday 8.30 – 11.30 Thursday
Katie Dalton Library Manager	01772 460181(ext:2213) kdalton@cardinalnewman.ac.uk	8.30 – 3.30 Mon – Friday. By appointment after 4pm.
Faye Mawdesley Careers Manager	01772 460181 (Ext: 2014) fmawdesley@cardinalnewman.ac.uk	8.30 – 3.30 Mon – Friday. By appointment after 4pm.
Stuart Walpole Head of ALS	01772 460181 (Ext:2271) swalpole@cardinalnewman.ac.uk	8.30 – 3.30 Mon – Friday.
Technicians	Contact	
Anthony Dickinson Network Services.	adickinson@cardinalnewman.ac.uk	8.30 – 3.30 Mon – Friday.
Administrative Staff	Contact	
Jane Browell Senior Ed. Administrator	jbrowell@cardinalnewman.ac.uk	8.30 – 3.30 Mon – Friday.

THE BA (HONS) WORKING WITH CHILDREN IN EARLY YEARS AND EDUCATION TOP(UP AT CARDINAL NEWMAN COLLEGE.

All general information about Cardinal Newman College can be found on the **college website** www.cardinalnewman.ac.uk

All specific information about our HE courses and this BA Top-Up is available on the website by clicking on the University Courses or via link below.

<https://www.cardinalnewman.ac.uk/university-courses/>



MOODLE - is the designated virtual learning environment, accessed through the College website. It displays resources relating to each module of this degree, as well as useful dates to remember and all the policies and procedures you need to successfully support you through the course, including relevant links to Middlesex University.

EMAIL - Once enrolled you will receive an ID login for the ICT equipment and a College email account will be opened for you. This email address will be the one used by all staff at College to communicate with you; it is very important that you log in regularly, we recommend at least every three days. You can access your emails from any computer in college or outside college via Office 365, clearly visible at the top of the page on the college website.

YOUR CONTACT DETAILS - You should ensure that we are kept up to date of your contact details to ensure that all important communication reaches you, as the information you provide at enrolment is held on our CEDAR system, maintained in accordance with the General Data Protection Regulations. If you wish to change your contact details please contact Jane Browell Senior Education Administrator jbrowell@cardinalnewman.ac.uk

Term 2: February - June (11 - 7.30)
Dissertation tutorials 11 – 1pm
1.15-1.30 Registration
Leadership and Management 1:30pm – 3pm
Tutorial / Careers / Library Activities / Module Tutor 1:1 / Student Services. 3pm – 3:30pm
Contemporary Issues 3:30pm – 5pm
Tea 5pm – 5:30pm
Dissertation 5:30pm – 7pm

BA (TOP(UP(AT LEVEL 6

In the table below is an outline of the structure of module delivery at Level 4 during year 1. It has been especially designed to support the development of your academic skills which will be especially useful if you are returning to education after a break and an introduction to the academic expectations of higher education for those who have more recently studied.

Term 1: September – February (11 -7.30)
Dissertation tutorials 11 – 1pm
1.15-1.30 Registration
Equality and Diversity 1:30pm – 3pm
Tutorial / Careers / Library Activities / Module Tutor 1:1 / Student Services. 3pm – 3:30pm
Dissertation 3:30pm – 5pm
Tea 5pm – 5:30pm
5:30pm – 7pm Learning in the Outdoor Environment

This BA (Hons) Top-Up is studied over one year (**full-time**). Students attend university one day per week for 33 weeks compared to 24 weeks on a comparable course at Higher Education Institutions. Each week students are required to attend for 6.5 hours for teaching and learning which includes tutorials and 1:1's, in addition independent study will be required to successfully complete the course.

Reflection is critical to successful work based learning and will be used as a learning tool in teaching, learning and assessment activities. All the modules are designed to facilitate the development of your reflective skills upon your practical experiences, questioning yourself, “Why do I do this”, “Why do I feel like this?” “Why did this happen?” which promotes learning at a deeper level.

COMPETITION AND MARKETS AUTHORITY (CMA)

The tuition fees for this BA (Top-Up) during 2018-2019 are £5995 per annum. In the event of a trip or visit such as a field trip being planned, to enrich learning and teaching students will be expected to meet the individual cost of these.

ATTENDANCE REQUIREMENTS

Good attendance at college is vital to your success. You will be required to show a **minimum attendance level of 80%** per module and this will be recorded through registration at the start of each taught session. If you fall below this level, you will be expected to attend a one to one meeting with your module tutor. Where your attendance fails to meet the minimum required to meet the learning outcomes of the module, as published, you may be excluded from the assessment and be graded X in the module. The X grade is applied if you fail to participate in the learning process of a module for which you are registered

PUNCTUALITY POLICY

You are expected to arrive on time for all sessions therefore if you know that you will be unavoidably late or unable to attend please contact your module tutor or the programme lead.

EMPLOYABILITY AND CAREERS

Cardinal Newman College is committed to supporting you to enhance your employability and helping you to develop professionalism for use in the work place. Employers argue they are looking for polished graduates who not only have a good degree but who also have the right skills, attributes and values to support their knowledge, this aim is embedded throughout our HE provision.

The Confederation of British Industry (CBI) defines employability as 'a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace, to the benefit of themselves, their employer and the wider economy'.

The development of employability skills, for example, team work, self-management, leadership, communication, literacy and numeracy, are all integral parts of this degree programme, although this may not always be evident to you as they will not always be presented as such.

Throughout your course colleagues from College's careers department will be available for you to meet with to provide you with information, guidance, advice and support to enable you to achieve your goals.

The careers department, situated in the main building, has a wealth of information for you and if you would like an appointment to meet with one of the careers team you can either call in or arrange via email careers@cardinalnewman.ac.uk.

PRACTICAL EXPERIENCE, WORK PLACE MENTOR AND WORK PLACE LINK TUTOR.

This BA (Hons) degree is work based therefore learning, teaching and assessment will be generated from workplace experiences. Students will be expected to be working in or volunteering in a role relevant to the course. Although it is the student's responsibility to organise their work experiences we can help if necessary, however if you require help with this please speak to the Programme Lead.

AWARDS BOARD

At the end of year, your results will be discussed and confirmed by an Assessment Board which follows Middlesex University Regulations, Section D1C Assessment Boards at Collaborative Institutions. This meeting is attended by the External Examiner, University and college Link Tutor and HE teaching team.

All students who successfully complete L6 will be issued with a Diploma Supplement, verified by Middlesex University which will state Cardinal Newman College as the institution where you have studied. Your Diploma Supplement will include the modules you have taken, grades achieved and will state your qualification achieved with the classification and title but additionally it contains information on the nature, level, context, content and status of the studies undertaken and successfully completed.

Diploma Supplements are intended to help external parties such as current or future employers or other Higher Education providers understand more about your programme in addition to your grades.

CERTIFICATES

When you graduate your final qualification certificate will be issued by Middlesex University and will include Cardinal Newman College along with the words 'in collaboration with'. Your certificate will be sent to Cardinal Newman College by Middlesex University within 4 months of the date the qualification is awarded (usually the assessment board date). This certificate will be forwarded to you at the address college holds for you therefore it is very important that you keep college up to date of your address details.

Full details of the information which will appear on the certificate are set out in the Middlesex Regulations, section E13.5: <http://www.mdx.ac.uk/regulations>

LEARNING, TEACHING AND ASSESSMENT

All learning, teaching and assessment approaches will support, encourage and require you to be actively involved in your learning and collaborate with other students.

As this is a work-based degree you will be actively involved in all learning and teaching strategies which generates vibrant and engaging learning environments. Such active approaches aim to put you at the centre of your learning as an active participant working both individually and collaboratively with other students.

A variety of approaches to teaching and learning will be utilised to reflect the academic level, session content and outcomes. We recognise that students will bring a diversity of experience, knowledge and cultural values to the sessions all of which provide a rich foundation to learning and teaching.

Consequently, the choice and variety of teaching methods used in each module will not only be selected to deliver the module content most effectively, to meet the range of individual student needs but also to best support the development of social, personal and employment skills.

Teaching, learning and assessment will take place through a mixture of lectures, seminars, group activities such as discussions, research, presentations as well as completion of individual reflective journals.

Your learning will also be supported by technology, using existing and emerging learning technologies to engage you in e-learning activities. This degree will be facilitated using a variety of media and online tools such as ebrary (library resources) and Moodle which will allow you flexible access to a diverse range of online resources, quizzes and learning materials as well as collaborative tools with which you can engage and learn with your peers. Engaging with e-learning will also help you to develop skills which not only help with deeper learning and understanding but are also highly valued by employers. We hope that you will embrace all ICT opportunities available to you please be reassured that each module tutor and our ICT technicians are available to help and support.

Modules at level 6 will often be launched with a lead lecture followed up by seminar work. Lectures will consist of an oral presentation by the tutor to convey critical information, history, background and theories relating to the subject being covered whereas the seminar will be a group discussion to explore a specific topic raised during the lecture and naturally apply to your

practice. This will be beneficial for exploration of the subject and consolidation of your knowledge and understanding. Your learning and understanding will be supplemented and enhanced with extension learning materials uploaded by module teachers onto Moodle.

FORMATIVE ASSESSMENT

Formative assessment is feedback you will receive; it is not graded but aims to give you guidance on your performance and suggestions on how to improve. Formative feedback is critically important, valuable to improving your assessments before they are subject to final assessment (summative) which goes towards your final grade.

Much formative assessment on the degree will involve group work through seminars, this staged feedback gives you opportunities to practice your knowledge and skills such as presenting your research, discussion of ideas and analysis and develop your confidence in using them in your final piece of work thus this should be more refined. As part of your formative assessment, you may be expected to participate actively in learning activities and engage with peers both individually and collaboratively. It is felt that this style of learning nurtures skills particularly relevant to working with people helping you to develop a variety of interpersonal and communication skills.

SUMMATIVE ASSESSMENT

Summative assessment is designed to measure the extent to which students have achieved the intended learning outcomes of a module and therefore a grade will be awarded. Learning outcomes are the specific skills and knowledge that you are expected to demonstrate as a result of studying a module. Summative assessment should assess achievement of all learning outcomes in a secure and accurate manner and on this foundation degree this will mainly comprise of creation of portfolios of evidence, research proposals, displays, essays, reports, presentations and role play. Please see the module narratives towards the back of this handbook.

Assessment may also involve self, peer or group approaches. You may be asked for example to self-assess your own work, indicating where you feel you have clearly demonstrated your understanding and also identify areas where you can see you can make improvements. Assessment may also be a peer process where students individually, or as groups, offer feedback on one another's work, taking part in this approach to assessment is a valuable tool for developing a range of student's personal, social and employment skills, a central focus of work based degrees. In addition to this, group assessments may be utilised, where part of the assessment process requires you to demonstrate your ability to work as part of a group or team and possibly receive a group mark.

SUBMISSION, RECEIPT, MARKING AND RETURN OF ASSESSMENT

All coursework submissions are expected to be submitted electronically using the electronic plagiarism detection tool 'Turn It In'. Details on how to use this electronic plagiarism tool will be provided during your induction period. Please see page 21 of this handbook for links to relevant policies integral to Middlesex University Academic Regulations.

ELECTRONIC RECEIPT

When assessments are submitted electronically you will receive an automatic acknowledgment. Assessments arriving after the specified deadline date and time will be deemed late and the

relevant penalties will apply. Please see page 21 of this handbook for links to relevant policies integral to Middlesex University Academic Regulations.

ASSESSMENT FEEDBACK

Feedback on your assessment provides the opportunity for you to reflect on it and to use this feedback as the basis for learning and to improve your work.

Feedback can take many forms and may be informal, for example, it may be given and discussed in the classroom or it may be more formal and delivered in written or audio form from peers or academic staff. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your peers and academic staff. Receiving feedback on your work is an essential and important part of learning.

Feedback on summative assessment will be offered in a variety of forms and all work will be marked and moderated in line with the Code of Assessment Practice, which can be found in section M of the University Regulations: www.mdx.ac.uk/regulations.

You will normally receive feedback within three working weeks of the published submission date. Where assessments are handed in at the end of term, feedback will be provided in the first taught session of the following terms module.

MARKING AND SECOND MARKING.

Cardinal Newman College will adhere to the requirements of Middlesex University Regulations for marking, second marking and moderation of student work specifically Section M 'Code of Assessment Practice.' This Top-Up will operate a system of moderation for all assessed work this will include sampling and second marking and will include all modules. A minimum of 10% of all coursework will be moderated which will include all coursework that is failed, on the boarder-line and all distinctions.

Where a module consists of more than one assessment the final grade will be multiplied by its weighting and then adding the results for each assessment in that module together to form an aggregate score.

RETURN OF COURSEWORK

If work is not collected after assessment, it will be disposed of after a period of 6 months.

EXTERNAL EXAMINER

The external examiner's role is to ensure that academic standards are maintained and confirms that your Middlesex award is comparable to that of other UK universities. Our EE attends the awards, grades and progression board and submits a report to Middlesex University. It is inappropriate for students to make direct contact with the external examiner however if you have any concerns including the marks you have been given please speak to Programme Lead in the first instance.

DEFERRAL OF ASSESSMENT AND EXTENUATING CIRCUMSTANCES.

If you have exceptional circumstances that prevent you from meeting an assessment deadline, you may be entitled to a short extension or deferral of assessment. A deferral of assessment is the postponement of the date you are due to submit an assessment without penalty.

In the first instance you must contact your module tutor, who will ask you to complete a deferral of assessment / extenuating circumstances form available on Moodle. Following this your module tutor will liaise with the Programme Lead and a deferral of assessment agreement form will be completed and a new submission date agreed, you will receive a copy of this.

RE ASSESSMENT

Although no one anticipates failing a module, it is important that you are aware of what happens if you do. Normally you would be entitled to one re-assessment opportunity if you do not pass and there is no financial cost associated with this second attempt. You should contact Hayley Somerville Programme Lead if you have any queries about re-assessment.

SUPPORT

Although there is an expectation for students in higher education to be as independent as possible and to take responsibility for their own academic and personal learning and development, there is still a lot of help available to support you at Cardinal Newman College. We are privileged to have excellent student support personnel who are knowledgeable and experienced in helping and guiding students who experience challenges to their academic study. Please speak to the programme lead if you would like more information or the Senior Educational Administrator Jane Browell jbrowell@cardinalnewman.ac.uk

LIBRARY

The Cardinal Newman College library, situated in the main building of the college has extended and flexible opening hours to meet the needs of our HE students. Katie Dalton is head of the library and she has a significant role in the delivery of HE courses at Cardinal Newman College. Katie can be contacted on kdalton@cardinalnewman.ac.uk anytime if you have any requests or queries however she will also be visiting you regularly holding focus group meetings, discussing resource developments with you and seeking your feedback on our HE resources.

The library is on two levels with a number of computers and private study areas for use by students. The library hosts an excellent range of published texts relevant to the study of children and a good range of journals that contain valuable contemporary ideas and developments. You can also access the library facilities via the college website where you will find a multitude of ICT resources including the college's ebrary system where resources can be accessed on line.

ADDITIONAL LEARNING SUPPORT

Your tutors will provide you with excellent support and guidance so you know what work you need to cover in specific modules. We urge you to seek their advice and utilise all the support they offer in particular formative assessment opportunities.

For more specific learning difficulties or disabilities you can either contact Stuart Walpole who is Head of Additional Learning Support, swalpole@cardinalnewman.ac.uk or contact the Programme Lead who will refer you to directly to Stuart and his team. Any specific requirements that you require to ensure your success on this course will be provided with discretion.

The additional learning support team offer many other supportive services such as proof reading student work, specific support with numeracy and literacy skills, guidance with referencing skills and general learner organisation.

Moodle is a valuable tool to support your learning in HE, with resources used for learning and teaching available for you to access inside and outside the classroom as well as university regulations, extension activities and much more. The college also has many support staff who have specialist knowledge and skills in many areas of student life that can create barriers to learning please contact the programme lead who will refer you to the most appropriate support to meet your needs.

CHAPLAINCY AND HEALTH AND SAFETY.

As Cardinal Newman College is a Catholic College we have a vibrant chaplaincy, which complements our numerous strategies that are in place to support and guide our students. Our head of Chaplaincy is Anne Russell and she is located in the main building by the exhibition area. The college has a number of designated Child Protection Personnel and excellent links with outside agencies.

The college has a robust Health and Safety policy which is available to view on Moodle.

PROGRAMME VOICE GROUP MEETINGS

As well as talking to your module leaders or programme leaders about any issues, there are also other ways you can feed back and help enhance the quality of your programme. These twice yearly meetings are one of the main formal channels of communication between HE staff, students and Governors. They are a forum in which our Degree students and staff can constructively discuss areas of good practice as well as areas needing improvement, with the collective aim of enhancing the student experience. Students and Staff must be re assured that they will not be penalised for raising issues during these meetings.

Programme Voice Group meetings take place twice every academic year and Hayley Sommerville, Programme Lead will ask for programme feedback from you to report to staff at the meeting. You will be given feedback following the meeting about the outcomes of student feedback.

STUDENT REPRESENTATIVES

Each year, each group of L4, L5 and L6 HE students will elect up to two student representatives who will gather the views and opinions of students in their group and present these at Programme Voice group meetings then feedback information to their group following meetings. Our student representatives also hold a significant role during any QAA inspection.

This is an immensely rewarding role and details of how to become a student representative will be explained to you by the Programme Lead. Student representatives will be selected, either by election or self-nomination

Much of the experience obtained by being a representative can be linked to personal development and employability skills can be put into action, such as communication, leadership, teamwork, problem solving and time management. Training and guidance for student representatives to fulfil their role effectively will be given.

STUDENT SURVEYS

In addition to online surveys (SPOC) and Programme Voice Group meetings we seek your feedback at regular focus group meetings, module feedback questionnaires, 1:1's. These are important as they help the academic and support staff at Cardinal Newman College to identify areas for improvement as well as build on things that are well.

We publish outcomes of the surveys on Moodle for you to view.

QUALITY ASSURANCE.

You may have not heard the terms 'quality assurance', 'academic quality', 'academic standards' before and now you have you may think they have nothing to do with you, however these terms are important to you and your programme. The below definitions explain why;

- 'Quality' refers to how well Cardinal Newman College and Middlesex supports you in your learning and covers the following areas: the teaching, the support available, the resources available, and how you are assessed.
- 'Standards' refers to the level of achievement you need to succeed on your course and get your qualification. Standards should not vary from one higher education provider to another.

Having both quality and standards means that you and everyone else can have confidence in your degree and your education.

Quality assurance is therefore mainly about maintaining standards and ensuring you have the best possible experience at Cardinal Newman College. Middlesex University has a range of quality assurance processes and procedures which include the following:

- **Institutional Approval** – This is the process that confirms whether Middlesex University will enter a partnership.
- **Programme approval and validation** –The process a programme must go through before it can run.
- **Collaborative review** – A process which looks at programmes every 6 years to see how they have been running.
- **Annual monitoring** – How the University reviews how programmes are doing every year.

External Examining – Independent moderators who help ensure academic standards are being met but are also comparable nationally.

UNIVERSITY POLICIES YOU SHOULD KNOW.

Section F: Infringement of Assessment Regulations/Academic Misconduct

Section G: Appeal Regulations and Procedures

Section J: Middlesex University Qualifications

Student Conduct and Discipline

Student Complaints and Grievance Procedures

SECTION F:

https://www.mdx.ac.uk/_data/assets/pdf_file/0027/424179/Section-F.pdf

SECTION G:

<http://www.mdx.ac.uk/aboutus/Strategy/regulations/sectiong.aspx>

SECTION J:

https://www.mdx.ac.uk/_data/assets/pdf_file/0020/424181/Section-J-Middlesex-University-Qualifications.pdf

STUDENT CONDUCT AND DISCIPLINE

https://www.mdx.ac.uk/_data/assets/pdf_file/0022/424183/Student-Conduct-and-Discipline.pdf

STUDENT COMPLAINTS AND GRIEVANCE PROCEDURES

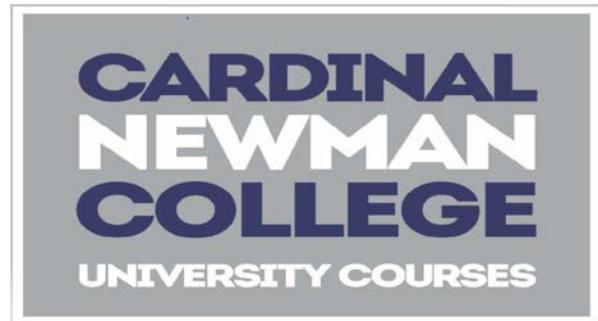
https://www.mdx.ac.uk/_data/assets/pdf_file/0021/424182/Student-Complaints-and-Grievance-Procedures.pdf



Although we use Middlesex University Regulations we also have our own set of regulations which mirror Middlesex which are available on Moodle which we follow in the first instance.

Your satisfaction studying on this degree is very important to us however in the event that you feel dis-satisfied with any aspect of your course please discuss this with the programme lead hsommerville@cardinalnewman.ac.uk If you do not feel your complaint has been addressed please speak to Strategic Lead HE ksalisbury@cardinalnewman.ac.uk which follows Cardinal Newman College's complaints and grievance procedure for higher education which is available to you on Moodle.

We will take all complaints seriously and endeavour to address all your complaints and grievances in a fair and timely manner. There will be a consistency of how complaints are treated and all will be initially resolved in an informal way. However, if necessary complaints will follow stages laid down in the procedures and if necessary lead to a formal stage. Cardinal Newman College is registered with the Office for Independent Adjudication <http://www.oiahe.org.uk/>



BA (HONS) (WORKING WITH CHILDREN IN EARLY YEARS AND EDUCATION).

PROGRAMME SPECIFICATION

1. Programme title: Working with Children in Early Years and Education (BA)	
2. Awarding institution : Middlesex University	
3. Teaching institution : Cardinal Newman College	
4. Details of accreditation by professional/statutory/regulatory body: n/a	
5. Final qualification: BA Working with Children in Early Years and Education	
6. Year of validation : 2017	
7. Language of study: English	
8. Mode of study: Full Time 33 weeks duration	

9. Criteria for admission to the programme

Students should be working with or aspiring to work with children from any age from birth to the end of Key Stage 2, in early years or education or social care context in the private, voluntary or independent or state sectors and have either a related Foundation Degree (or equivalent relevant qualification at level 5) or a degree in an unrelated subject with a substantial experience of working with children. You should have achieved GCSE at grade C or above, or recognised equivalents, in English and Mathematics.

10. Aims of the programme

The programme aims to enable students to become committed, confident, autonomous, creative and reflective practitioners working with children. It is designed to build on previous study of teaching and learning and develop deeper knowledge and understanding. It aims to enhance the student's ability to

critically analyse and apply theories, research and personal values which underpin professional practice.

The course also aims to provide opportunities for students to begin to define their own positions with respect to their own developing professional and philosophical frameworks and to develop student ability to evaluate and analyse their academic and professional progress in order to understand that teaching is a process of lifelong professional learning.

Emphasis is placed on development of independent learners with the relevant advanced professional and transferable skills, in particular, to encourage and prepare students to be effective leaders in the work place; leaders who are visionary and capable of being an 'agent of change' able to support and mentor colleagues, and raise the standards and quality in multi-agency settings.

This degree provides an opportunity to examine contemporary issues relating to working with children in early years and education, to develop an understanding of culturally diverse and varied environments and prepare students with critical reflective and analytical skills.

11. Programme outcomes

A. Knowledge and Understanding

On completion of this programme the successful student will have knowledge and understanding of:

- 1 The educational, philosophical, political, historical, psychological, sociological and health perspectives of working with children and their influence on their practice.
- 2 The role that educational practices play in society.
- 3 A critical approach to research methods and ability to apply multiple perspectives to working with children, recognition that this involves a range of theories, evidence and applications.
- 4 The curriculum, adhered to in a range of settings, assessment, evaluation and improvement of creative learning opportunities, taking account of children's health and emotional well-being.
- 5 Current leadership and management theories and practices when working with children.
- 6 Their role in recognising and challenging inequalities in society, and in embracing an anti-bias curriculum.

Teaching/learning methods

Students will gain knowledge and understanding through guided and blended learning.

Concepts, principles and theories will be explored through lectures, seminars and a variety of other methods including reading, discussion, listening, practical and collaborative activities, accessing the College's VLE, Moodle and self-directed scholarly activity.

Assessment methods

- Coursework including essays, reports and oral presentations.

<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1 Demonstrate the ability to constructively critique theories, reflecting on connections and discontinuities between theory policy and practice in working with children. 2 Critically analyse and challenge views, concepts and theories of education and childcare and show a willingness to accommodate new ideas. 3 Carry out research processes ethically involving a variety of methods of data collection including observation relating to children in a natural setting. 4 Take different perspectives on issues and problems, and evaluate them in a critical, sceptical manner to arrive at supported conclusions. 5 Reflect on and explain the limitations of theory and research. 	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through analysis, evaluation, problem solving and the application of theory and concepts to practice which are further developed through tutorial and seminar work throughout, the learner is encouraged to develop intellectual skills further by independent study.</p> <p>Assessment methods</p> <ul style="list-style-type: none"> • Coursework including presentations, reports, case studies, essays.
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1 Write for different purposes, including persuasion, explanation, description, evaluation and judgment, recount, recap, hypothesis and summary. 2 Access, retrieve, organise and use a range of sources of information. 3 Apply research skills such as observation and interviewing. 4 Communicate effectively (writing, verbally, graphically). 5 Use ICT resources effectively for producing written material and carrying out research. 	<p>Teaching/learning methods</p> <p>Students learn practical skills throughout the programme by integration of theory and practice in learning Skills are developed through lectures, seminars, and tutorials</p> <p>Assessment methods</p> <ul style="list-style-type: none"> • Practical skills will be assessed through presentations and role plays written assessments will include reflective logs, case study reports and project reports.

<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1 Learn independently in familiar and unfamiliar situations with open mindedness and in the spirit of critical enquiry become more independent and pragmatic as a learner, demonstrating an increasing level of autonomy. 2 Have insight and confidence in leading and working collaboratively with others fulfilling agreed responsibilities. 3 Identify suitable learning opportunities to enhance own learning. 4 Present ideas precisely and convincingly, utilise data appropriately and effectively. 	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through developing an awareness of transferable skills, their application to working with children and the means that they might be developed further. e.g. skill D1 is developed through coursework reports, oral presentations and project reports.</p> <p>Assessment methods</p> <p>Students' graduate skills are assessed by the programme through the links between theoretical learning and practice assessment that are such a key feature.</p>
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12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

This BA (Hons) Top-Up Degree is delivered over 33 weeks from 11am-7.30pm one day per week which enables students to work or volunteer alongside, promoting the work based nature of this course. The dissertation module is delivered throughout the year with two other 20 credit modules alongside in term 1 and 2. All modules are compulsory; they are all, with the exception of the dissertation module 20 credits with the dissertation module being 40 credits. Each module will have a series of generic lectures followed by students grouping according to specific age ranges of children they are working with and/or work place setting as appropriate or a mixture of these to support an awareness across the breath of practice.

COMPULSORY	PROGRESSION REQUIREMENTS
<p>Students must take and achieve all the following:</p> <p>WWC6:1 WWC6:2 WWC6:3 WWC6:4 WWC6:5</p>	<p>Completion and attainment of all learning outcomes, there will be no compensations.</p>

13. Curriculum map

Please see curriculum map in this handbook.

14. Information about assessment regulations

This degree will adhere to the University Academic Regulations www.mdx.ac.uk/regulations which are updated every year. Students will receive a hard copy of the regulations during induction and they are available to view electronically on Moodle.

15. Placement opportunities, requirements and support (if applicable)

Students on this programme will be expected to be working with children either in paid employment or as a volunteer. Those that are not will be helped by the college to find a work placement. Work-based modules are an integral part of this course integrating theory with practice.

16. Future careers (if applicable)

This programme seeks to prepare students for more senior roles working with children, such as managers and leaders. Students may also consider progression into teaching or pastoral care and support.

17. Particular support for learning (if applicable)

Cardinal Newman College has many strategies for supporting its students effectively. All module tutors will offer the highest level of support and college has a vibrant additional learning support department with highly motivated staff who have specialist knowledge and skills of student support.

The library holds an extensive range of curriculum related resources and our resource manager holds a pivotal role within the HE team. Online reference resources and journals are available. HE staff at Cardinal Newman College are available via email please see communication section of this handbook.

18. JACS code (or other relevant coding system)

19. Relevant QAA subject benchmark group(s)

The course includes the requirements laid down by the FHEQ benchmarks. This includes the relevant skills that the graduate should have as well as the relevant level of knowledge

20. Reference points

Middlesex University Learning and Quality Enhancement handbook (LQEH)
Quality Assurance Agency (QAA) Quality Code for HE part A, B, C.
QAA Subject Benchmarks for Early Childhood Studies and Education Studies.
FHEQ Framework.

21. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Please note the requirement of The Statutory Framework for the Early Years foundation stage 'Setting the standards for learning, development and care for children from birth to five'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf

3.15. A registered provider or a childcare worker may also be disqualified because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed.

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Curriculum Map - This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Knowledge and understanding.		Practical skills	
On completion of this programme the successful student will have knowledge and understanding of:		On completion of the programme the successful student will be able to:	
A1	The educational, philosophical, political, historical, psychological, sociological and health perspectives of working with children and their influence on their practice.	C1	Write for different purposes, which include persuasion, explanation, description, evaluation and judgment, recount, recap, hypothesis and summary.
A2	The role that educational practices play in society	C2	Access, retrieve, organise and use a range of sources of information, and critically evaluate their relevance.
A3	A critical approach to research methods and ability to apply multiple perspectives to working with children, recognition that this involves a range of theories, evidence and applications.	C3	Apply research skills such as observation and interviewing.
A4	The curriculum adhered to in a range of settings, assessment, evaluation and improvement of creative learning opportunities, taking account of children's health and emotional well-being.	C4	Communicate effectively (writing, verbally, graphically).
A5	Current leadership and management theories and practices when working with children.	C5	Use ICT resources effectively for producing written material and carrying out research
A6	Their role in recognising/challenging inequalities in society, and in embracing an anti-bias curriculum.		
Cognitive skills		Graduate Skills	
On completion of this programme the successful student will be able to:		On completion of this programme the successful student will be able to:	
B1	Demonstrate the ability to constructively critique theories, reflecting on connections and discontinuities between theory policy and practice in working with children.	D1	Learn independently in familiar and unfamiliar situations with open mindedness and in the spirit of critical enquiry become more independent and pragmatic as a learner, demonstrating an increasing level of autonomy.
B2	Critically analyse and challenge received views, concepts and theories of education and work with children and show a willingness to accommodate new ideas	D2	Have insight and confidence in leading and working collaboratively with others fulfilling agreed responsibilities.
B3	Carry out research processes ethically involving a variety of methods of data collection including observation relating to working with children in a natural setting.	D3	Identify suitable learning opportunities to enhance own learning.
B4	Take different perspectives on issues and problems, and evaluate them in a critical, sceptical manner to arrive at supported conclusions.	D4	Present ideas precisely and convincingly, utilise data appropriately and effectively.
B5	Reflect on and explain the limitations of theory and research.		

A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

Module Title	Module Code by Level																						
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4		
Leadership and Management	WWC6:5	/	/	/		/	/	/	/		/	/	/	/		/	/	/	/	/	/	/	
Dissertation: final year research project	WWC6:4	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
Contemporary Issues	WWC6:1	/	/		/	/	/	/	/		/	/	/	/		/	/	/	/		/		
Equality & Diversity	WWC6:3		/		/	/	/	/	/	/	/	/	/		/		/	/	/	/			
Learning in the Outside Environment	WWC6:2	/	/		/	/	/	/			/	/	/	/		/		/	/				

