



PROGRAMME HANDBOOK (VALIDATED) 2020 - 2021

VALIDATED BY MIDDLESEX UNIVERSITY, LONDON, UK

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

Programme Leader: Hayley Sommerville BA Early Years

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Middlesex Link Tutor: Nicky Spawls

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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 Alison Hazelwood ahazelwood@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 they are available online at www.mdx.ac.uk/regulations, and on 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.

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.

We use MS TEAMS to communicate with our HE students as well as through college emails. We store the Learning and Teaching resources for each module on the individual platforms on TEAMS and many of the lectures are also recorded and stored on TEAMS. College regulations, policies and procedures relating to your programme with links to Middlesex University with whom it is validated are also easily accessible through TEAMS if you have any queries please don't hesitate to contact me.

We wish you every success on your Foundation Degree.

Kathy Salisbury
Assistant Principal
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

hsommerville@cardinalnewman.ac.uk

COLLABORATIVE STUDENTS' ENTITLEMENTS

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 Programme Voice Group (or equivalent) to which students are invited to discuss the running of the programme.

In the following pages 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.

Gurdip Binning

Director of International Recruitment and Academic Partnerships

Middlesex University

September 2020

Student Identity	
You are a full student member of Middlesex University. The regulations governing student membership can be found in our formal document <i>University Regulations</i> , available on-line at https://www.mdx.ac.uk/about-us/policies/university-regulations	
Your identity card is issued by Cardinal Newman College 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 SCONUL 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 Astro turf 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 https://unihub.mdx.ac.uk/support/fees-payments-funding .
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	Cardinal Newman College will hold its own Graduation Ceremony at which Middlesex University will be represented. 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.

Certification	A full diploma supplement of the modules studied and grades and credits gained will be sent to you by your Institution. Your Qualification Certificate will subsequently be sent to you by your Institution
Alumni Services	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

Student Benefits	
Student Union Membership	As a student studying at one of our partner colleges you will not be entitled to join Middlesex University Students' Union (MDXSU).
TOTUM Card (TOTUM, the new name for the NUS extra card)	<p>All Higher Education students studying at Cardinal Newman College can access information from the National Union of Students https://www.nus.org.uk/ and apply for and purchase a Totum card which is the ultimate must have student card https://www.totum.com/ . These discount cards and an app give Higher Education students access to exclusive student deals on food and fashion, travel and much more.</p> <p>To apply for the Totum card, first go online to https://cards.totum.com/join/sign-in</p> <p>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.
TFL 18+ Student Oyster Photocard	The 18+ Student Oyster Photocard discount scheme exists for all college/university students based within London who meet TFL criteria and who are studying at an institution that is registered with TFL for the scheme. Visit https://tfl.gov.uk/fares-and-payments/adult-discounts-and-concessions/18-student for more information, but please do not apply through Middlesex University as your application will be rejected
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.
International Recruitment and Academic Partnerships	The staff within this team 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

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	Your Institution may hold its own Graduation Ceremony at which Middlesex University will be represented. 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.
Certification	A full diploma supplement of the modules studied and grades and credits gained will be sent to you by your Institution. Your Qualification Certificate will subsequently be sent to you by your Institution
Alumni Services	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

**Director
Centre for Academic Partnerships**

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 which can be found on their website <https://www.qaa.ac.uk>

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.

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.

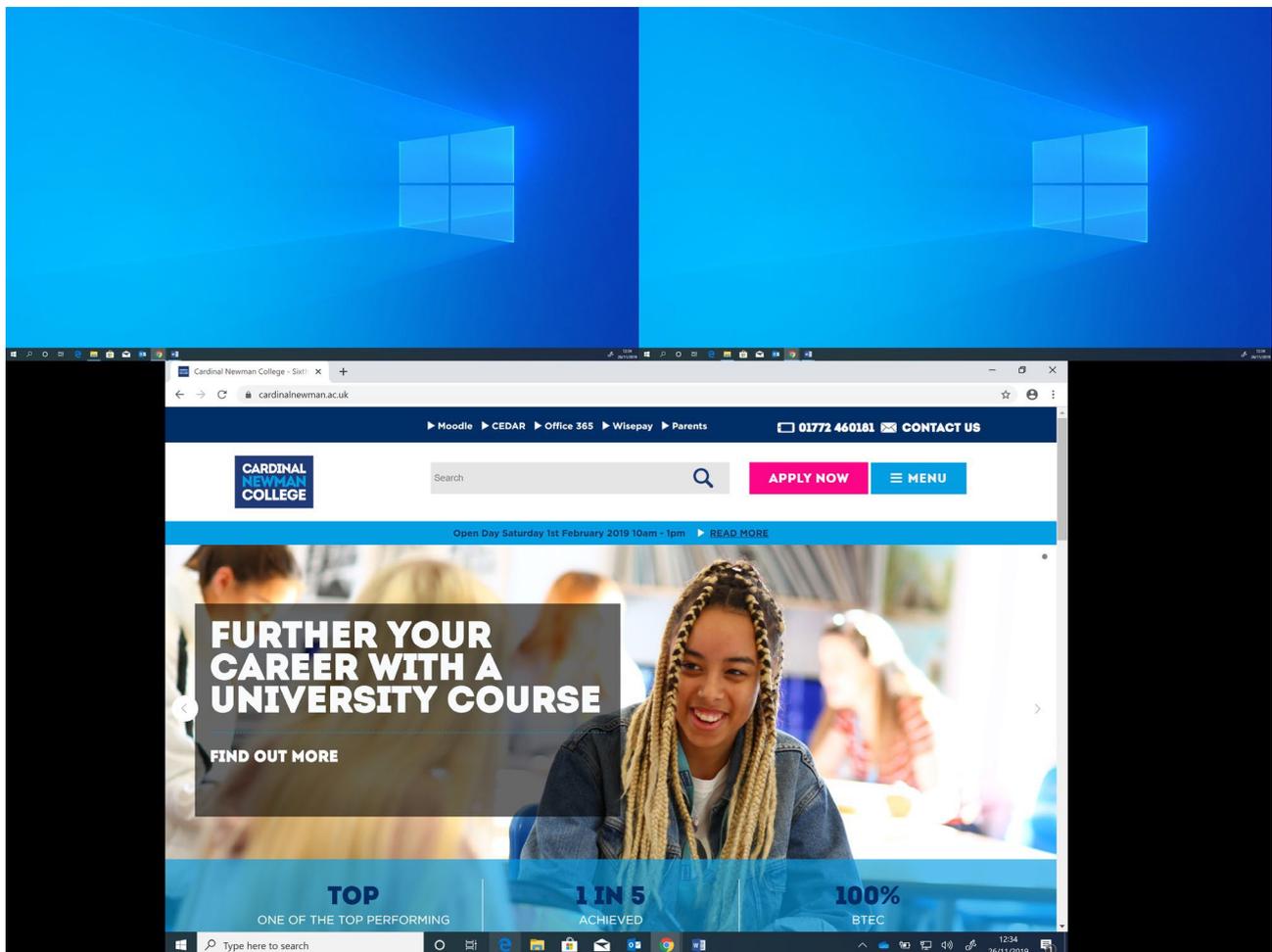
Staff Name	Contact Details	Office Hours
Hayley Sommerville Programme Lead Module tutor	01772 460181 (Ext:2239) hsommerville@cardinalnewman.ac.uk	Monday – Friday 9-4
Kathy Salisbury Assistant Principal Module tutor	01772 460181 (Ext:2282) ksalisbury@cardinalnewman.ac.uk	Monday – Friday 9-4
Vicky Bryant CNC Link Tutor	01772 460181 (Ext:2204) vbryant@cardinalnewman.ac.uk	Monday – Friday 9-4
Tegan Walsh Module tutor	01772 460181 (Ext:2240) teganwalsh@cardinalnewman.ac.uk	Monday – Friday 9-4
Katie Dalton Library Manager	01772 460181(ext:2213) kdalton@cardinalnewman.ac.uk	Monday – Friday 9-4
Faye Mawdesley Careers Manager	01772 460181 (Ext: 2014) fmawdesley@cardinalnewman.ac.uk	Monday – Friday 9-4
Alison Hazelwood Head of ALS	01772 460181 (Ext:2271) ahazelwood@cardinalnewman.ac.uk	Monday – Friday 9-4
Technicians	Contact	
Anthony Dickinson Network Services.	adickinson@cardinalnewman.ac.uk	Monday – Friday 9-4
Administrative Staff	Contact	
Jane Browell	jbrowell@cardinalnewman.ac.uk	8am-4pm Mon-Thurs.

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

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/>



MS Teams - is used to store and display HE resources and to communicate with our students. If you aren't familiar with this platform we will support you to become confident. We also record most of our taught sessions which are then stored on the individual module platform.

EMAIL - Once enrolled you will receive an ID login for the ICT equipment and a College email account will be opened for you. It is very important that you log in regularly to your college emails as it is used together with TEAMS as a method of communication.

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

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 Top-Up Degree is £5995 per annum. If students require a DBS to attend a placement or place of work they will be expected to pay for this in addition and at L6 students are expected to cover the costs of binding their dissertation prior to submission.

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 first module tutor of the day.

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 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 MS Teams 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. [University regulations | Middlesex University London \(mdx.ac.uk\)](#)

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.

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

All coursework is submitted and assessed electronically.

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. 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

All the staff at Cardinal Newman College are committed to supporting all prospective students to select the right course that will enable them to become the professional they aspire to be and all enrolled students to achieve the best they can and progress successfully. Within the HE teaching team and across the college we have friendly and experienced teaching and support staff who provide study, career, welfare and technical support to all our students.

If you are experiencing any challenges we can help you learn how to study more effectively and communicate at an advanced and professional level. Students can arrange one-to-one individual academic support with their module leads or with the resource manager, which is especially useful for support with referencing skills. <https://www.cardinalnewman.ac.uk/university-courses/librarysupport/> Weekly tutorial sessions are embedded into course delivery and sessions focus on study skills as well as personal and professional development such as mindfulness and careers / progression guidance.

At Level 6, BA (Hons) Working with Children in Early Years and Education students are allocated a dissertation supervisor who they meet with regularly for 1:1 support throughout the academic year. Some students prefer to hold these meetings on Wednesday mornings before the start of classes but we are flexible to fit these meetings around student's other commitments.

Our Access and Participation statement provides up to date information relating to our enrolments, student outcomes and how we support prospective and our enrolled students <https://www.cardinalnewman.ac.uk/university-courses/access-and-participation-statement/>

Many of our students are over 21 and we appreciate returning to education may seem daunting. However, being a little older brings with it many advantages and benefits so if you want to start a new career, improve your current job prospects or simply wish to study a subject you love, we can help you achieve your goals.

LIBRARY

Academic resources for Higher Education.

Independent study and taking an active role in your learning, including wider reading and reflection, is critical to your success in Higher Education. The Library at Cardinal Newman College houses an extensive, dedicated, HE section containing books, academic journals, laptops and computer facilities; providing an accessible and relevant learning environment for all HE students. Essential and recommended reading lists are available within each module handbook and are specifically designed to help you select the most appropriate resources to support your learning.

Print items can be requested by emailing the Library team (library@cardinalnewman.ac.uk), and items are automatically renewed, where possible.

Our dedicated HE Digital Library provides access to a wide range of online resources to support your learning outside the classroom. Appropriate academic journals and E-books, including TES and The Times newspaper, are available via the Digital Library and you can also search the Library catalogue for resources available print format. UCLan and Lancashire County Library catalogues are also available to search – please ask the Library team for more details. A wide range of information guides are available to assist you in using online resources outside College hours.

Our Library Manager, Katie Dalton (kdalton@cardinalnewman.ac.uk), is also on-hand to assist you in selecting and using appropriate resources effectively, as well as providing support in developing your Information Literacy skills. Katie hosts workshops and 1:1 sessions throughout the year, exploring topics such as research skills, Harvard/APA referencing and academic writing. In addition to this, you can submit up to 4 assignments per year for constructive feedback on organisation, referencing, spelling/grammar and academic style.

You are always welcome to provide feedback regarding Library resources, however, each semester you will be asked to take part in formal focus groups, allowing you to comment on and evaluate the provision of learning resources; this ensures you have an active input into deciding on the learning resources available for your studies. For library opening times please contact library@cardinalnewman.ac.uk

ADDITIONAL LEARNING SUPPORT

To enable all students at Cardinal Newman to achieve their learning goals, we have a dedicated Additional Learning Support (ALS) team. The ALS team, based in St Bede's building, offers a wide range of support to students if they have an impairment or additional needs which meets the definition of a disability, as defined in the Equality Act 2010.

Where any additional needs are identified, the ALS team will work alongside students to determine any reasonable adjustments that may be required to support with learning. The nature of this may differ from the support you that students have received in the past, as in Higher Education, there is the expectation of progression towards independence, which differs significantly from Further Education.

These adjustments will always be determined on an individual basis and will depend upon the course/professional body requirements, in line with the College requirements. In some circumstances, where support from the ALS department will not be appropriate (e.g. where a specific learning disability is not deemed to have a substantial adverse effect on the student's ability to carry out normal day to day activities and therefore not considered a disability under the

Equality Act 2010), we will refer the student to relevant services within the college for further assistance.

The ALS team can support with the following:

- Offer a quiet working area
- Proof reading
- Essay planning
- Organisation – files – workload
- CV/personal statements assistance
- Access to technology
- Guidance on exam techniques
- Guidance on planning revision/exam timetables
- 1:1 study support
- Deadlines and specialist learning support team

If you feel that you require any further support, including financial support to assist you with your learning then you may be entitled to DSA, if you follow the link below it will take you direct to the website;

CHAPLAINCY, HEALTH AND WELFARE

Cardinal Newman College is a Catholic College we have a vibrant chaplaincy, which complements our numerous strategies 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 and can be contacted arussell@cardinalnewman.ac.uk. The college has two designated safeguarding officers who have established links with outside agencies. The college aims to provide comprehensive support to all our HE students assisting anyone who might need help to overcome obstacles enabling them to complete their courses successfully.

Hayley Sommerville, HE Programme Lead is our designated welfare support officer who is committed to providing personalised advice and guidance on a number of different issues including travel enquiries, financial support, welfare and counselling. Please contact Hayley hsommerville@cardinalnewman.ac.uk for confidential advice, support and guidance.

All our HE teachers and other college staff are committed to supporting all students studying in college and are available to discuss anything at all that might be concerning you. However if you feel the need to talk in confidence about issues that are worrying you, the College have counsellors available for consultation. Please speak to your module lead or Hayley Sommerville for further details who can arrange an appointment for you.

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 reassured 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 ProgrammeVoice 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 MS TEAMS for you to view.

QUALITY ASSURANCE.

You may have not heard the terms 'quality assurance', 'academic quality', 'academic standards' before and now 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;

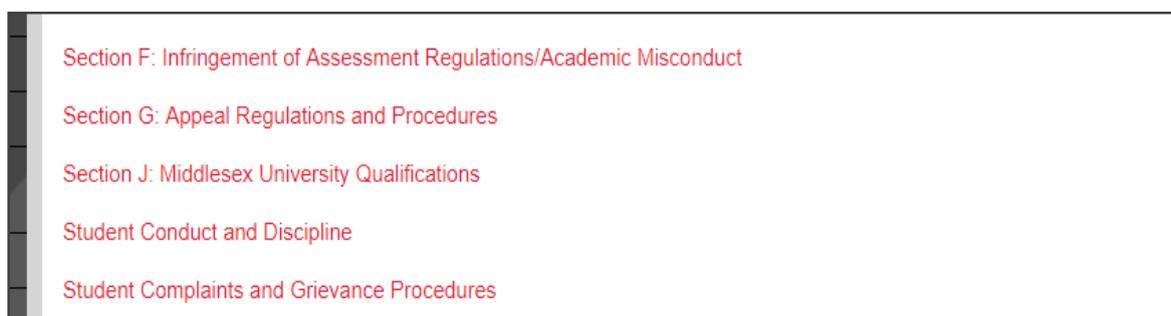
- 'Quality' refers to how well Cardinal Newman College and Middlesex supports you in your learning and covers the following areas: the teaching, the support available, the resources available, and how you are assessed.
- 'Standards' refers to the level of achievement you need to succeed on your course 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:

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

Prospective students should be working or aspiring to work, with children from birth to the end of Key Stage 2, in early years, education or social care context in the private, voluntary, independent or state sectors. Prospective students should have a L5 qualification, a related Foundation Degree or equivalent relevant qualification, GCSE at grade C / 4 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
<p>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.</p>

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	/	/		/	/	/	/			/	/	/	/		/		/	/			

