

PROGRAMME HANDBOOK (VALIDATED(2018 (2019

VALIDATED BY MIDDLESEX UNIVERSITY, LONDON, UK

FOUNDATION DEGREE TEACHING AND LEARNING SUPPORT

Programme Leader: Hayley Sommerville BA Early Years

Strategic Lead HE: Katherine Salisbury BSc (Hons) MA

Institutional Link Tutor: Vicky Bryant LLB (Hons)

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 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 FOUNDATION DEGREE IN TEACHING AND LEARNING SUPPORT.

Cardinal Newman College

St Augustines Building,
St Augustines Place,
PRESTON
PR1 4HD.



We are delighted that you have chosen Cardinal Newman College to further your education, beyond Level 3 studying the Foundation Degree in Teaching and Learning Support. 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 Foundation Degree is designed for students who are working with children in Key Stage 1 and/or Key Stage 2 within the National Curriculum. Successful completion of the programme will provide you with the required level of experience and understanding to undertake further academic studies. 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 Foundation 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 Foundation Degree Teaching and Learning Support 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	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

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.

Please refer to your student handbook for descriptions of staff job roles.

Staff Name	Contact Details	Office Hours
Hayley Sommerville Programme Lead Module tutor Work based Link 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:2239) teganwalsh@cardinalnewman.ac.uk	8.30 - 3.30 Mon, Tues & Fri 8.30 - 8 Wednesday 8.30 – 11.30 Thursday

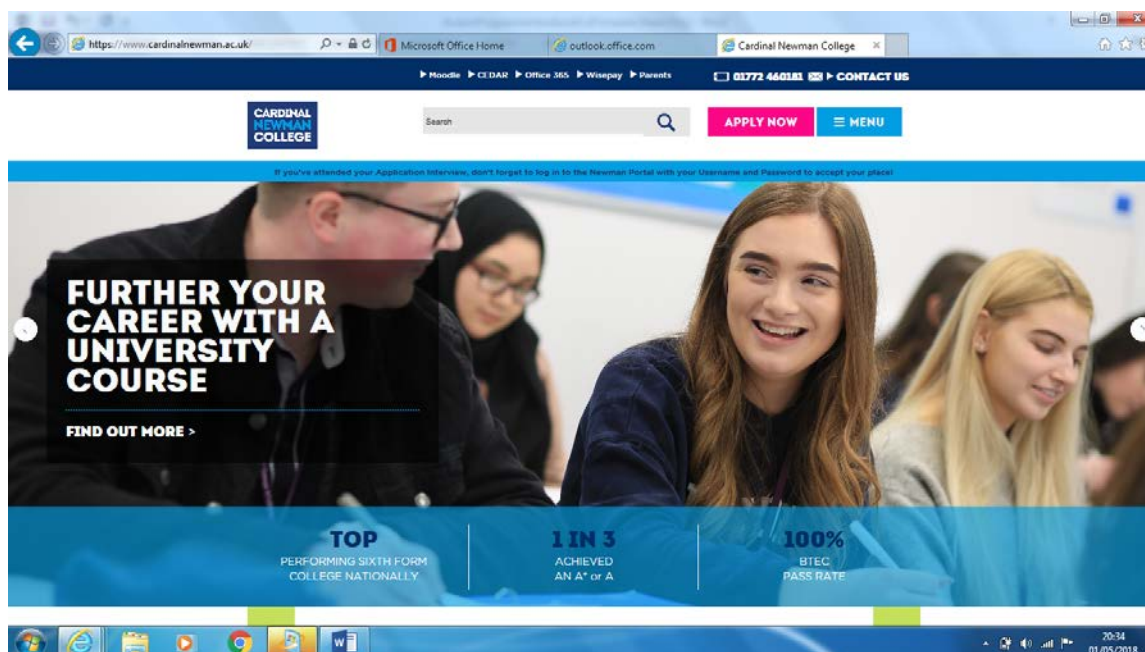
Katie Dalton Library Manager	01772 460181(ext:2213) kdalton@cardinalnewman.ac.uk	8.30 – 3.30 Mon – Friday. By appointment after 4pm.
Faye Mawdesley Careers Manager	01772 460181 (Ext: 2014) fmawdesley@cardinalnewman.ac.uk	8.30 – 3.30 Mon – Friday. By appointment after 4pm.
Stuart Walpole Head of ALS	01772 460181 (Ext:2271) swalpole@cardinalnewman.ac.uk	8.30 – 3.30 Mon – Friday.
Technicians	Contact	
Anthony Dickinson Head of 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 FOUNDATION DEGREE IN TEACHING AND LEARNING SUPPORT 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 including your Foundation Degree 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 Foundation 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 on your Foundation Degree 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

FOUNDATION DEGREE TEACHING AND LEARNING SUPPORT LEVEL 4 ((YEAR 1.

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 (1.30-7.30)
1.15-1.30 Registration
The Developing Child 1:30pm – 3pm
Tutorial / Careers / Library Activities / Module Tutor 1:1 / Student Services. 3pm – 3:30pm
Study Skills for Effective Work Based Learning 3:30pm – 5pm
Tea 5pm – 5:30pm
5:30pm – 7pm Supporting National Curriculum Delivery
Professional Development Plan – E Portfolio 7pm – 7:30pm

Term 2: February - June (1.30-7.30)
1.15-1.30 Registration
Effective Leadership 1:30pm – 3pm
Tutorial / Careers / Library Activities / Module Tutor 1:1 / Student Services. 3pm – 3:30pm
Work based research proposal 3:30pm – 5pm
Tea 5pm – 5:30pm
Supporting National Curriculum Delivery 5:30pm – 7pm
Professional Development Plan – E Portfolio 7pm – 7:30pm

FOUNDATION DEGREE TEACHING AND LEARNING SUPPORT LEVEL 5 ((YEAR 2.

The table below outlines the structure of module delivery for year two. L5 modules build on the skills you have developed at level 4 still requiring effective skills of reflection. Contact time for modules remains unchanged from year 1 and for more specific module details please see the module narratives in this handbook. During this year, the classroom delivery of teaching and learning will be more theoretical however still maintaining its relevance to your practice. Assessment will embed classroom learning to the workplace and the evidence generated designed to enhance your professional practice.

Term 1: September – February (1.30-7.30)
1.15-1.30 Registration
Safeguarding, Working with Families and Professionals 1:30pm – 3pm
Tutorial / Careers / Library Activities / Module Tutor 1:1 / Student Services. 3pm – 3:30pm
Inclusive Education 3:30pm – 5pm
Tea 5pm – 5:30pm
Work Based Learning Project 5:30pm – 7pm
Professional Development Plan – E Portfolio 7pm – 7:30pm

Term 2: February – June (1.30-7.30)
1.15-1.30 Registration
Social Pedagogy 1:30pm – 3pm
Tutorial / Careers / Library Activities / Module Tutor 1:1 / Student Services. 3pm – 3:30pm
Understanding and Managing Human Behaviour 3:30pm – 5pm
Tea 5pm – 5:30pm
Work Based Learning Project 5:30pm – 7pm
Professional Development Plan (PDP) – E Portfolio 7pm – 7:30pm

This Foundation Degree is studied over two years (**full-time**). Students attend university one day per week for 33 weeks each year 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 together with 100 hours of work placement throughout the course.

Reflection - is critical to successful work based learning and will be used in teaching, learning and assessment throughout your Foundation degree. 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 Foundation Degree from 2018-2020 are £5995 per annum which will remain unchanged for the duration of your L4 and L5 programme. 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 to study in college and complete practical work in the work place are vital to your success and a critical employment skill. 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 the programme lead. 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

graded X for 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, if you are more than 10 minutes late please wait outside the class to avoid interrupting the learning of others, you will have an opportunity to speak to the tutor at a convenient time to explain. If you know that you will be unavoidably late or unable to attend then it is important you contact college by phone 01772 460181 or via email jbrowell@cardinalnewman.ac.uk.

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.

PERSONAL DEVELOPMENT PLANNING

Personal Development Planning (PDP) provides the opportunity to assess the value of the skills and knowledge you are developing and identify your future learning and development needs. It offers a structured way to reflect on what you are good at and what you need to develop further. You will learn to review your own skill levels and what you have learned from different situations and environments, including your studies, part time work, voluntary work and other activities; you will record your reflections and use them to help you think about and plan your future development.

You will have opportunities throughout your foundation degree to meet with a HE tutor to discuss your progress and any areas for development. It provides both you and your tutor with an opportunity to review and reflect upon your learning and see if you require any additional support

to help you achieve.

PDP and Progress Reviews are an important part of your personal development and reflects the working environment where employers encourage new graduates to assess their own continuous professional development (CPD) using an E Portfolio.

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

Your Foundation Degree is work based therefore learning, teaching and assessment is generated from workplace experiences. Students will be expected to be working or volunteering in a role relevant to this Foundation Degree, with children in Key Stage 1 and / or Key Stage 2 for a minimum of 100 hours. Work experience is a key requirement of this Foundation Degree and remains the student's responsibility to organise, this must be done by the end of term 1 at the very latest, failure to do so will jeopardise your place on the course. Although you are encouraged to find your own placement if you are not already employed in the sector we can offer guidance as the Health and Social Care Department has excellent established links with a variety of primary schools. You may, by arrangement with Programme Lead, carry out your placement in a block rather than weekly.

Each student will be asked to identify a mentor in their setting who agrees to support them during their foundation degree who will receive our Work Place Information Pack with full details about the course. This mentor is someone from whom students can obtain advice and guidance and exchange ideas and the college's work-based link tutor will liaise with them through visits arranged at mutually convenient times. It is important that settings are aware of Degree requirements, the need for students to develop knowledge and skills working with children at this stage and how this informs their role and that provision is made for students to experience the breadth of this curriculum.

RESULTS

At the end of each academic year, your results will be discussed and confirmed by an Assessment Board. This meeting is attended by the External Examiner, University and college Link Tutor and HE teaching team. Following this at level 4 you will receive a transcript by email confirming your results and the progression code applied. At level 5 the transcript will confirm the Award achieved. The Assessment Boards follows Middlesex University Regulations, Section D1C Assessment Boards at Collaborative Institutions.

DIPLOMA SUPPLEMENT

All students who successfully complete L4 and L5 of their Foundation Degree will be issued electronically 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 as well as details of the qualification it will also 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>

TOPPING UP YOUR FOUNDATION DEGREE

Throughout your course there will be a wealth of guidance and information relating to your progression opportunities from your teachers and college's careers department. In addition, in year 2 representatives will be invited into college to talk about possible 'Top-Up' opportunities and appointments can be made with our careers department to discuss student's specific requirements. You will have the opportunity to progress onto the Top-Up at Cardinal Newman College, L6 BA (Hons) Working with Children in Early Years and Education or BA (Hons) in Educational Studies or BA (Hons) in Early Childhood Studies at Middlesex University and our local universities also offer 'top up' courses that may be of interest to you.

LEARNING, TEACHING AND ASSESSMENT AT LEVELS 4 AND 5.

Our 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 foundation 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. The foundation 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 4 and 5 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

You must submit all assessments as hardcopy with the appropriate front sheets fully completed, failure to do so will result in your assessment being returned to you unmarked. In addition, you are expected to submit your assessments 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 refer to related Middlesex University Regulations which are identified on Page 24.

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 the college's concessions and procedures for further information.

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, 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 foundation degree 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

To ensure academic standards are maintained on this foundation degree we have an External Examiner. The external examiner is a subject expert who helps assure that your Middlesex award is comparable to that at other UK universities by reviewing the programme curriculum, the assessment and the learning resources. Our external examiner will attend assessment boards, complete a report from which an Action Plan will be constructed forwarded to the University Link Tutor uploaded onto Moodle, once it is completed.

It is inappropriate for students to make direct contact with the external examiner however the complaints and appeal system exists to allow you to express any concerns you have, including the marks you have been given for your performance.

You can read more about the role of external assessors and quality assurance on the QAA website: <http://www.qaa.ac.uk/assuringStandardsAndQuality/what-is-quality/pages/default.aspx>

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 Foundation 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 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 in each level of HE study will elect up to two student representatives, this is an immensely rewarding role and details of how to become a student representative are available on Moodle. Student representatives are elected by the end of teaching week 2 to ensure that the interests of the students on your foundation degree are represented. Much of the experience you obtain through being a representative can be linked to personal development and employability a common feature of teaching, learning and assessment on our HE courses. The graduate market is very competitive and prospective employers are looking for people who stand out and can demonstrate, with real examples, skills listed in CVs.

As a representative you get to put skills into action, such as communication, leadership, teamwork, problem solving and time management. Details of the role of student representatives and how to apply if you are interested are available on our Moodle, representatives will be selected, either by election or self-nomination. If you are elected as a student representative your role will be to gather the views and opinions of the students you represent, to present these at the meetings you attend and to feed back the results and information to other students following the meeting. As well as attending Boards of Study meetings student representatives are often asked to give

feedback on other issues relevant to students through focus groups or other committee meetings which are organised on a more ad-hoc basis. They are also responsible for feeding back the outcomes of any meetings or events they attend and hold a significant role during any QAA inspection. Once elected the student representative's details will be uploaded onto Moodle so all students are fully aware of who is representing their views. Full training to enable them to fulfil their role effectively will be given to the representative once elected in line with Middlesex University student voice.

STUDENT SURVEYS

We will seek your feedback about your Foundation Degree and in addition to regular focus group meetings, module feedback questionnaires, one to one tutorial and personal development sessions, we will bi-annually undertake a Student Perception of Course survey or SPOC. 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, please take time to complete these. All details about our surveys are available on Moodle including outcomes which we will analyse and present in our annual monitoring report and discuss at Programme Board Meetings as well as any other relevant meetings.

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 foundation 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/>



FOUNDATION DEGREE TEACHING AND LEARNING SUPPORT.

PROGRAMME SPECIFICATION

1. Programme title: Foundation Degree Teaching and Learning Support.	
2. Awarding institution : Middlesex University	
3. Teaching institution : Cardinal Newman College	
4. Details of accreditation by professional/statutory/regulatory body	
5. Final qualification: Foundation Degree in Teaching and Learning Support.	
6. Year of validation : 2015	
7. Language of study: English	
8. Mode of study: Full Time 33 weeks duration	

9. Criteria for admission to the programme

If you are interested in applying for this course please contact Programme Lead hsommerville@cardinalnewman.ac.uk to arrange an informal visit prior to completing a formal

application form available on the college website.

Once your application form has been received by Cardinal Newman College Admissions Department and you are eligible to apply you will be invited to an interview if successful, you will receive an offer letter which includes information about the student loan company should you wish to apply.

It is expected that you would have at least a level 3 qualification or similar or 2 A' Levels, equivalent to 160 UCAS points.

Applicants with non-traditional qualifications may also be accepted providing they can show appropriate levels of relevant ability and experience. They would need to make a claim for accreditation of prior learning following Middlesex University Guidance.

Students will be expected to work or volunteer within Key Stage 1 and/or Key Stage 2 for a minimum of 100 hours throughout the course. Our work based link tutor will liaise with each students' mentor in the work place to ensure that all students are supported to gain experiences working with children of different ages and stages of development throughout the curriculum. It is important that students have the opportunity to gain experiences of the holistic growth and development of children with varying abilities and take part in planning for and delivering age appropriate activities and routines to meet the diverse needs of children during this stage.

10. Aims of the programme

The programme aims to:

1. Enable you to develop your professional career working in schools at a recognised level of independence and responsibility through dedicated teaching, learning and assessment that facilitates the development of student's academic, personal, social and employability skills valued by employers.
2. Provide an alternative route towards higher education for people with varying qualifications and levels of experience but all of whom have a passion for working with and supporting children. This could include vocational experience but not necessarily the academic criteria required for an honours degree programme;
3. Embed into all students, through high quality teaching, learning and assessment the skills and motivation to seek out to develop your knowledge, skills and practical experiences relating to the National Curriculum.
4. Root potential progression routes into teaching, learning and assessment to build student awareness and aspiration.
5. Create learning environments and experiences that support and encourages your social, personal and employability skills and maintain high expectations throughout the course.

11. Programme outcomes

A. Knowledge and Understanding: On completion of this programme the successful student will have knowledge and understanding of :

- The Common Core skills for the children's workforce presented through teaching and learning then applied by students in a work based context.

Teaching / learning Methods: Students gain knowledge and understanding through:

- Lectures introducing theories and factual evidence from which they can apply their practice.
- Specialist guest speakers who provide case studies and practical examples.

<ul style="list-style-type: none"> • The diversity, complexity and changing nature of childcare and education, and its effects on professionals working in schools enriched through teaching, learning, assessment and reflection processes. • Planning for effective individualised learning, including gifted and talented and EAL learners; supporting special needs, monitoring and assessing learning and behaviour management in schools resulting from applying theory to practice and reflection on learning. • Effective teamwork and agencies involved in the support of children in schools, evident in reflective journals. • Design, management & implementation of the National Curriculum, supported by work based mentor and evidenced through assessment. • The social statutory and organisational context of school settings integral to most modules and experienced through professional practice. 	<ul style="list-style-type: none"> • Seminars which enable students to discuss ideas in greater detail and listen to the ideas/experiences of others. • Group work which provides opportunities to negotiate and collaborate. • Debate where ideas can be critically analysed and applied effectively to practice. • Case studies which reflect the ethos of this work based learning degree. • Assignments to practice the skills that are generated in the classroom and receive feedback on progress, • Reflection on work practice to support the processes of applying theory to practice. • Practical experience to build personal, social and employability skills and a basis from which to apply theory to practice. <p>Assessment methods Student's knowledge and understanding is assessed by:</p> <ul style="list-style-type: none"> • Written assignments • Presentations • Case Studies • Seminar presentations
<p>B. Cognitive (thinking) skills: On completion of this programme the successful student will be able to:</p> <ul style="list-style-type: none"> • Identify and consider a range of perspectives on learning theories and apply to childcare and educational practices. • Produce a reasoned argument and be able to express independent view points; • Analyse own learning and practice and recognise areas for development; • Identify required levels of professional subject and skills requirements and prepare action plans in order to meet these requirements; • Identify priorities and potential risk when working with children; • Relate educational and learning theories to the support of teachers and effective learning management. 	<p>Teaching / learning Methods: Students gain knowledge and understanding through:</p> <ul style="list-style-type: none"> • Lectures introducing theories and factual evidence from which they can apply their practice. • Specialist guest speakers who provide case studies and practical examples. • Seminars which enable students to discuss ideas in greater detail and listen to the ideas/experiences of others. • Group work which provides opportunities to negotiate and collaborate. • Debate where ideas can be critically analysed and applied effectively to practice. • Case studies which reflect the ethos of this work based learning degree. • Assignments to practice the skills that are

	<p>generated in the classroom and receive feedback on progress,</p> <ul style="list-style-type: none"> • Reflection on work practice to support the processes of applying theory to practice. • Practical experience to build personal, social and employability skills and a basis from which to apply theory to practice. <p>Assessment methods Student's knowledge and understanding is assessed by:</p> <ul style="list-style-type: none"> • Written assignments • Case Studies • Individual and group presentations
<p>C. Practical skills: On completion of the programme the successful student will be able to:</p> <ul style="list-style-type: none"> • Present ideas coherently in a variety of written and oral forms; • Utilise ICT resources effectively to produce assignments, to research and to develop management skills; • Engage effectively in problem-solving activities in written assignments, independent study and in childcare and educational settings; • Participate and communicate effectively in groups in a variety of learning situations and to different audiences; • Apply skills such as observation and interviewing in childcare; and • Relate and apply learning teaching strategies to education in primary schools. 	<p>Teaching / learning methods: Students learn practical skills through:</p> <ul style="list-style-type: none"> • Work practice where students will be supported by work based mentors who will give feedback on their practice. • Work shops where students will get the opportunity to practice developing skills in a simulation situation and receive peer and tutor feedback on performance. • Practical lessons where students will get the opportunity to practice developing skills in a simulation situation and receive peer and tutor feedback on performance. • Observation is a valuable tool for building students confidence especially in areas that have been challenging in the past. • Seminars enable students to develop the ideas presented in the lectures and especially for work based learning apply these ideas to specific incidents in practice. <p>Assessment methods Student's practical skills are assessed by:</p> <ul style="list-style-type: none"> • Written assignments • Individual and group presentations • Reflective accounts of work practice
<p>D. FdA Graduate Skills: On completion of this programme the successful student will be able to:</p> <ul style="list-style-type: none"> • Recognise own strengths and weaknesses in learning effectiveness through processes of 	<p>Teaching / learning methods: Students learn graduate skills through:</p> <ul style="list-style-type: none"> • Lectures where vital theories, legislation policies relating to the work place will be

<p>of reflection and personal and professional action planning.</p> <ul style="list-style-type: none"> • Show increased organisational skills with an Understanding of learning theories and Reflection, culminating in increasing levels of autonomy • Have sophisticated skills to learn independently in both familiar and unfamiliar situations. • To be an effective communicator with colleagues, families and external agencies. • Work as a team member collaborate, plan and fulfil agreed responsibilities. • Use resources available to interpret and use numbers and data. 	<p>presented.</p> <ul style="list-style-type: none"> • Specialist guest speakers who will embed the required employability skills into lectures and increase aspiration. • Workshops through which students can practice their academic, social, personal and employment skills and receive peer and tutor feedback and guidance. • Seminars provide opportunities for students to listen to the experiences of others picking up ideas that they can apply to their own practice. • Group work is valuable for developing skills of negotiation, analysis, communication and working with others. • Reflection provides rich opportunities to apply theory to practice and critically analyse situation to develop and improve practices. • Tutor feedback builds confidence and motivation and is vital for progress. <p>Assessment methods Students graduate skills are assessed through all assessed work.</p>
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12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

Overall structure of the programme - Foundation Degree Teaching and Learning Support.

The programme is studied over two years (**full-time**). Students attend university one day per week for 33 weeks each year 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 together with 100 hours of work placement throughout the course.

This Foundation Degree comprises of 10 compulsory modules – five in Year 1 at Level 4 and five in Year 2 at Level 5.

Year 1 (Level 4)

- FTLS:4.3 The Developing Child (25 credits)
- FTLS:4.1 Study Skills for Work Based Practice (20 credits)
- FTLS:4.5 Supporting National Curriculum Delivery (40 credits)
- FTLS:4.4 Effective Leadership (20 credits)
- FTLS:4.2 Work based research proposal (15 credits)

Year 2 (Level 5)

- FTLS: 5.2 Safeguarding, working with families and professionals (20 credits)
- FTLS: 5.1 Inclusive Education (20 credits)
- FTLS: 5.3 Work based learning project (40 credits)
- FTLS: 5.4 Social Pedagogy (20 credits)
- FTLS: 5.5 Understanding and Managing Human Behaviour (20 credits)

The curriculum models for year 1 and 2 of this work based learning degree is contained in this hand book together with all details about teaching, learning and assessment.

All modules are compulsory and vary in the amount of credit available this is reflected in the weighting of assessment. All parts of each module assessment must be passed to successfully complete the course.

COMPULSORY	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>FTLS: 4.1 FTLS: 4.2 FTLS: 4.3 FTLS: 4.4 FTLS: 4.5</p>	<p>Completion and attainment of all learning outcomes.</p>
COMPULSORY	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>FTLS: 5.1 FTLS: 5.2 FTLS: 5.3 FTLS: 5.4 FTLS: 5.5</p>	<p>Completion and attainment of all learning outcomes.</p>

13. Curriculum map

Please see curriculum map in this handbook.

14. Information about assessment regulations

This programme follows Middlesex University Academic Regulations. In addition, the programme requires that in order to progress you need to have met the attendance requirements as outlined in the Module Handbook.

Assessment helps both you and the staff to understand the level you are at and demonstrate your ability to progress to a higher level. Within each module multiple assessments will be aggregated to form the overall mark. Support and advice from teaching staff is available to assist in working towards all assessments. All students must submit assessments as hard copy with the appropriate front sheets fully completed. Failure to do so will result in your assessment being returned to you unmarked.

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

Students on this programme will be expected to be working in the sector in paid employment or as a volunteer, as at least 100 hours of placement is required to be completed to successfully achieve the degree. Support will be given to find placements for students if required.

16. Future careers (if applicable)

The nature of foundation degrees mean that they have a strong emphasis on work based learning and so make a graduate recruit attractive to an employer as you will have insight and preparation for the world of work and can apply the necessary skills immediately.

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 the library team are highly skilled in supporting students to access these and use them effectively. Online reference resources and journals are available.

Embedded in the early modules of the course will be a process of induction and ensuring that you are aware of all of the support available in addition to an introduction to the skills required to be successful on this foundation degree.

18. JACS code (or other relevant coding system)

JACS code (or other relevant coding system) Learning Aim Reference Number for Teaching and Learning Support 00246400

19. Relevant QAA subject benchmark group(s)

Relevant QAA subject benchmark group(s)

Quality Assurance Agency (QAA) Quality Code for HE part A, B, C.

QAA Subject Benchmarks for Early Childhood Studies and Education Studies.

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

Students will be required to complete and be granted a successful DBS at the beginning of the Foundation Degree. Cardinal Newman College can help students with this application the cost of which must be met by the student.

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 FOR TEACHING AND LEARNING SUPPORT.

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	
A1	The Common Core skills for the children's workforce	C1	Present ideas coherently in a variety of written and oral forms
A2	The diversity, complexity and changing nature of education, and its effects on professionals in schools	C2	Utilise ICT resources effectively to produce assignments, to research and to develop management skills
A3	How pupils learn and the National Curriculum	C3	Engage effectively in problem-solving activities in written assignments, independent study and in educational settings
A4	Planning for effective individualised learning, including gifted and talented and EAL learners	C4	Participate and communicate effectively in groups in a variety of learning situations and to different audiences
A5	Supporting special needs, monitoring and assessing learning and behaviour management within schools	C5	Apply skills such as observation and interviewing in childcare
A6	Effective teamwork and agencies involved in the support of children in schools	C6	Relate and apply learning teaching strategies to educational concepts
Cognitive Skills		Graduate Skills	
B1	Identify and consider a range of perspectives on learning theories and apply to educational practices	D1	Recognise own strengths and weaknesses in learning effectiveness and become a reflective learner
B2	Produce a reasoned argument and be able to express independent view points	D2	Organise own learning and display increasing levels of autonomy
B3	Analyse own learning and practice and recognise areas for development	D3	Learn independently in familiar and unfamiliar situations
B4	Identify required levels of professional subject and skills requirements and prepare action plans in order to meet these requirements	D4	Communicate effectively
B5	Identify priorities and potential risk when working with children	D5	Work as a team member, collaborate, plan and fulfil agreed responsibilities
B6	Relate educational and learning theories to the support of teachers and effective learning management	D6	Use resources and time effectively, interpret and use numbers and data

Programme Outcomes																									
A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6		
Highest Level Achieved by all Graduates																									
5	5	5	5	4	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
Module Title	Module code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
Study Skills for Effective Work-Based Learning	FTLS: 4-1		/	/	/					/	/		/	/	/	/	/		/	/	/		/		/
Work-based Research Proposal	FTLS: 4-2	/	/				/		/	/	/		/	/	/	/	/	/		/	/	/	/		/
The Developing Child	FTLS: 4-3	/	/	/	/	/	/	/	/			/		/	/	/	/	/	/	/			/		
Effective Leadership	FTLS:4-4	/	/		/	/	/		/	/	/	/	/	/	/	/	/	/		/		/	/	/	
Supporting National Curriculum Delivery	FTLS: 4-5	/	/	/		/	/	/	/		/	/	/	/	/	/	/	/	/	/	/		/	/	
Safeguarding, Working with Families and Professionals	FTLS:5-2	/	/		/		/	/	/	/	/	/		/	/	/	/			/	/	/	/	/	
Inclusive Education	FTLS:5-1	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/			/	/	/	/	/	/
Work Based Learning Project	FTLS:5-3		/	/					/	/	/			/	/	/	/	/	/	/	/	/	/		/
Social Pedagogy	FTLS:5-4		/				/		/				/	/	/	/	/			/	/	/	/		
Understanding and Managing Human Behaviour	FTLS:5-5		/	/	/		/	/	/	/		/	/	/	/	/	/			/	/	/	/		

Middlesex University 20 point scale for grading assessments. The Grading Criteria Guide describes five main classes of student performance - Level 4

	17 – 20		13 – 16		9 - 12	5 - 8	1 – 4	
Focus of assignment & achieving learning outcomes	Failed to answer question set and failed to meet learning outcomes.	Failed substantially to address the question and learning outcomes.	Some sense of focus but lacks clear definition. Learning outcomes met superficially.		An appropriate focus that is reasonably well substantiated. Learning outcomes met adequately.	Clear and appropriate focus. Learning outcomes met competently.	A sharply defined focus that is sustained throughout. Learning outcomes fully met.	A sharply defined focus that is sustained throughout. Learning outcomes fully met.
Knowledge & Research	Knowledge is inaccurate or very superficial with no evidence of research.	Knowledge is superficial, with inadequate research.	Some superficial awareness. Some evidence of research.	Some relevant knowledge and research, but limited.	There is broad awareness of issues but with gaps. Research used is based on standard texts only.	Sound knowledge demonstrated, good evidence of research.	Comprehensive and detailed knowledge, with substantial evidence of research.	Extensive, current and detailed knowledge demonstrated with substantial evidence of research.
Views Expressed	Sweeping and unsubstantiated statements and/or personal opinions with no arguments given.	Arguments not developed and/or illogical. Majority of views unsubstantiated.	Some views expressed, but lacking in evidence or structure.	Arguments given but lacking coherence at times. Limited supporting evidence.	Views expressed but lacking in depth and scope. More supporting evidence required.	Own views clearly stated with substantiating evidence. Evidence used to support propositions.	Arguments clearly articulated with a balance of views. Evidence of original thinking. Evidence well selected and relevant.	Sophisticated views expressed, supported by well-chosen and wide-ranging research. Convincing evidence of originality of thought.
Analysis & Language	No attempt at analysis. No conclusions drawn. No linkage to practice. Complete absence of academic style e.g. uses of slang etc. no references given.	Piece descriptive and any analysis is of poor standard. No satisfactory conclusions drawn. No linkage to practice. Language used is confused, simplistic or irrelevant. Referencing inadequate or inappropriate.	Piece generally descriptive and lacking in depth. Some valid points made but little analysis. Limited conclusions drawn. Links to practice are inadequate. Mostly comprehensible, but language is anecdotal rather than academic. References limited.	Tendency to description. Analysis limited to some sections only e.g. conclusion. Some relevant points made. Some attempt to link to relevant practice. Generally comprehensible but not academic in style. Some referencing used.	Some analysis and questioning of assumptions. Awareness of significance of research findings. Links made to current practice. Generally academic in style. References used are relevant.	Analysis is consistent throughout. Understanding shown of relevance of research findings. Good links made to current practice. Clearly, accurately and academically expressed. References well selected and appropriate.	Few assumptions made. Awareness of limitations of findings acknowledged. Analysis often probing. Conclusions well thought through. Concise and academic in style. Choice of vocabulary appropriate to subject and level. References well selected and used with care.	Analysis consistent, accurate and perceptive. Research findings embedded in text. Conclusions are relevant and thought provoking and link with practice. Sophisticated language used, references well integrated into text and provide strong support for arguments used. Worthy of publication.
Organisation & Presentation	No discernible structure, work generally displays lack of care, effort and commitment. No preparation apparent. Presentation skills lacking. Resources inadequate No respect for audience.	Generally disorganised. No rationale given. No structure to assignment. Little preparation. Few presentation skills displayed. Poor resources. Little attempt to engage audience.	Some attempt to select relevant material, but lacking in consistent organisation. Limited preparation. Poor presentation skills. Limited resources. Some attempt to engage audience.	Work is structured. However poor linkage in some places. Some repetition of thoughts and material. Some preparation. Limited presentation skills. Some resources. Some attempt to engage audience.	A logical structure to work, although occasional repetition. Some attempt to formulate coherent argument. Satisfactory preparation & presentation skills. Some confidence in delivery. Adequate resources. Some engagement.	Clear logic to structure and arguments well formulated. Generally, well prepared and presented with confidence. Interaction with audience. Well prepared and relevant resources.	Each section relates logically to next. Clear process of thought and analysis development. Well prepared and presented with confidence. Good supporting resources with evidence of research.	Work is presented, argued, analysed and evaluated in a highly coherently manner. Well prepared and presentation is visually and aurally impressive. Excellent resources. Excellent interaction with audience and deals with all questioning with confidence and knowledge.

