PRIFYSGOL

glyndŵr

UNIVERSITY

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	Glyndŵr University and Yale College
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	None
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	CertHE Early Childhood, Care and Education FdA Early Childhood, Care and Education
Award title	FdA Early Childhood, Care and Education
JACS 2 code	X310
UCAS code (to be completed by admissions)	
Relevant QAA subject benchmark statement/s	Early Childhood Studies Benchmarks
Other external and internal reference points used to inform the programme outcomes	Early Years Professional Status Standards Higher Level Teaching Assistant Standards
Mode/s of study (p/t, f/t, distance learning)	Part-time
Language of study	English
Date at which the programme specification was written or revised	Updated September 2013

Criteria for admission to the programme

This award is designed for existing childcare workers and other professionals who are working in the childcare field and supporting practitioners directly working with children in the three to eight age range.

Entry requirements include:

- A minimum of a Level 3 qualification directly related to children or childcare.
- Two years experience of working with children in the three to eight age range or supporting practitioners working within this age range.
- Satisfactory completion of an enhanced Criminal Records Bureau (CRB) check
- Satisfactory interview.
- Practitioners must currently be in employment (paid or voluntary) for at least 150 hours per year in a childcare setting or in an advisory role working with childcare practitioners in the birth to five age range.
- The employment must be secured/confirmed before starting the course.

The following requirements would need to be discussed/demonstrated at interview:

- Presentation of qualification certificates and enhanced CRB disclosure.
- Confirmation and suitability of employment (paid or voluntary).
- Willingness of workplace to support FdA and sign Learning Agreement

A requirement for entry onto the course is that practitioners are in employment or have secured employment either paid or voluntary at the beginning of the programme. The suitability of their employment is discussed and ascertained at interview. The student must remain in suitable employment for the duration of their studies. If employment breaks down at any point during the course the student will receive support and guidance on securing new employment or a temporary voluntary placement to enable them to complete the programme.

After an initial screening of application forms, suitable applicants will be invited for interview with a member of staff both from Glyndŵr University and Yale College, to ascertain the extent of their experience of working with children and of their suitability to benefit from this programme. Applicants who are felt not to be suitable, for example, those who require further access to relevant opportunities / qualifications will be offered advice on the best course of action to be taken to prepare them for a future application. Many of these opportunities can be offered by Yale College and the member of Yale College staff at the interview will be able to offer suitable signposting.

Aims of the programme

Through a multi-disciplinary approach, the programme focuses on enabling students to:

- Develop a broad and practical knowledge of the individual and diverse ways in which children develop and learn in early childhood.
- Explore and discuss the range of theoretical models that underpin early childhood practices.
- Enhance understanding of the importance of play within the early childhood environment.
- Recognise the ecological, social and diverse contexts of family life.
- Develop an understanding of the current legal requirements, national policies and

guidance on safeguarding and promoting the well-being of children and their implications for early years/educational settings.
- Explore the use of observation and other strategies to monitor children's activity, development and progress and use this information to inform, plan and improve practice and provision.
- Develop an understanding of how to promote children's rights, equality, inclusion and anti-discriminatory practice.
- Explore what it means to work in partnership with families and parents/carers in the setting, to nurture children, to help them develop and to improve outcomes for them.
- Explore the impact of the curriculum on children's learning including the use of ICT.
- Understand and abide by the ethical requirements of undertaking research/practical work with children.
- Engage in an extended project that will contribute to the development of early childhood practice.

Distinctive features of the programme

This Foundation Degree provides a framework which integrates academic and work-based learning for the personal and professional development of experienced and qualified childcare and education workers. The award provides undergraduate levels of knowledge and understanding through a comprehensive range of modules to meet the needs of employers and practitioners. It is particularly suitable for practitioners working with children aged three to eight and practitioners working in a supervisory role, as it provides a balance of intellectual and practical skills which can be applied within the workplace.

This programme is being offered at a time when the importance of qualified early years practitioners across the sector is being brought into sharper focus with an emphasis, at Government level, on developing the provision and training for all adults who work in this area with young children. The Government has set an agenda to provide new career and qualifications pathways to widen participation. This Foundation Degree programme offers a pathway specifically to those wishing to work with young children and will allow Glyndŵr University/Yale College to make a considerable contribution to this important national initiative.

The programme is intended to make a valuable contribution to lifelong learning by providing access to higher education for learners from different starting points and with different entry qualifications e.g. A'levels, Access to HE programmes and NVQs. This Foundation Degree is designed to appeal to students wishing to engage in continuing professional development. It will also provide pathways for lifelong learning and the opportunity to progress to other qualifications. The qualification will be offered through flexible modes of learning, enabling students to continue with their employment and to accommodate the needs of different types of students.

Programme structures and requirements, levels, modules, credits and awards

The Foundation Degree in Early Childhood, Care and Education is a part-time flexible programme which has a modular structure. The Foundation Degree runs part-time over two full calendar years September to September. In line with the partnership at Yale College, 60 credits at level 4 will be delivered at Yale College and 40 credits at level 5.

In order to gain the exit award of Certificate in Higher Education students must have achieved 120 credits at Level 4 or above.

A further 120 credits at Level 5 or above is necessary for the award of the Foundation Degree.

Students must be engaged in the work-place for at least 150 hours per year acting in a childcare/educational role. The minimum length of time of study for the Foundation Degree would be two years with a maximum completion time of five years following registration.

All modules offered are core.

Students will study six modules per level. Modules will be delivered in a variety of ways with some modules, e.g. those involving professional and academic development and the research module making a noteworthy contribution to the development of the student as a reflective practitioner. The work covered will shape and modify the student's Learning Journal which will be revisited and reviewed on a regular basis so as to ensure that support for students is maintained throughout the Programme. Other modules will be delivered in a more intensive manner as best suits the needs of the students. Due to the variety of student work commitments the taught elements of the programme will be delivered during a one day session per week (afternoon and evening) over the academic year.

Level 4 – Glyndŵr University Delivery (afternoon)

Module 1	Module 3	Module 5
Academic Skills and Reflective Practice	**Observing Planning and Assessing**	**ICT in Early Childhood**
20 Credits	20 credits	20 credits

Level 4 – Yale College Delivery (evening)

Module 2	Module 4	Module 6
Child Development in Early Childhood	**A Curriculum for Childhood**	**Exploring Relationships**
20 credits	20 credits	20 credits

Level 5 – Glyndŵr University Delivery (afternoon & evening)

Module 7	Module 8	Module 9	Module 11
Research Project	**Play in Early Childhood**	**Inclusive Practice**	**Safeguarding Children**
20 credits	20 credits	20 credits	20 credits

Level 5 – Yale College Delivery (evening)

Module 10	Module 12
Developing Numeracy	**Provision to Meet**

and Literacy	Children's Needs	
20 credits	20 credits	

Level 4

Semester	Module Title	Location	Classroom based sessions (hours)	Individual Tutorial Support (hours)	Credits	Level
1 Sept - Dec	Academic Skills and Reflective Practice	Glyndŵr	30	2	20	4
	Child Development in Early Childhood	Yale	30		20	4
2 Jan - March	Observing Planning and Assessing	Glyndŵr	30	2	20	4
	A Curriculum for Childhood	Yale	30		20	4
3 April - July	ICT in Early Childhood	Glyndŵr	30	2	20	4
	Exploring Relationships	Yale	30		20	4

Level 5

Semester	Module Title	Location	College based sessions (hours)	Individual Tutorial Support (hours)	Credits	Level
1 Sept - Dec	Research Project	Glyndŵr	30	2	20	5
	Play in Early Childhood	Glyndŵr	30		20	5
2 Jan - March	Inclusive Practice	Glyndŵr	30	2	20	5
	Developing Numeracy and Literacy	Yale	30		20	5
3 April - July	Safeguarding Children	Glyndŵr	30	2	20	5
	Provision to Meet Children's Needs	Yale	30		20	5

Intended learning outcomes of the programme

The intended learning outcomes for this programme follow a spiral curriculum with the intention being that the outcomes are built upon at each level.

The following learning outcomes have been differentiated according to the QAA Framework for HE qualifications:

Level 4:

Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information, using it to plan and develop investigative strategies and determine solutions to a variety of unpredictable problems; operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.

A) Knowledge and understanding:
   Students will be able to…
A1 Demonstrate a broad knowledge base relevant to academic study and professional practice within early childhood.
A2 Gain knowledge and understanding of child development and the way in which children learn.
A3 Locate and understand policy and documentation regarding early childhood in an informed and systematic way.
A4 Start to develop professional values and practice in terms of equality of opportunity and respect for children, their families and communities.

B) Intellectual skills:
   Students will be able to…
B1 Evaluate practical and theoretical situations, in the context of child development and learning and synthesise solutions.
B2 Plan, manage and reflect on own learning and progression in acquiring graduate attributes appropriate for work within the early childhood field.
B3 Monitor and evaluate progress in their own learning.
B4 Appreciate and evaluate different viewpoints.

C) Subject and other skills:
   Students will be able to…
C1 Communicate appropriately and effectively in a range of modes and media.
C2 Relate theory to practice so that work-based practice has a sound theoretical underpinning employed through a range of specialist skills.
C3 Demonstrate appreciation of study skills by applying what is learned to workplace tasks and assessments.

D) Professional Skills and abilities and Employability Skills and abilities:
   Students will be able to…
D1 Read and write appropriately for a range of audiences and reference their work effectively.
D2 Demonstrate autonomy and self-reliance.
D3 Start to develop transferable graduate skills in communication and interpersonal relationships and written argument.
D4 Understand the skills needed to take responsibility for time management and work deadlines.

Level 5:
Generate ideas through the analysis of concepts at an abstract level, with command of specialised skills and the formulation of responses to well defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes.

A) Knowledge and understanding:
   Students will be able to:
A1 Demonstrate knowledge and critical understanding relevant to academic study and professional practice within the early childhood field.
A2 Analyse knowledge and understanding of child development and the way in which children learn.
A3 Analyse and evaluate policy and documentation relating to the early childhood sector in an informed and systematic way.
A4 Develop professional values and practice in terms of equality of opportunity and respect for children, their families and communities.

B) Intellectual skills:
   Students will be able to…
B1 Analyse and evaluate practical and theoretical situations, in the context of child development and learning and synthesise solutions showing original and creative thought.
B2 Plan, manage, reflect and take responsibility for own learning and progression in acquiring graduate attributes appropriate for work within the early childhood field. Reflect on the learning and progression of others in a group situation.
B3 Take responsibility for monitoring and evaluating progress in their own learning and that of the group.
B4 Appreciate and evaluate different viewpoints from colleagues and peers and present justified argument.

C) Subject and other skills:
   Students will be able to…
C1 Communicate appropriately, effectively and with judgement in a range of modes and media.
C2 Use judgement to relate theory to practice so that work-based practice has a sound theoretical underpinning demonstrated through a command of specialist skills.
C3 Demonstrate appreciation of research methodology by applying what is learned to workplace tasks and small scale projects.

D) Professional Skills and abilities and Employability Skills and abilities:
   Students will be able to…
D1 Read effectively and write appropriately for a range of audiences and reference their work effectively.
D2 Demonstrate autonomy, self-reliance and team work.
D3 Develop transferable graduate skills in communication and interpersonal relationships and written argument.
D4 Develop the skills needed to take responsibility for time management and work deadlines.

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Yr	Module Title		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
Level 4	Module 1: Academic Skills and Reflective Practice	C	x					x	x	x	x		x	x	x	x	x
	Module 2: Child Development in Early Childhood	C	x	x		x	x	x	x	x	x	x	x	x	x	x	x
	Module 3: Observing Planning and Assessing	C	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Module 4: A Curriculum for Childhood	C	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Module 5: ICT in Early Childhood	C	x	x	x		x	x	x	x	x	x	x	x	x	x	x
	Module 6: Exploring Relationships	C	x		x	x		x	x	x	x	x	x	x	x	x	x
	Module Title		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4
Level 5	Module 7: Research project	C	x				x	x	x	x	x	x	x	x	x	x	x
	Module 8: Play in Early Childhood	C	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
	Module 9: Inclusive Practice	C	x		x	x	x	x	x	x	x	x	x	x	x	x	x
	Module 10: Developing Numeracy and Literacy	C	x	x	x		x	x	x	x	x	x	x	x	x	x	x
	Module 11: Safeguarding Children	C	x		x	x		x	x	x	x	x	x	x	x	x	x
	Module 12: Provision to Meet Children's Needs	C	x		x	x		x	x	x	x	x	x	x	x	x	x

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

Teaching and learning methods will be aimed at achieving the acquisition of relevant knowledge, understanding and skills in order to develop an informed understanding of practice. The programme offers a mix of taught sessions, presentations, group work activities, case studies, guided reflection, and independent study, which foster opportunities to learn that are both formal and informal. The programme recognises and aims to facilitate different learning styles and needs in a proactive inclusive learning environment. Course information, modules and additional learning materials are available on the Glyndŵr University Moodle and on Yale College Moodle.

Prior reading will be specified and is necessary for some sessions. The teaching and learning experience, both theoretical and practical, will offer a range of opportunities to develop the skills of the reflective practitioner. The theoretical perspectives explored will enable students to reflect upon, and share their experience in practice settings and relate this to current thinking. Practitioners will be encouraged to develop their observational skills and to question their own practice and that of others and investigate how this is influential in the development of the 'whole child' and in professional development.

Throughout the programme, learners will be encouraged to reflect critically; to listen thoughtfully to the views of others; to question values and opinions; to investigate evidence and draw their own informed conclusions. In addition they will be enabled to learn from formative and summative assessment through the feedback that is offered by the tutors and other students. Learners will be encouraged to develop the skills of co-operation, collaboration and negotiation through engaging in group activities including those achieved collaboratively. They will engage in action planning and evaluation of their progress through monitoring their Learning Journals at regular intervals through the Academic Tutoring System. This will be introduced during the first study skills module. This induction to study will have more time allocated towards the beginning of the programme and help students to understand the level of study required for a Foundation Degree.

The programme takes a spiral curriculum approach strengthening and deepening learners' knowledge and understanding of theoretical perspectives in Early Childhood, Care and Education throughout the programme. This enables an understanding of the scope and detail of literature, policy and legislation within the field and fosters an understanding of the need to develop a mature and informed approach with regard to academic progress and personal and intellectual development.

Work-based learning is an integral part of the programme, 'it includes, at its core, activities and learning outcomes designed around the individual's occupation, whether paid or unpaid.' (QAA Code of Practice) It enables learners to develop their role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integral element of the taught programme. It will involve the development of higher-level learning within both the university/college and the workplace. It should be a two way process, where the learning acquired in the workplace can be applied to the taught programme and the learning from the taught programme taken into the setting.

Work-based learning for the Foundation Degree will take the form of continuous employment in a childcare/school setting.

The principles underpinning work based learning on the Foundation Degree in Early Childhood, Care and Education at Glyndŵr University are based on a number of premises:

- The Foundation Degree is designed to complement the work-place practices of the student and much of the learning is intended to take place in the childcare or school setting;
- Students will have a variety of educational backgrounds and many will not have engaged in academic education for some time, if at all;
- Many of the work-place tasks needs to take place in the setting and the student will sometimes need a more senior member of staff from the setting to help manage this;
- During the guided study activities, the student will benefit from the advice and support of a person who can act as a critical friend, this person may be a more senior work-place colleague, another student or a member of the teaching team.

Work-based learning is an integral part of the programme and reflected in the programme aims and outcomes.

The table below gives an overview of how work-based learning activities are integrated into the individual modules. These activities are not formally assessed, although the learning taken from the tasks will inform module assessments and module content.

Work-Based Learning tasks

MODULE TITLE	Self-reflection	Policies and	Observation	Collecting Evidence	Planning	Written Documents	knowledge to Practice	Working with others	Work-based research
Level 4									
Module 1: Academic Skills and Reflective Practice	x								
Module 2: Child Development in Early Childhood	x		x	x			x		
Module 3: Observing, Planning and Assessing	x		x	x	x	x	x		
Module 4: A Curriculum for Childhood	x		x	x	x	x	x		
Module 5: ICT in Early Childhood	x	x	x	x	x		x		
Module 6: Exploring Relationships	x	x	x	x			x	x	
Level 5									
Module 7: Research project	x		x	x	x	x			x
Module 8: Play in Early Childhood	x		x				x		

Module 9: Inclusive Practice	x	x	x	x		x	x		
Module 10: Developing Numeracy and Literacy	x		x	x	x	x	x		
Module 11: Safeguarding Children	x	x				x	x		
Module 12: Provision to Meet Children's Needs	x	x		x		x	x		

Depending on a student's job role their need for work-place support will differ. Please find below a table outlining three possible employment routes and the mechanisms in place for ensuring work-place learning opportunities and support.

Type of Employment	Ensuring Appropriate Learning Opportunities	Ensuring Appropriate Support
Staff employed by a childcare setting or school i.e. nursery workers, teaching assistants etc	• Work-place Learning Agreement	• Work-place mentor • Academic tutor
Owners of a childcare setting, childminders.	• No permission required to access documents or learning opportunities	• Peer-mentor • Academic tutor
Employees working in a supervisory role for an organisation i.e. co-ordinators, development workers, assessors.	• Work-place Learning Agreement may be required for some organisations; however this may not always be the case.	• Work-place mentor (if available – note employees are often line-managed from a distance i.e. head office) • Peer-mentor • Academic Tutor

The relationship between the university and the work-place is established through a Learning Agreement. The purpose of the Learning Agreement is to ensure that students have access to the learning opportunities and documentation they need to successfully complete the course. To oversee this requirement the setting is asked to provide the student with a work-place mentor. The role of the work-place mentor will differ depending on the role and needs of the student. As a minimum the work-place mentor should ensure the student has access to the opportunities outlined in the Learning Agreement. However it is hoped that the work-place mentor will also provide the role of a critical friend to the student.

Students who are employed by a setting will be required to complete a Learning Agreement. The Learning Agreement will include a general section on the learning environment that the student needs to have access to, and also a detailed list of all the learning opportunities that a student needs to meet the learning outcomes of the modules and be able to complete the relevant assessment tasks.

The student is responsible for maintaining the relationship with their work-place mentor. However if problems arise the student or work-place mentor are required to inform the programme leader as outlined in the Learning Agreement who will then seek to resolve the issue. Where a complete breakdown of the Learning Agreement occurs the programme leader

will work with the student to seek a solution which will maintain the student's employment and their place on the course, each case will be treated individually and sensitively.

The role of the work-place mentor is that of enabler and critical friend. They are not required to assess the student or provide any written documentation. No formal training is required to undertake this role, although the programme leader (Glyndŵr University) or the Programme Co-ordinator (Yale College) will be happy to provide support and guidance if needed.

The mentor's role will typically involve:
- Enabling the student to access opportunities to observe activities.
- Enabling the student to access opportunities to carry out work-based study tasks.
- Enabling the student to access relevant documentation
- Supporting the student as a critical friend.
- Encouraging the exchange of ideas and experiences.
- Providing encouragement and a listening ear.
- Informing the programme leader of any problems with the Learning Agreement.

Peer mentors will be used when an employee is not in a position to identify a work-based mentor i.e. students who work alone or hold the most senior position within their setting or organisation. Peer mentors can be chosen by the student or can be chosen, with the support of the Programme Leader, from within the student cohort.

The role of the peer mentor will typically involve:
- Supporting the student as a critical friend.
- Exchanging ideas and experiences.
- Providing encouragement and a listening ear.

Welsh Medium

The FdA Early Childhood, Care and Education is delivered through the medium of English. However, all students have the opportunity to submit their assessments in Welsh if they wish. Emphasis is given throughout the programme to the Welsh Early Years Curriculum and Bilingualism.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessments will include a variety of formal, informal, formative and summative techniques. The assessment of each element of study within the Foundation Degree is described within each module specification. The assessment strategies will reflect the type of learning/learner and the nature of each element of study within the qualification. Assessment will include a variety of formal and informal, and formative and summative techniques. For example, students will be given specific tasks to be carried out on a short term basis of one to two weeks. The information collected will be used in taught sessions and will provide evidence for formative assessments of students' progress. Students will be provided with the assessment criteria for each module of the programme. These describe the characteristics of the performance necessary to achieve success in the module and at the appropriate level.

They will :
- be appropriate to undergraduate levels four and five of the award and are based on the Credit and Qualification framework for Wales.
- clearly relate to the learning outcomes of the module
- provide realistic scope that allows the candidate to relate to the aims and outcomes of

the module.

- clearly state the expectations of the assignment and the methodologies to be used.
- use valid and reliable techniques of assessment,
- not be focused too narrowly.
- allow the candidate to demonstrate his/her analytical and reflective skills,
- demonstrate weighting appropriate to the level of the award,
- allow candidates to integrate theory with practice and draw upon their own direct, personal, work-based experience,
- give opportunity for the candidate to demonstrate his/her own professional development,
- encourage consideration of equality of opportunity and anti-discriminatory practice,
- maintain ethical standards of confidentiality,
- be appropriate and sensitive to the needs of the child, family and setting.

As mentioned previously, a range of appropriate work-based tasks, set over short periods, will be used as formative assessments and will provide evidence of students' progress in each module. Through the combination of work-based learning and other more traditional means of assessment, the programme will integrate a variety of delivery modes and assessments.

This programme has been designed to embrace the above criteria, recognising the considerable learning that will take place in the setting. The assessment tasks, set over the duration of the programme, are designed to develop and build upon a wide range of personal and professional skills, whilst strongly reinforcing links between theory and practical application. The assessment methods chosen have been designed to reflect the changing role of the childcare/education worker, their ongoing academic achievement, as well as embracing the need for evaluation and reflection throughout.

MODULE TITLE	Case Study	Project	Presentation	Report	Leaflet/Poster/B	Portfolio/e-	Proposal	Guidelines	Activity/Plan	Reflection/PDP	Essay		Indication of Submission dates
LEVEL 4													
Module 1: Academic Skills and Reflective Practice						X					x		November December June
Module 2: Child Development in Early Childhood	x									x	x		December January
Module 3: Observing, Planning and Assessing			x						x		x		March April
Module 4: A Curriculum for Childhood						x							March
Module 5: ICT in Early Childhood						x							July
Module 6: Exploring Relationships		x									x		May July

LEVEL 5

Module													
Module 7: Research project		x	x										December March
Module 8: Play in Early Childhood										x			December
Module 9: Inclusive Practice										x			March
Module 10: Developing Numeracy and Literacy				x				x					April
Module 11: Safeguarding Children										x			July
Module 12: Provision to Meet Children's Needs					x			x					July

Assessment regulations that apply to the programme

Glyndŵr University's regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees apply to this programme.

The QAA Code of Practice on assessment, the Credit and Qualification framework for Wales and Glyndŵr University's Assessment Guidance Handbook inform this assessment strategy.

Programme Management

The programme is subject to Glyndŵr University's Quality Assurance systems. Glyndŵr University is responsible for the academic quality of provision, together with central administrative and financial support (student enrolment, reporting of student numbers, financial accounts etc to HEFCW by Glyndŵr University, who also provide payment of external examiners). The Academic Regulations, Standing Orders and Procedures provide a regulatory framework for all academic awards offered by Glyndŵr University and should be read in conjunction with this proposal. Validation signifies that this programme adheres to this regulatory framework. Thereafter the continued integrity of the programme will be the matter for the Programme Board. Responsibility for progression and academic standards lies with the Assessment Boards, which meet at the end of each year of the programme with a further Progression Board being convened if required to provide an opportunity for those re-sitting any modules to be considered.

The Programme Leader is responsible for the Degree and reports to the Academic Head for Early Childhood and Family Studies. It is the responsibility of the programme leader to undertake the executive functions of the Programme Board on a day-to-day basis, the overall provision, development and management of the programme and the academic quality assurance procedure associated with it.

The **Programme Leader's** (Glyndŵr University) responsibilities include:
- Ensuring that the Degree is delivered in accordance with Glyndŵr University's academic regulations;
- Ensuring effective liaison between staff within the Early Childhood and Family Studies Department, stakeholders and the external examiner;

- Calling, chairing and recoding minutes of meetings with the programme team and/or students;
- Ensuring that the programme board fulfils its responsibilities;
- Ensuring moderation of assessed work across sites;
- The Programme Leader will hold informal meetings with members of the team throughout the programme. In addition, the programme team meets formally at least once a term to hold a Programme Board. Whenever possible these meetings include employers, stakeholders and their representatives. Where appropriate the programme team from Yale College are invited to staff seminars and training held at Glyndŵr University.

The **Programme Co-ordinator's** (Yale College) responsibilities include:
- Ensuring that the Degree is delivered in accordance with Glyndŵr University's academic regulations;
- Ensuring effective liaison between Yale College staff and Glyndŵr University staff;
- Calling, chairing and recoding minutes of meetings with the programme team and/or students;
- Ensuring moderation of assessed work at Yale College and liaising with the Programme Leader to ensure moderation of assessed work between Yale College and Glyndŵr University.
- The Programme Co-ordinator will hold informal meetings with members of the team throughout the programme. In addition, the programme team will meet formally at least once a term at Yale College. Where appropriate the programme team from Glyndŵr University are invited to staff seminars and training held at Yale College.

Module Leaders are responsible for:
- Advising on design and periodic development of the module(s);
- A detailed scheme of work to include both the taught and self-study components of the module to suit the mode of delivery;
- Briefings and criteria for the module assessments;
- Maintaining all of the above within the boundaries of the module specification;
- Recording achievements and producing module reports based on student feedback (SPOMs) and statistical analysis of results;
- Recommending APL / AP(E)L arrangements and any consequent reductions in required attendance in conjunction with the Programme Leader;
- Maintaining a file containing all the plans, materials and evaluations of the module(s).

Academic Tutors are responsible for:
- Ensuring that the student is gaining access to the learning opportunities specified in the Learning Agreement;
- Ensuring that where any issues arise, s/he resolves them with the workplace placement supervisor or senior manager as appropriate in the organisation so that the student's access to learning opportunities is secure;
- Supporting students in developing a detailed PDP;
- Discussing targets and an action plan;
- Meeting with students on three occasions each year.

Students are responsible for:
- Managing their time effectively to enable them to carry out required coursework / assignments;
- Evaluating the quality of the programme periodically as stipulated in the university's quality assurance procedures;
- Electing student representative(s) to sit on the Programme Board and the Staff-Student

Consultative Committee;
- Keeping all evidence of completed coursework securely until the programme has formally ended and been seen by the external examiner(s).

The nature of the taught and the subject content is such that analysis of the on-going student experience is an integral and necessary part of the learning process. On completion of each module, students generally complete a Student Perception of Module (SPOM) form that provides data and individual opinion for consideration by module tutors, the programme leader and the programme team. In addition, a SPOC, or similar evaluation, is used at the end of the programme by both Glyndŵr University and Yale College in order to evaluate learning and teaching processes. This, together with the outcomes of programme team meetings and student representative meetings, will constitute important material for inclusion in the Annual Monitoring Report (AMR). All students are issued with a Programme Handbook (produced jointly by Glyndŵr University and Yale College), which is updated annually and supplemented with other materials during the programme, such as specific module handbooks and detailed assessment tasks. The Programme Handbook contains important information about programme structure, assessment guidelines and grading criteria (including penalties for late submission and plagiarism), advice about writing assignments and scholarly conventions relating to the presentation of work.

The Programme Board meets up to three times per year as required by the quality cycle and within the required time-scales. The Programme Board normally consists of:
- Programme Leader who chairs and convenes the Programme Board Meetings
- Programme Co-ordinator (Yale College)
- Module Leaders as appropriate
- Student representatives from each cohort

The Programme Board will carry out the following tasks:
- To discuss programme statistics on enrolments, successful completions and progression
- To receive and discuss external examiners' reports
- To discuss problems, action plan and take action when necessary
- To contribute to evaluative processes in the compilation of the Annual Monitoring Reports
- To explore possible improvements to the programme and make appropriate changes where necessary using the University's/Department's procedures
- To exchange examples of good practice
- To make recommendation on staff development to the Academic Head

Research and scholarship underpin and inform teaching and learning within the Department of Early Childhood and Family Studies. The staff take part in a broad range of professional development activities, including attending and presenting papers at national and international conferences, consultancy, research and writing for publication.

The team consider it essential that research should underpin the curriculum. Knowledge and expertise gained through research and scholarly activity informs tutors' planning and is disseminated through seminars and teaching.

Particular support for learning

Academic support for candidates is a vital element of the programme and each student will be allocated an academic tutor either from Glyndŵr University or Yale College. A significant level of support for individuals on this type of programme is essential for their personal success as well as to maintain recruitment and retention levels. Academic support provided in tutorial time for individual students will be in the order of two hours per student per school term. It will involve tutors working on a one to one basis and in small groups at the University or College. All students will spend some of this support time looking at personal/professional development planning for their Learning Journal, with their academic tutor, using the prescribed documentation. A variety of other issues are likely to be covered within tutorial time, depending upon the individual needs of students. Tutors may wish to explore assessment content and feedback in more depth. The intention is to provide a flexible plan of tutorial support which will be of most benefit to the individual student.

Equality and Diversity

The foundation degree is written and designed with due regard to the University Strategic Equality Plan, whereby:

'The University is committed to enabling all individuals to benefit from higher education regardless of their personal characteristics of age, disability, race, sex, sexual orientation, gender reassignment, pregnancy or maternity, religion or belief and their status of being married or in a civil partnership'.

This is reflected through the programme recruitment procedures, delivery and content.