**PROGRAMME SPECIFICATION**

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| **Awarding body/institution** | Glyndŵr University |
| **Teaching institution** (if different from above) | |
| **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 | FdA The Learning and Development of Babies and Young Children<br><br>Certificate of Higher Education in The Learning and Development of Babies and Young Children |
| **Award title** | FdA The Learning and Development of Babies and Young Children |
| **JACS 2 code** | X310 |
| **UCAS code** (to be completed by admissions) | |
| **Relevant QAA subject benchmark statement/s** | QAA Early Childhood Studies Benchmarks |
| **Other external and internal reference points used to inform the programme outcomes** | Early Years Professional Status |
| **Mode/s of study** *(p/t, f/t, distance learning)* | E-Learning |
| **Language of study** | English |
| **Date at which the programme specification was written or revised** | Updated September 2012 |

**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 birth to five 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 birth to five 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.
- Access to a computer and internet connection at home. Those wishing to study by e-learning will need to feel confident in their ability to study online.

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
- IT competence (e-learning)

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.

**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 from birth to five.
- Explore and discuss the range of theoretical models that underpin birth to five practices.
- Enhance understanding of the importance of play within a birth to five environment.
- Recognise the ecological, social and diverse contexts of family life.
- Develop an understanding of the current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the well-being of children and their implications for early years settings.
- Explore the use of informal 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 at home and in the setting, to nurture children, to help them develop and to improve outcomes for them.
- 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 birth to five practice.

## Distinctive features of the programme

The FdA in The Learning and Development of Babies and Young Children has been developed in response to developments within the children's workforce to increase the number of appropriately qualified childcare providers in both England and Wales. Recent events have seen the introduction of Flying Start for children aged birth to three and the Foundation Phase for children aged three to seven in Wales and the introduction of the Foundation Stage for children aged birth to five in England. In delivering this programme Glyndŵr University will be supporting the Governments objective of raising the quality of early years provision and will be recognised as enabling practitioners to see that they are valued as professionals and have opportunities to develop and gain recognition for their achievements.

"We need to raise the profile of the sector and attract a new influx of highly skilled, highly motivated people who will value their worthwhile career and have the commitment, energy and enthusiasm required to be positive role models to our young children."
Welsh Assembly Government, Play Learn Grow Campaign 2008.

The programme is offered through e-learning.

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

The FdA in The Learning and Development of Babies and Young Children is a part-time flexible programme which has a modular structure. The Foundation Degree runs part-time over two full calendar years September to August.

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 FdA.

Students must be engaged in the work-place for at least 150 hours per year acting in a childcare role or in a supervisory role working for a recognised childcare organisation. The minimum length of time of study for the FdA 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 programme will be delivered using the University Virtual Learning Environment (Moodle).

**Level 4**

| Module 1<br><br>**Personal Learning and Development**<br><br>20 Credits | Module 2<br><br>**Child Development**<br><br>20 credits | Module 3<br><br>**Positive Relationships**<br><br>20 credits | Module 4<br><br>**Supporting Every Child and Inclusive Practice**<br><br>20 credits | Module 5<br><br>**Developing the Childcare Environment**<br><br>20 credits | Module 6<br><br>**Children's Health and Well-being**<br><br>20 credits |
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**Level 5**

| Module 7<br><br>**Reflective Practice and Research Methods**<br><br>20 credits | Module 8<br><br>**Safeguarding Children**<br><br>20 credits | Module 9<br><br>**Exploring Attachment**<br><br>20 credits | Module 10<br><br>**Play and Exploration**<br><br>20 credits | Module 11<br><br>**Curricula for Learning and Development**<br><br>20 credits | Module 12<br><br>**Provision to Meet Children's Needs (project)**<br><br>20 credits |
|---|---|---|---|---|---|

**Modular Structure - Indicative Delivery**

| Level 4 | | | | | |
|---|---|---|---|---|---|
| Semester | Module Title | Online Study (hours) | Individual Tutorial Support (hours) | Credits | Level |
| 1 Day Group session at Glyndŵr University (Saturday) | | | | | |
| 1<br>Sept -<br>Dec | Personal Learning and Development | 30 | 2 | 20 | 4 |
| | Child Development | 30 | | 20 | 4 |
| 1 Day Group session at Glyndŵr University (Saturday)<br>Optional Personal Tutorial (Saturday Evening/Sunday) | | | | | |
| 2<br>Jan -<br>March | Positive Relationships | 30 | 2 | 20 | 4 |
| | Supporting Every Child and Inclusive Practice | 30 | | 20 | 4 |

| | 1 Day Group session at Glyndŵr University (Saturday) | | | | | |
|---|---|---|---|---|---|---|
| 3 April - July | Developing the Childcare Environment | 30 | 2 | | 20 | 4 |
| | Children's Health and Well-being | 30 | | | 20 | 4 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | **Level 5** | | | | | |
| Semester | Module Title | Online study (hours) | Individual Tutorial Support (hours) | | Credits | Level |
| | 1 Day Group session at Glyndŵr University (Saturday) | | | | | |
| 1 Sept - Dec | Play and Exploration | 30 | 2 | | 20 | 5 |
| | Provision to Meet Children's Needs | 30 | | | 20 | 5 |
| | 1 Day Group session at Glyndŵr University (Saturday) | | | | | |
| 2 Jan - March | Exploring Attachment | 30 | 2 | | 20 | 5 |
| | Reflective Practice and Research Methods | 30 | | | 20 | 5 |
| | 1 Day Group session at Glyndŵr University (Saturday) | | | | | |
| 3 April - July | Curricula for Learning and Development | 30 | 2 | | 20 | 5 |
| | Safeguarding Children | 30 | | | 20 | 5 |

## Intended learning outcomes of the programme

**Level 4**

**A) Knowledge and understanding:**
**Students will be able to…**
**A1** Demonstrate a broad knowledge base relevant to academic study and professional practice with birth to five year olds.
**A2** Gain knowledge and understanding of child development and the way in which children learn.
**A3** Locate and understand policy and documentation about birth to five year olds 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 with birth to five year old children.
**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**
**A) Knowledge and understanding:**
**Students will be able to…**
**A1**   Demonstrate knowledge and critical understanding relevant to academic study and professional practice with birth to five year olds.
**A2**   Analyse knowledge and understanding of child development and the way in which children learn.
**A3**   Analyse and evaluate policy and documentation about birth to five year olds 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 with birth to five year old children. 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. |
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| **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: Personal Learning and Development | C | x | | | | | x | x | x | x | | x | x | x | x | x |
| | Module 2: Child Development | C | x | x | | | x | x | x | x | x | x | x | x | x | x | x |
| | Module 3: Positive Relationships | C | x | | x | x | | x | x | x | x | x | x | x | x | x | x |
| | Module 4: Supporting Every Child and Inclusive Relationships | C | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| | Module 5: Developing the Childcare Environment | C | x | | x | | | x | x | x | x | x | x | x | x | x | x |
| | Module 6: Children's Health and Well-being | C | x | x | x | x | | x | x | x | x | x | x | x | x | x | x |
| Level 5 | Module Title | | A1 | A2 | A3 | A4 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | D1 | D2 | D3 | D4 |
| | Module 7: Reflective Practice and Research Methods | C | x | | | | x | x | x | x | x | x | x | x | x | x | x |
| | Module 8: Safeguarding Children | C | x | | x | x | | x | x | x | x | x | x | x | x | x | x |

| Module | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Module 9: Exploring Attachment | C | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Module 10: Play and Exploration | C | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Module 11: Curricula for Learning and Development | C | x | x | 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 online sessions, live chat sessions, forums, group work activities, case studies, guided reflection, independent study, and Saturday study sessions 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.

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 leadership issues.

An important part of the course is the flexibility of the learning and teaching offered. The course is offered through e-learning to help the student manage their studies alongside their personal and professional life.

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 through e-learning.  They will engage in action planning and evaluation of their progress through monitoring their Learning Journal 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 the learning and development of babies and young children 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.

**Saturday Support Sessions/Individual Support Sessions:** Specific face to face support will be available through timetabled Saturday Study Days offered three times a year.

**E-mail and telephone support:** In addition to the above support students will have regular contact to their module and academic tutors through telephone and e-mail contact. Students may also request a face-to-face tutorial outside of the times specified above.

**VLE Forums and Collaborative Learning:** Students will be encouraged to maintain links made through the support sessions by using the discussion forum facility of the University VLE (Moodle). The module tutors will also run regular on-line collaborative sessions linked to the content of the modules as a way for students to share their experiences.

**Learning Sets:** Students will be encouraged to form learning sets with other students who live within a reasonable travelling distance (up to 1 hour) of a central point. The purpose of the learning set is to encourage students to form a group identity and support each other through e-mail, telephone and the VLE but also to meet with each other on a regular basis. As the programme grows and more students take up the e-learning option a learning set could be made up of students from both years of the Foundation degree, thereby enabling students to learn from each other and share experiences.

**Work-based Learning**

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 institution 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 or employment in a supervisory role by an organisation primarily concerned with children and/or childcare i.e. NCMA, NDNA, MYM, Action for Children etc.

The principles underpinning work based learning on the Foundation Degree in The Learning and Development of Babies and Young Children at Glyndŵr University are based on a number of premises, viz;

- That employers are involved in the design and regular review of the programme,
- 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 organisational 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 (not applicable in all cases, see above);
- 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 maybe 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.

**Work-based Learning Management and Support**

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 i.e. nursery workers, playgroup workers etc | • Work-place Learning Agreement | • Work-place mentor<br>• Academic tutor<br>• Learning sets<br>• Discussion forums |
| Owners of a childcare setting, childminders. | • No permission required to access documents or learning opportunities | • Peer-mentor<br>• Academic tutor<br>• Learning sets<br>• Discussion forums |
| 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)<br>• Peer-mentor<br>• Academic Tutor<br>• Learning sets<br>• Discussion Forums |

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.

**Work-place Learning Agreement**

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.

Implementation:

1. The support requirements from the setting are discussed with the student during interview.
2. The student is sent a Work-place Learning Agreement with a cover letter explaining its purpose to be signed by their employer in July. The employer has the opportunity to contact the Programme Leader to clarify any elements of the agreement before signing.
3. The Learning Agreement is returned to the student who brings it with them to enrolment in

September.
4. The work-place mentor supports the student by providing the learning opportunities and access to documentation as outlined in the agreement.

**Management of relationship**

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**

Each student will be supported to identify a work-place mentor.
The role of the work-place mentor is that of enabler and critical friend. They are not required to access the student or provide any written documentation. No formal training is required to undertake this role, although the programme leader 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 Mentor**
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 The Learning and Development of Babies and Young Children 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.

## Assessment regulations that apply to the programme

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

## 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 Programme 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 Foundation Degree and reports to the Academic Head. 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** responsibilities include:
- Ensuring that the Degree is delivered in accordance with Glyndŵr University's academic regulations;
- Ensuring effective liaison between staff within the Education and Childhood 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. The programme team are invited to the Department staff seminars and meetings.

**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 e-learning sessions 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 (Student Perception of Course), or similar evaluation, is used at the end of the programme 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). Changes to the programme through an AM1 will be made from time to time as a result of this process. Students review their progress regularly and establish targets and an appropriate action plan for the development of their academic and professional practice in a Personal Development Plan (PDP). Students meet with their academic tutor to review their PDP on two occasions during each year; arrangements for these meetings will be discussed between individual students and tutors.

All students are issued with a Programme Handbook, 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
- Module Leaders as appropriate
- Student representatives from each cohort
- Representative from employers
- Academic Head

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

**Particular support for learning**

Academic support for candidates is a vital element of the programme and each student will be allocated an academic tutor. 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. For students undertaking the course via e-learning tutorial support will be provided face to face in the Saturday group sessions at the beginning of each pair of modules and through e-mail, telephone and discussion forums. This is in addition to the allocated hours per module. 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.