School Of Education Futures

Foundation Degree in Early Years Services

OFF CAMPUS COURSE GUIDE 2013/14
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About this guide
This Course Guide has been designed to help you plan your course. You are encouraged to read this Guide through now. It will be a considerable advantage to you to be familiar from the outset with the various aspects of your studies that are described. It may be that the relevance of some of the sections will not be immediately obvious. Keep it somewhere accessible, so that you can refer to it as needed.

Obviously even in a document like this we have not covered every query and problem that you might have about the course. The Course Guide should be read in conjunction with the Undergraduate Student Guide / Postgraduate Student Guide; the Student Charter; the University’s Policies and Regulations and the University Assessment Handbook. These documents should provide you with all the basic information that we think you will need for your period of study here.

If you find that there is something you need to know, please contact your Academic School Office or local Student Centre on the details included below.

<table>
<thead>
<tr>
<th>Please enter the contact details for your Personal Tutor for your future reference:</th>
<th>The name of your Personal Tutor will be given to you at the beginning of your course and can be checked via e:Vision</th>
</tr>
</thead>
</table>
| Your local Academic School Office is: | WN Building  
Walsall Campus,  
WN301  
01902 32 2823 |
| Your Student Centre (Here to Help) is: | Here 2 Help  
WA Building  
Walsall Campus  
01902 32 3135 |

Please note that in order to develop and improve the Course, it may be necessary on occasions to amend or revise the details given in this Course Guide. We are pleased to hear your views and welcome suggestions for ways of improving the operation of the Course.
Welcome
On behalf of the Course Management Team I should like to extend to you a very warm welcome and wish you every success in your studies with the University of Wolverhampton.

The University experience and academic success is all about the effort you put into learning and making the most of the wide range of opportunities available to you. We welcome students who are eager to think for themselves, to take control of their own learning and who are ready to get involved in developing the skills required in a highly competitive job market.

Studying at a distance is not an easy option and you will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. But remember, we are here to support you even if you never have to come on to a University of Wolverhampton campus - see www.wlv.ac.uk/distance for further details.

We believe it is important that you are encouraged to make your own contribution to the effective operation and development of your chosen course. We are, therefore, keen to hear your views and would welcome any suggestions that you may have about ways of improving any aspect of your course and/or the student experience here at the University.

Jenny Worsley, Senior Lecturer and Subject Leader for the Foundation Degree in Early Years Services
J.Worsley@wlv.ac.uk

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Head of Department</th>
<th>Maggie Leese</th>
<th><a href="mailto:Maggie.leese@wlv.ac.uk">Maggie.leese@wlv.ac.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Leader</td>
<td>Jenny Worsley</td>
<td><a href="mailto:j.worsley@wlv.ac.uk">j.worsley@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Special Needs Co-ordinator</td>
<td>Stephanie Brewster</td>
<td><a href="mailto:S.Brewster@wlv.ac.uk">S.Brewster@wlv.ac.uk</a></td>
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</tbody>
</table>

Student Voice
The Student Voice is a partnership between the University and the Students' Union, put in place to make sure students opinions/feedback are heard at every level of university governance, from course level to the University's governing body.

The main positions within the Student Voice are Course Reps, who are volunteer students on every course. They have meetings with lecturers on a regular basis, highlighting both positive and negative feedback to Heads of Department or lecturers within their course. School Reps are elected during the Spring Elections and have meetings with Senior Management in their Schools. They are an essential link between Course Reps, the Students' Union and management within each School.

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union - www.wolvesunion.org/voice/.

Engagement
The University recognises that you have made a significant investment in both time and money in choosing to study for a degree. The University is committed to helping you fulfil your potential. Your engagement with the study materials, and participation in the sessions, activities and assessment tasks are very important in ensuring that you are able to do so.

Your engagement will help you to:
- Understand the subject area you are studying;
• Acquire and develop the skills and knowledge needed to ensure success;
• Prepare for assessment tasks;
• Learn from and with your fellow students;
• Receive feedback from your tutors on your progress;
• Fully participate in sessions, forums, seminars and other activities;
• Develop your communication skills.

If you are unable to participate in any of the activities or sessions please let your tutor know that you are unable to do so. He/she will then be able to give you advice on what was dealt with during the session or activity, and what you need to do to catch up. Please do remember how important engagement and participation is to your success. You are encouraged to engage with the University’s Virtual Learning Environment (VLE) and Student Management System, further details of how to access these can be found here.

Contact time with teaching and associated staff is available to help shape and guide your studies. The term 'contact hours' refers to the amount of time that you spend learning in contact with teaching or associated staff, when studying your chosen course. The number of contact hours on a course is influenced by the subject, as well as how and where you are studying.

The Wolverhampton Graduate
The University provides a high quality teaching and learning experience supported by learning environments which are conducive to deep and interactive learning. The environment enables students to achieve their full potential and attain the best possible outcomes, to maximise employment opportunities and career advancement.

By the end of your course, the university expects you to be a Wolverhampton Graduate who is knowledgeable and enterprising, digitally literate and a global citizen.

• Digitally Literate
  Our graduates will be confident users of advanced technologies; they will lead others, challenging convention by exploiting the rich sources of connectivity digital working allows.

• Knowledgeable and Enterprising
  Our graduates will know how to critique analyse and then apply knowledge they acquire in an enterprising way.

• Global citizens
  Our graduates will bring informed understandings of their place and ethical responsibilities in the world.

Further information can be found on the University student webpage for Graduate Attributes.

About the Course
This Guide outlines the modules which are available, teaching and learning activities and assessment tasks. If there is anything you need to discuss further, please contact Jenny Worsley, Senior Lecturer and Foundation Degree Subject Leader on j.worsley@wlv.ac.uk

The educational aims of the course are: to offer you appropriate education and training as a professional currently working within early years workforce but who lack a qualification at degree level.

Throughout the course there is an emphasis on the development of practical, personal and professional attributes. This includes qualities such as knowledge of early years policy and practice, challenging assumptions, responding to different views in an enterprising way and adopting collaborative ways of working with children, parents and other professionals.
The blended teaching and learning approach adopted by this Foundation degree enables you to become digitally literate, share knowledge, reflect on practice and develop professionals who are enterprising with their ideas.

The course learning outcomes are:

1. To demonstrate knowledge and understanding of the importance and challenges of developing quality practice and supporting others, to meet the needs of children and families, including health and well-being;
2. To demonstrate knowledge and understanding of the expected pattern of children’s development from birth, including pedagogical approaches, play, creative planning of learning opportunities, the curriculum, the learning environment, assessment and methods of researching these;
3. To recognise and critically analyse issues in relation to rights, diversity, equity and inclusion in relation to working with children and families across cultures and societies;
4. To make critical judgements about key theories, principles and issues of policy in a systematic way through their development as a reflective practitioner;
5. To be able to reflect critically on your own value system and evaluate your personal strengths and weaknesses for future learning and apply this to your academic study and professional practice;
6. To undertake enterprising work-based investigation and problem-solving and be able to communicate clearly a wide range of theoretical positions to a range of audiences using appropriate media and digital literacy skills.

These will be achieved through the following learning activities:

Lectures, seminars, debates, small group learning sets, presentations, online tasks and blogging, tutorials, independent research, video analysis, visits, case studies, workplace investigations. The Foundation degree in Early Years Services has a work-based module at level 4 and level 5 where you are required to link the development of their employability skills to their workplace experiences.

As your Foundation degree adopts a blended approach in relation to teaching learning you will have access to electronic copies of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, handouts, and reading lists through the University’s online learning environment. You will also have access to resources through a range of teaching web folios via Pebble pad e-portfolio. As part of the blended approach a range of online formative assessments has been designed, including small group learning sets and you will be introduced to e-portfolio whole group and individual blogs where meaningful electronic assessment feedback is given. Several of your assessments will be online; including blog discussions and you will be able to submit assessments online.

The course is accredited by the following professional body/ies
Department of Education and Teaching Agency in terms of policy development and guidance of workforce qualifications and reform.

**External Examiners**

Our current External Examiner is Mike Reed, Senior Lecturer and Foundation Degree Coordinator at Worcester University

External Examiners play a key role in helping the University to ensure that our standards are comparable with other institutions in the sector and are consistent over the years and that our assessment processes and regulations treat all students fairly and equitably. It is not part of their remit to communicate with individual students (it is to be noted that students are given access to External Examiner reports in their entirety in line with the HEFCE Publication 06/45 and some students may have the opportunity to meet with externals if they visit placement areas or attend for planned meetings or assessment). Students are therefore reminded that they must not make direct contact with External Examiners in respect of their assessed work or performance. Any student issues should be relayed either directly to the Module or Course Leader.
Academic Regulations
This course follows the University’s academic regulations. A full version of these regulations can be found on the University web page for Policies and Regulations. These regulations govern your course and will be binding on you. It is, therefore, important that you read and become familiar with them. If you have any questions regarding the regulations you should raise your query by logging an e:Vision Helpdesk call.

The maximum period over which an award may be studied is detailed in the regulations appropriate to your course. Typically these are:

<table>
<thead>
<tr>
<th>Part Time Students</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Degree</td>
<td>3 years</td>
<td>6 years</td>
</tr>
</tbody>
</table>

The above maximum registration periods do not include time away from study approved under the Leave of Absence procedure.

Please be aware that to be eligible to continue on your course you must pass at least one module in your first year of study.

Course Information

At level four you will be required to develop your skills of reflection in relation to your development as a professional within the children’s workforce and as a higher education student. This will be achieved through the use online learning sets and individual blogs using e-portfolio and a written reflective account. You will also be given the opportunity to develop your presentation skills within formative assessments such as seminars, panels, debates and more formal summative presentations and audio recordings. The development of your writing skills for higher education purposes will also be enhanced through both formative and summative written assignments, including an in-class test. There are also opportunities to help you link your new learning at university to practical situations and workplace experiences through the use of case study analysis and observation.

An integral part of the philosophy of a Foundation degree is the use of Accreditation of Prior Learning. At level four there is the opportunity to use your current workplace experience through a range of activities and validation from your workplace to achieve up to forty credits. If you do not wish to apply for APL then you have the opportunity to undertake taught modules level four modules, namely, Growing up in the 21st Century and Power, Inclusion and Diversity.

At level five you will develop your skills of reflection further to become more critical and enterprising in nature through the use of work-based investigation and problem-solving. The opportunity to enhance your oral and presentation skills is integrated into assessments to enable you to justify, critique and communicate your theoretical positioning. This will also be achieved through written assignments and a reflective account where your ability to be more analytical on a range of topics will be assessed. Your digital literacy skills will be developed further through a range of online formative tasks and journaling using e-portfolio blogs and resources.
You will have a range of student support at the University’s Walsall campus. These are available through study skills sessions at the Learning Centre and access to electronic resources.

http://www.wlv.ac.uk/lib - the Learning Centre pages
http://www.wlv.ac.uk/lib/education - Education Subject pages
http://www.wlv.ac.uk/lib/skills - the Skills for learning page (study skills)
http://www.wlv.ac.uk/lib/referencing - Harvard Referencing and RefWorks reference management software

Study skills are embedded in this course as part of teaching and learning activities, in terms of analysing articles, undertaking literature searches and writing activities.

There is also a Special Needs Tutor for students who feel they have a special or additional need that may affect their learning, achievement or inclusion in University life.

The personal tutor role is an integral part of your course; this includes both face-to-face meetings and online support through the use of e-portfolio blogs. There is also support for your learning within modules you are studying as part of formative assessments and tutorial opportunities.

This Foundation degree is taught on a flexible basis and allows you to undertake your studies around your working commitments. You will also benefit from excellent learning resources and a blended learning approach which has been exemplified as good practice by our external examiner. All the members of the teaching team are active researchers of Early Years, Childhood and Family Studies.

Academic Misconduct
We take pride in the academic integrity of our staff and students but when academic misconduct is suspected the University will take action. The University considers seriously all acts of academic misconduct, which by definition are dishonest and in direct opposition to the values of a learning community. If not challenged, academic misconduct will ultimately devalue our academic standards and undermines the honest efforts on the part of our staff and students.

Academic misconduct includes plagiarism, collusion and cheating and may be deliberate or unintentional. Whatever form it takes, it will be thoroughly investigated and penalties will be applied if proven.

Support for Students
The University and the Students’ Union believe that many incidents of academic misconduct can be avoided by increasing students’ knowledge and skill.

A variety of support mechanisms are in place to help students succeed and avoid academic misconduct:

- Visit our study skills support website at www.wlv.ac.uk/skills. See the section on tackling academic misconduct.
- Download the Students' Union guide to Avoiding Academic Misconduct ("Write Right") - available from the Student’s Union website:
- Book a Skype appointment with study skills adviser or joint the online chat service ASSIST through the Learning Centre “Skills for Learning” website.
- Contact your personal tutor or module leader.
Remember – there is help available if you need it.

**Defining Academic Misconduct**

**Cheating**

Cheating is defined as any attempt to gain unfair advantage in an assessment by dishonest means, and includes, for example, all breaches of examination room rules, impersonating another student, falsifying data, and obtaining an examination paper in advance of its authorised release. **Cheating attracts the University's most severe penalties.**

Other common examples of cheating would include –

- Being in possession of “revision notes” during an examination
- The purchase or commission of assignments from others
- Theft of other students’ work
- Prohibited communication during an examination

**Plagiarism**

Plagiarism is the act of taking someone else’s work and passing it off as your own. This includes incorporating either unattributed direct quotation(s) or substantial paraphrasing from the work of another/others. It is important to cite all sources whose work has been drawn on and reference them fully in accordance with the referencing standard used in each academic school.

The most common forms of plagiarism are –

- Cut or copied and pasted materials from websites
- Copying the work of another student (past or present) including essays available through “essay bank” websites – or other data.
- Copying material from a text book or journal

When you’re using other people’s work or ideas it is important to engage with their work critically. You can quote, paraphrase, summarise or critically review – but you must always provide appropriate references.

**Collusion**

Collusion is when two or more people combine to produce a piece of work for assessment that is passed off as the work of one student alone. The work may be so alike in content, wording and structure that the similarity goes beyond what might have been coincidence. For example – where one student has copied the work of another, or where a joint effort has taken place in producing what should have been an individual effort.

Collusion should not be confused with the normal situation in which students learn from one another, sharing ideas and group work to complete assignments (where this is specifically authorised).

**Penalties**

Where an offence is admitted, or a panel decides that cheating, plagiarism or collusion has occurred, a penalty will be imposed. There is a cumulative range of penalties which will be applied to any continuous period of registration for study with the University. The severity of the penalty will vary according to the nature of the offence and the number of previous offences. Penalties range from failure of the assignment under investigation to exclusion from the University.

Full details about the University's policy on Academic Misconduct and regulations and procedures for the investigation of academic misconduct are available on the Conduct and Appeals website.

**Course Structure for Undergraduate courses**

Students will study:
**Full-time**: normally modules worth 120 credits each academic year  
**Part-time**: normally modules worth no more than 80 credits each academic year.

### Level 4 (1)

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<thead>
<tr>
<th>Yearlong modules</th>
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<tbody>
<tr>
<td>Core Code Title Credit</td>
</tr>
<tr>
<td>Core 4SN002 The Reflective Practitioner 20</td>
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<tr>
<td>Core 4CF001 Play and Leisure 20</td>
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<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core 4CF002 Child development 20</td>
<td>Core 4CF005 Safeguarding 20</td>
</tr>
<tr>
<td>Core 4CF004 4CF004 Growing up in the 21st Century OR APEL 20</td>
<td>C/O 4CF003 Power, Inclusion and Diversity OR APEL 20</td>
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### Level 5 (2)

<table>
<thead>
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<th>Yearlong modules</th>
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<tbody>
<tr>
<td>Core Code Title Credit</td>
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<tr>
<td>Core 5CF004 Developing Critical Reflection and Practice 20</td>
</tr>
<tr>
<td>Core 5CF007 Title Children, Family and Society 20</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core 5CF011 Language and Literacy in the Early Years 20</td>
<td>Core 5CF013 Developing knowledge and understanding in Young Children 20</td>
</tr>
<tr>
<td>Core 5ED002 Research Methods 20</td>
<td></td>
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</table>

### Level 5 Year 2 - Semester 1

<table>
<thead>
<tr>
<th>Core Code Title Credit</th>
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<tbody>
<tr>
<td>Core 5CF005 Families and Communities 20</td>
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<tr>
<td>Core 5ED002 Research Methods 20</td>
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</tbody>
</table>

**University Academic Calendar**

[University Academic Calendar](#)
Where to get help with your course

Student Support
If you encounter any issues (personal or academic) the following diagram directs you to the appropriate department or staff member.

Administration queries:
enrolment
extensions
extenuating circumstances
Leave of Absence
Course transfer, etc

eVision helpdesk

Academic and Course related queries
Personal Tutor
Course Leader
Head of Department (by email)

Module related queries
Module guide (on WOLF)
Module Leader
or Tutor

Support for Study Skills
W: www.wlv.ac.uk/skills
E: skills@wlv.ac.uk

Who to Contact for help when you are studying off campus

Financial advice
W: www.wlv.ac.uk/moneymatters
E: money4students@wlv.ac.uk

Careers & Employment Centre
W: www.wlv.ac.uk/careers
E: careers@wlv.ac.uk

Special Needs (Students with disabilities)
Special Needs Tutor
or
Student Enabling Centre
W: www.wlv.ac.uk/sec
E: sec@wlv.ac.uk

Personal Issues
Personal Tutor (see eVision for details)
University Counselling Service
W:
www.wlv.ac.uk/counselling
E: counsellingservices@wlv.ac.uk

General queries
eVision helpdesk
or
www.wlv.ac.uk/distance

Independent academic, financial and international advice
Students’ Union Advice and Support Centre
W: www.wolvesunion.org/advice
**Extensions, Extenuating Circumstances and Leave of Absence**

The University wants all students to do their best. You are expected to take responsibility for your own learning and we know students perform best if they participate in all activities associated with their modules.

Very occasionally something may happen suddenly which is beyond your control and this will prevent you from attending an examination (or other test) or completing an assessment by the due date. Common reasons for needing additional help are poor health or a death in the family – although other reasons may apply.

**Extensions** - for some assessments there may be the option to apply for a short term (maximum 7 days) extension if you are experiencing difficulties in completing your work on time. You should apply for the extension via your e:Vision account on or before your assessment date and provide supporting evidence to your Student Centre. On receipt of the evidence your claim will be assessed and you will be notified by e-mail if your extension has been approved and your revised submission date. Further details can be found [here](#).

**Extenuating Circumstances** – claims for extenuating circumstances are also submitted via your e:Vision account on or before your assessment date and again evidence to support your claim must be provided to your Student Centre. Claims for Extenuating Circumstances tend to be for more serious matters and if your claim is accepted then it enables you to take the assessment at the next available opportunity without penalty. Further details can be found [here](#). If you have any queries regarding either of these processes then please log a call on the e:Vision helpdesk.

**Leave of Absence** - in more extreme cases of potential prolonged absence you might consider a temporary leave of absence. Students may temporarily suspend their studies a semester at a time (and up to a maximum of four semesters). You can apply for a Leave of Absence via e:Vision but we would strongly recommend that you get advice from your Personal Tutor, your Student Centre or the Students' Union, particularly regarding the financial implications, before taking this step.

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**Health and Wellbeing whilst using your computer**

As a student you will be using a computer for the majority of your study. The guidelines below are to promote good health and wellbeing in relation to your computer use.

**Set-up and space**

Ensure you have a comfortable working area where you can have adequate space for your keyboard, mouse, monitor or laptop/mobile device and that you are in a comfortable seated position. Try to prevent eye strain by ensuring you have good lighting, adjusting your monitor to prevent glare and by cleaning your monitor regularly. If you are using a laptop for any extended length of time try to use an external mouse to prevent continued use of a laptop mouse pad which can cause strain injuries.

**Taking a break**

You should take regular breaks away from the screen. One to two minutes away every thirty minutes can be most effective, with regular longer breaks every couple of hours. Physically moving away from the screen and working area will also allow for important stretching and increasing circulation as well as reducing eye strain from looking at the screen.

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**Progression for Further Study**

You may choose to apply at level 5 for Early Years professional Status through Best Practice Network or successful completion of this course could lead to primary teaching, social work, health
education, early year's management, children’s information services, play services and community family support work. You have progression to the final stages of an Honours degree at the University, such as the BA (Hons) in Childhood Studies. You will also develop and consolidate a range of employability skills, including sharing information, working with and in groups, presenting information, digital literacy and critical thinking skills.

Alumni

_We're proud of your success. Be proud of your connection with us._

Once you complete your studies you will continue to be part of the University of Wolverhampton academic community as one of our ever growing alumni community. The WLV Alumni Association is a university-wide association bringing together Wolverhampton graduates.

For further information please visit our [Alumni](#) website.

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<th>VERSION</th>
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<td>March 2013</td>
<td>APPROVED BY UQEC</td>
</tr>
<tr>
<td>REVIEW DATE</td>
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