Faculty of Education Health and Wellbeing

Institute of Education

BA (Hons) Early Childhood Studies

ON CAMPUS COURSE GUIDE 2016/7
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 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 Faculty 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>
<tbody>
<tr>
<td>Your local Academic Faculty Office is:</td>
<td>Sister Dora (WP) Building Walsall Campus Telephone 01902 518934</td>
</tr>
<tr>
<td>Your Student Centre is:</td>
<td>HERE 2 HELP WA Building Walsall Campus 01902 323135</td>
</tr>
</tbody>
</table>

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 at 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.

You will need to demonstrate good time management skills, independent learning, flexibility and discipline in order to achieve a study-work-life balance. 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.

Graham Jones, Course Leader (Graham.Jones@wlv.ac.uk)

Course Management and Staff Involved with the Course

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Building/Room No</th>
<th>Telephone number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faye Stanley</td>
<td>Head of Childhood Studies</td>
<td>WN332</td>
<td>01902 32 3371</td>
<td><a href="mailto:Fayestanley@wlv.ac.uk">Fayestanley@wlv.ac.uk</a></td>
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</tr>
<tr>
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<td><a href="mailto:Graham.Jones@wlv.ac.uk">Graham.Jones@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Lynn Richards</td>
<td>Senior Lecturer</td>
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<td>01902 32 3379</td>
<td><a href="mailto:lynnrichards@wlv.ac.uk">lynnrichards@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Tracey Edwards</td>
<td>Lecturer</td>
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<td>01902 32 3244</td>
<td><a href="mailto:Tracey.Edwards2@wlv.ac.uk">Tracey.Edwards2@wlv.ac.uk</a></td>
</tr>
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<td><a href="mailto:S.Mander@wlv.ac.uk">S.Mander@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Kay Bennett</td>
<td>Lecturer</td>
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<td>01902 32 2866</td>
<td><a href="mailto:K.Bennett4@wlv.ac.uk">K.Bennett4@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Helen Lyndon</td>
<td>Lecturer</td>
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<td>01902 32 3281</td>
<td><a href="mailto:H.Lyndon2@wlv.ac.uk">H.Lyndon2@wlv.ac.uk</a></td>
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<tr>
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<td>Senior Lecturer</td>
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<td><a href="mailto:S.Raja@wlv.ac.uk">S.Raja@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Gurpinder Lalli</td>
<td>Lecturer</td>
<td>WP134</td>
<td>01902 32 3708</td>
<td><a href="mailto:Gurpinder.Lalli@wlv.ac.uk">Gurpinder.Lalli@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Helen Perkins</td>
<td>Lecturer</td>
<td>WP134</td>
<td>01902 32 2219</td>
<td><a href="mailto:H.Perkins@wlv.ac.uk">H.Perkins@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Jayne Daly</td>
<td>Lecturer</td>
<td>WP134</td>
<td>01902 32 3323</td>
<td><a href="mailto:J.Daly3@wlv.ac.uk">J.Daly3@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Office</td>
<td>Phone</td>
<td>Email</td>
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<tr>
<td>Wendee White</td>
<td>Lecturer</td>
<td>WP134</td>
<td>01902 51 8877</td>
<td><a href="mailto:W.White2@wlv.ac.uk">W.White2@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Zeta Brown</td>
<td>Lecturer</td>
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<td>01902 32 3155</td>
<td><a href="mailto:Zeta.Brown@wlv.ac.uk">Zeta.Brown@wlv.ac.uk</a></td>
</tr>
<tr>
<td>Stephanie Brewster</td>
<td>Faculty Enabling Tutor</td>
<td>WA106</td>
<td>01902 32 3026</td>
<td><a href="mailto:S.Brewster@wlv.ac.uk">S.Brewster@wlv.ac.uk</a></td>
</tr>
</tbody>
</table>
## Student Support in FEHW

<table>
<thead>
<tr>
<th><strong>STUDENT ADVISORS</strong></th>
<th><strong>HERE2HELP STUDENT CENTRE</strong></th>
<th><strong>PERSONAL TUTOR</strong></th>
<th><strong>SKILLS FOR LEARNING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedicated staff employed within the Faculty to support your University experience</td>
<td>Each campus has a Student Centre, commonly known as ‘Here2Help’</td>
<td>An academic member of staff will act as your personal tutor for the duration of your Degree.</td>
<td>Trained and professional staff supporting your academic work based in our <a href="#">Learning Centres</a>.</td>
</tr>
<tr>
<td>Links to our Graduate Interns</td>
<td></td>
<td></td>
<td>Online and in person support and guidance</td>
</tr>
<tr>
<td>Pre-entry support</td>
<td>Enrolment &amp; module registration Submitting work &amp; examinations Academic regulations – one week extensions &amp; extenuating circumstances Leave of absence Student finance issues Student enabling centre Careers &amp; counselling appointments</td>
<td>Support for your academic development and progression Personal (pastoral) guidance A consistent point of contact throughout your studies. Three meetings per year.</td>
<td>Transferable support on your academic study skills: General skills guidance Academic writing support Referencing Searching for literature</td>
</tr>
<tr>
<td>General support about study and student life Guidance – referral to University services Knowledge of the Faculty and its Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact: <a href="mailto:FEHWSupport@wlv.ac.uk">FEHWSupport@wlv.ac.uk</a> Regular drop in sessions &amp; appointments City – MX building Walsall – WN &amp; WP building Burton Campus</td>
<td>City - MX building 01902 321150 Walsall - WA building 01902 323135 Log a call – e:vision helpdesk (Help&gt;contacts)</td>
<td>Check who your tutor is on e:vision Meet with your personal tutor at regular intervals Visit SAMS to book an appointment <a href="http://FEHWSams.wlv.ac.uk/">http://FEHWSams.wlv.ac.uk/</a></td>
<td>Skills for Learning <a href="#">website</a> Workshops Drop-in sessions Appointments Study guides Online resources Twitter, Facebook, Skype (wlv_skills) and YouTube</td>
</tr>
</tbody>
</table>

***Visit the Student Support homepage for more information***

***Also visit the Students Union [Advice and Support Centre](#) for impartial guidance***
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.

<table>
<thead>
<tr>
<th>Level 4 (1)</th>
<th>Semester 1</th>
<th>Semester 2</th>
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</thead>
<tbody>
<tr>
<td>C</td>
<td>Power, Inclusion and Diversity (4CF003) 20Credits</td>
<td>C</td>
</tr>
<tr>
<td>C</td>
<td>Child Development (4CF002) 20 Credits</td>
<td>The Role of Play in Childhood (4CF012) 20Credits</td>
</tr>
<tr>
<td>C</td>
<td>Safeguarding and Promoting Well-Being (4CF005) 20Credits</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Growing Up in the 21st Century (4CF004) 20Credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developing a Professional Role as an Early years teacher (4CF013) 20Credits</td>
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</table>

<table>
<thead>
<tr>
<th>Level 5 (2)</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Health in the Early Years (5CF016) 20 Credits</td>
<td>C</td>
</tr>
<tr>
<td>C</td>
<td>Developing Knowledge and Understanding with Young Children (5CF013) 20Credits</td>
<td>Research Methods (5ED002) 20Credits</td>
</tr>
<tr>
<td>C</td>
<td>Children, Family and Society (5CF007) 20Credits</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Language and Literacy in the Early Years (5CF011) 20Credits</td>
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<tr>
<td></td>
<td></td>
<td>Professional Studies (5CF006)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 6 (3)</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Education Research Project (6ED015) 40Credits</td>
<td>C</td>
</tr>
<tr>
<td>C</td>
<td>Tackling Inequality Through Inter-Agency Working (6CF003) 20Credits</td>
<td>Leading Quality (6CF011) 20Credits</td>
</tr>
<tr>
<td>C</td>
<td>Rights, Responsibilities and Advocacy (6CF005) 20Credits</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluating Curricula Frameworks (6CF010) 20Credits</td>
</tr>
</tbody>
</table>
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 Graham Jones, Early Childhood Studies Course Leader

The educational aims of the course are: The Early Childhood Studies degree will develop your skills and knowledge required for a range of careers working with children, their families and the services that support them. The course will draw on a range of disciplines such as history, psychology, education, sociology, welfare and social policy.

The course is suitable for people new to this area or experienced staff searching for career development. The course takes account of the ecology of children’s lives in studying the complexities of family life and of children’s development from conception onwards and the significance of childhood across cultures and societies.

Work experience placements are an integral part of the course and can be negotiated in a variety of settings such as schools, nurseries, community care centres, hospitals, social services, libraries children’s centres, and other relevant settings. The course will consider theory in relation to the implications for practice and enable you to evaluate and develop appropriate pedagogical approaches to work with children and their families and to consider ethical principles and high quality practice.

Teaching and learning is designed to support digital literacy through use of a range of online tools, such as virtual learning environments and e-portfolios and you are encouraged to share knowledge and be enterprising with your ideas.

The course learning outcomes are:
At the end of this course you, the student, will be able to:

<table>
<thead>
<tr>
<th>Certificate in Higher Education</th>
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</thead>
<tbody>
<tr>
<td>At the end of <strong>level 4</strong> you, the student, will be able to:</td>
</tr>
</tbody>
</table>

1. Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

2. Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

3. Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

4. Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

5. Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility
### Diploma in Higher Education

**At the end of level 5 you, the student, will be able to:**

1. Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

2. Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.

3. Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.

4. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

5. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively.

6. Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

### BA Non-Honours Degree

**At the completion of 60 level 6 credits you, the student, will be able to:**

1. Reflect upon a range of philosophical, historical, psychological, sociological and consider how these underpin different understanding of children and childhood.

2. Demonstrate the knowledge and awareness of the skills needed for different pedagogical approaches when working with children, families, communities and other professionals as well as acting as an advocate for children, families and communities including promoting children’s welfare and safety needs.

3. Recognise and critically analyse issues in relation to rights, diversity, equity and inclusion in relation to working with children, families and communities in the UK and globally.

4. Make critical judgements and evaluations about key concepts, theories and principles including current debates in the area of childhood studies and research in child development and analyse data effectively and interpret this arriving at supported conclusions.
5. Critically reflect on your own value systems and that of others, in a systematic and sensitive way to develop your professional and ethical practice for improvements to multi-agency practices for children.

6. to communicate clearly to a range of audiences for a range of purposes including the ability to take the lead, support, plan and work collaboratively with others.

### BA Honours Degree

At the end of **level 6** you, the student, will be able to:

1. Reflect upon a range of philosophical, historical, psychological, sociological and consider how these underpin different understanding of children and childhood.

2. Demonstrate the knowledge and awareness of the skills needed for different pedagogical approaches when working with children, families, communities and other professionals as well as acting as an advocate for children, families and communities including promoting children’s welfare and safety needs.

3. Recognise and critically analyse issues in relation to rights, diversity, equity and inclusion in relation to working with children, families and communities in the UK and globally.

4. Make critical judgements and evaluations about key concepts, theories and principles including current debates in the area of childhood studies and research in child development and analyse data effectively and interpret this arriving at supported conclusions.

5. Critically reflect on your own value systems and that of others, in a systematic and sensitive way to develop your professional and ethical practice for improvements to multi-agency practices for children.

6. to communicate clearly to a range of audiences for a range of purposes including the ability to take the lead, support, plan and work collaboratively with others.

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.

Students will also have the opportunity to experience a placement at every level of their course giving students’ the opportunity to relate their theoretical knowledge to practice.

The course is accredited, endorsed or approved (depending on the professional body requirements) ‘Teaching Agency for Specialist Students’
Contact Hours
At University, the term ‘contact hours’ is used very broadly to refer to the amount of time that you spend learning in contact with teaching or associated staff, when studying for a particular course. This time provides you with support in developing your subject knowledge and skills, and provides opportunities to develop and reflect on your own, independent learning.

Contact time on this course will be based on your interaction with staff in some or all of the following situations: lectures, seminars, tutorials, demonstrations, practical classes and workshops, project supervisions, fieldwork, external visits, one-to-one sessions and discussions, interaction by email and other electronic or virtual media and situations where feedback is given on assessed work.

During your study this interaction takes place with academic (teaching and research) staff, teaching assistants, technical and specialist support staff, employers and others.

Alongside contact time, private and independent study is therefore very significant. This is the time that you spend learning without direct supervision from, or contact with, a member of staff. Your independent study time will include background reading, preparation for seminars or tutorials, follow-up work, wider practice, the completion of assignments, revision and others.

University Academic Calendar
University Academic Calendar.

Timetables
Timetabling information is available to you through the following:

1) Using the teaching timetable where you can search for and view all modules online at www.wlv.ac.uk/timetable.
2) Once you have completed your module registration, a more personalised timetable showing only those modules which you are studying will be available for you to view through your e:Vision page.
3) For more general information about timetabling and teaching rooms use the Central Timetabling Unit webpages at www.wlv.ac.uk/ctu.

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. Faculty Reps are elected during the Spring Elections and have meetings with Senior Management within their Faculty. They are an essential link between Course Reps, the Students’ Union and management within each Faculty. To find your Faculty Rep: Faculty Representatives

If you ever wanted to get involved with the student voice, or need more information please contact the Engagement Team in the Students’ Union – Student Voice
For independent advice and guidance on all matters related to being a student eg. academic, finance, and housing issues, contact the Students’ Union’s Advice and Support Centre by telephone or e-mail Advice and Support.

Responding to Student Feedback “You said/We did”
‘We have ensured that more information is given to students about their course and each student is automatically subscribed to our student support site. We have embedded employability and academic skills into modules to ensure students feel more prepared for employment. We have also looked at assessments across the programme so that students have a range of assessments but are supported at each level of their study for these, through a spiral curriculum’.

Student Charter
The University’s Student Charter has been developed primarily by the Students’ Union and informed by student views. The Charter is not a contract, nor is it intended to be legally binding; it is a set of shared expectations which establishes the values and standards we are seeking to promote across all of our learning community. The Charter seeks to apply to all students on all courses and reflect our normal expectations of your experience at University. On occasions different types of study and interactions will mean necessary variations from time to time. However, what is important to us is that, whatever you are studying, your experience is a great one.

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 may be required to sign an attendance register at lectures so that we may monitor engagement. 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. Academic staff should make it clear how many hours contact time you should receive, and what these hours are at the beginning of the course/module.

The Wolverhampton Graduate
The experience of studying at University is about much more than just gaining knowledge and understanding of a subject(s), it is also about developing additional skills and capabilities that you can take with you into a wide range of different settings. Sometimes it can be difficult to explain to others what you have done and achieved. The following Graduate Attributes will help you think about the knowledge and skills you have gained and how these can be presented to prospective employers and/or other interested parties. This is not an exhaustive list and you will need to reflect on what you can personally demonstrate that is appropriate for different settings and contexts such as job interviews. You will also have formed your own opinion about what going to university means to you and how you think you have developed.

While at university you will have the opportunity to:
1. acquire, generate, interrogate and apply knowledge from a wide range of sources,
2. develop research skills to enable analysis, synthesis, understanding and evaluation of data and information.
3. demonstrate self-discipline and organizational skills by meeting deadlines, and taking responsibility for your own development and learning
4. present ideas clearly in an informed and persuasive manner to a variety of audiences.
5. be innovative, creative and enterprising work collaboratively, whilst acknowledging, respecting and engaging with the views of others in a constructive and empathetic manner
6. draw on professional advice and feedback to reflect on and improve your own learning and professional practice;
7. prepare for the world of work through engagement with real life situations, briefs and problems
8. engage with new ideas and ways of working as an active member of the communities in which you study, live and work.

External Examiners
Kate Wall, University of Chichester

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 via the Modules and Programmes page on e-vision 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.

**Exam Regulations**

The University also have regulations that specifically cover examinations. Examination Regulations

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>Undergraduate Sandwich Honours Degrees</th>
<th>Normal</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honours Degree (sandwich)</td>
<td>4 years</td>
<td>6 years</td>
</tr>
<tr>
<td>Degree (sandwich)</td>
<td>4 years</td>
<td>6 years</td>
</tr>
<tr>
<td>Part Time Students</td>
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<td></td>
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<tr>
<td>Honours Degree (sandwich)</td>
<td>6 years</td>
<td>10 years</td>
</tr>
<tr>
<td>Degree (sandwich)</td>
<td>5 years</td>
<td>10 years</td>
</tr>
</tbody>
</table>

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.

The above maximum registration periods do not include time away from study approved under Leave of Absence procedure (see below)

The Safeguarding module needs to be successfully passed as it is exempt from compensation in the event of marginal failure.

**Course Information**

Reference

QAA Subject Benchmarks for Early Childhood Studies and QAA Benchmarks for Foundation Degrees have been inter-related.

Framework for Higher Education Qualifications

Early Years Teacher Status (National College for Teaching and leadership). The standards have been considered in the learning outcomes as the Department for Education have indicated that the BA (Hons) Childhood Studies is one of the recognised routes for Early Years Teacher Status. (Graduate route).

Special Educational Needs Disability Act 2001 (SENDA), Race Relations Amendment Act 2000 (RRAA), Equality Act 2010 and the QAA Benchmarks for Foundation Degrees. These benchmarks state that the knowledge, skills associated with a Foundation degree should be delivered through a diverse and innovative range of methods that will reflect the diversity of learners needs. These acts and benchmarks have been considered by the
development of a blended delivery approach involving both online and face-to-face teaching and learning. This will help to

- Ensure reasonable adjustments have taken place to ensure the inclusion of all learners
- Challenge barriers to learning, such as making the learning environment more accessible via the use of teaching web folio’s using text, images and sound
- The inclusion of online forums or web quest tasks for students who may have difficulty in participating in discussions, asking questions or group activities in the classroom
- Provision of teaching materials online
- Tutorial support via module lecturers and personal tutor
- Assessments that encourage learners to review their learning and appraise their own value systems
- The learning outcomes reflect the importance of diversity and equal opportunities and underpins the values of working as future advocates for children and their families and to critically consider the importance of anti-discriminatory practice

Blended Learning

<table>
<thead>
<tr>
<th>Blended Learning Students are entitled to:</th>
<th>You will have access to electronic copies of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, handouts, and reading lists in respect of each module on the programme through the University’s online learning platform</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. have access where possible to an electronic copy of all lecturer-produced course documents e.g. module guides, assessment briefs, presentations, handouts, and reading lists</td>
<td>A range of online formative assessments will be offered via the University learning platform in a number of modules; tutor feedback will be provided electronically on your submitted work</td>
</tr>
<tr>
<td>2. formative assessment opportunities on line with appropriate meaningful electronic assessment feedback;</td>
<td>There will be opportunities within modules to use small and whole group blogs in order that you can work in a collaborative way online</td>
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<tr>
<td>3. have opportunities to collaborate on line with others in their learning cohort;</td>
<td>You will be encouraged to use an individual online blog to provide you with the opportunity to participate in electronic Personal Development Planning (ePDP)</td>
</tr>
<tr>
<td>4. have the opportunity to participate in electronic Personal Development Planning (ePDP);</td>
<td>You will be able to submit appropriate assessments online</td>
</tr>
<tr>
<td>5. submit all appropriate assessments online;</td>
<td>Face-to-face sessions will offer opportunities for whole-group and small-group activities. Student participation is encouraged within the teaching-learning programme with an emphasis on discussion and debate</td>
</tr>
<tr>
<td>6. Opportunities to engage in interactive learning during all face to face sessions.</td>
<td></td>
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</tbody>
</table>

Assessment Methods
The course is written as a ‘spiral curriculum’ which ensures that students are supported and ‘scaffolded’ at each level in terms of the course content and formative and summative assessment tasks.

At level four you will be required to develop your knowledge of key concepts and theories and analyse patterns of children’s development with a focus on children’s physical, social and emotional development as well expressive arts and design. You will also begin to recognise key issues in relation to rights, diversity, equity and inclusion in relation to working with children and families in the UK and globally. You will also be given the opportunity to develop your presentation skills within formative assessments such as seminars, 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. There are also opportunities to help you link your new learning at university to practical situations and workplace/placement experiences in the form a portfolio of short reflexive essays together with a concluding self-reflection identifying the most significant aspects of personal learning experienced through the module.

At level five you will develop your analytical and critical reflection skills further and you will have the opportunity to enhance your oral and presentation skills which is integrated into assessments to enable you to justify, critique and communicate your theoretical positioning. This will also be achieved through written assignments including a proposal to capture your ideas for your research project at level 6 and therefore 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 formative tasks. You will also critically reflect on your own value systems and that of others, in a systematic way to develop your professional and ethical practice by completing a workplace/placement and reflecting upon pedagogical approaches as well as international perspectives to working with children and their families and methods for researching these. There will be a focus on children’s language, literacy, maths and knowledge and understanding of the world.

At level six you will be evaluating, synthesising and applying some of the challenges of working with children and their families through a variety of formative and summative assessments including written work and an interview and presentation. You will also undertake enterprising work-based investigation and problem solving including the role of a leader in ensuring high quality service delivery that meets the needs of children and their families. You will also have developed your own values and appraisal systems and relate this to your own professional goals and link this to your workplace/placement experience.

An integral part of the philosophy of the degree is the use of Accreditation of Prior Learning. At level four, if you are a practitioner, 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 level four modules.

**Support for Learning**
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.

- Learning and Information Services www.wlv.ac.uk/lib
- Library Catalogue (Summon) www.wlv.ac.uk/lib/search
- Education Subject Resources (Journal databases etc) www.wlv.ac.uk/lib/education
- Harvard Referencing www.wlv.ac.uk/lib/harvard
- Skills for Learning (Workshops, guides etc) www.wlv.ac.uk/lib/skills

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. We also have an academic member of staff who provides academic support sessions which will provide you with the opportunity to talk through issues and concerns that you may wish to focus on to improve your academic skills further. There is also a ‘Faculty Enabling Tutor’ for students who feel they have a special or additional needs that may affect their learning, achievement or inclusion in University life. In addition students’ will be supported by tutors to find a placement in a variety of early years settings throughout the course.

Any Distinctive Features of the Course

- This course involves placements at every level of study.
- The teaching team are from a range of professional backgrounds including education, local authorities, social work, adult education and youth work and are all actively involved in research and writing.
- This course is taught full time and part time
- Members of the Childhood Studies team are all active researchers in an area of childhood studies. For example, the experience of part time students, teachers perspectives in primary education of government agendas and comparative education and the role of the adult with pre-school settings.

Personal Tutor

When you join the University you will be given a Personal Tutor. This information can be found in your e-vision homepage. Your personal tutor is someone who can offer you guidance and advice, this could be about your course, and any other aspects that affect your study. In order for personal tutoring to be a beneficial and meaningful relationship for you, you need to communicate with your personal tutor.

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 the Learning Centre or our study skills support website at [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills)
- 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 join 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 Faculty.

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).

Plagiarism Detection
In concert with the skills and experiences of academic staff the University will utilise electronic tools such as Turnitin to detect plagiarism. Turnitin is the software currently subscribed to by the University.

At Undergraduate level the University will require that all final year projects and dissertations are submitted to Turnitin for analysis. At postgraduate level the University will require that all dissertations (or similar) are submitted to Turnitin for analysis.

Students are required, where appropriate, to make a declaration as the authenticity and originality of any submitted piece of work. This declaration also authorises the University to request and require students to provide an electronic version of any submitted assessment for checking work via Turnitin where plagiarism is suspected.

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, regulations and procedures, investigation of academic misconduct or to make an appeal or a complaint are available on the conductandappeals website.

Anonymous Marking
Anonymous marking is the process undertaken to avoid the possibility of bias through the assessment and marking process. To this end, wherever possible, the identity of students should not be apparent to markers and work should only be identified by student number. Where the method of assessment does not allow anonymous marking, (e.g. dissertations, presentations, oral examinations, practical examinations), alternative methods of marking to mitigate the possible effect of bias will be explained to you.

When submitting assessments in hard copy, you are asked to use your personalised bar-coded coversheet and ensure that you record only your student number in the header or footer of your piece of work.

Where to get help with your course
The CAFS/SNIS/ED student support site on WOLF is where general notices and information is posted and used to relay urgent messages to all students so it is vital that you subscribe to this site on WOLF and check e-mails you receive. You should check the WOLF site for each module that you are taking. You will access all students’ services through three platforms: WOLF, PebblePad and evision which you will be introduced during Welcome Week.

Student Support
If you have, or think you may have a special need such as dyslexia, or some other disability or illness affecting your studies in the long term, do contact:

Dr Stephanie
Brewster Faculty
Enabling Tutor
s.brewster@wl.ac.uk
WA106
01902 323026

or Donna Clifford Disability Adviser for SEF Student Enabling Centre, MB004 Tel : 01902 (32)1353 Donna is also at Walsall on Wednesdays and Fridays
You can also look on the WOLF topic ‘Students with Special/Additional Needs –Institute of Education.”
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

Support for Study Skills
W: [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills)
E: skills@wlv.ac.uk
T: 01902 32(2385)

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

Who to Contact for help when you are studying on campus

Financial advice
W: [www.wlv.ac.uk/moneymatters](http://www.wlv.ac.uk/moneymatters)
E: money@wlv.ac.uk
T: 01902 32(1070)

Special Needs (Students with disabilities)
Special Needs Tutor
or Student Enabling Centre
W: [www.wlv.ac.uk/sec](http://www.wlv.ac.uk/sec)
E: sec@wlv.ac.uk
T: 01902 32(1074)

Personal Issues
- Personal Tutor (see eVision for details)
- University Counselling Service
  W: [www.wlv.ac.uk/counselling](http://www.wlv.ac.uk/counselling)
  E: counsellingservices@wlv.ac.uk
  T: 01902 32(2572)

General queries
- eVision helpdesk
- or your Student Centre

Independent academic, financial, international and housing advice
Students’ Union Advice and Support Centre
W: [www.wolvesunion.org/advice](http://www.wolvesunion.org/advice)
E: advice.wolvesunion@wlv.ac.uk
T: 01902 32(2038)

IT Problems
W: [www.wlv.ac.uk/ITServices](http://www.wlv.ac.uk/ITServices)
T: 01902 32(2000)

Careers & Employment Centre
W: [www.wlv.ac.uk/careers](http://www.wlv.ac.uk/careers)
E: careers@wlv.ac.uk
T: 01902 32(1414)

Support for Study Skills
W: [www.wlv.ac.uk/skills](http://www.wlv.ac.uk/skills)
E: skills@wlv.ac.uk
T: 01902 32(2385)

Student Centre

eVision helpdesk or your Student Centre
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. 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.

Taking a Leave of Absence can ensure that you have the time away from your studies you need, but it is important you understand all the implications. There are plenty of people who can advise you before you make your decision:
- Your Student Centre (either in person or you could log an e:Vision Helpdesk call).
- The Students' Union Advice and Support Centre.
- Student Advisors in your Faculty.
- Your Personal Tutor.
- The International Support Team (based in MX Student Centre, City Campus).

**Please consider before taking a Leave of Absence**
- If you’re a full-time student, you could consider switching to part-time mode as an alternative.
- While on a Leave of Absence you won’t have access to University premises or resources or participate in any assessment.
- If you take a Leave of Absence after you have enrolled but before completing your module, any summative (graded) assessment submitted will be carried forward and will contribute to your assessment result for that module when you return, provided the same assessment requirements remain.
Financial impact
You should consider the implications of taking a Leave of Absence will have on your funding and finances. On approval of your Leave of Absence you must ensure that you are fully aware of the fee implications on your return to the course, as fees may be due again for the modules that you were studying when the leave of absence was agreed.

However, your individual circumstances will affect your right to funding so it is important that you seek advice from the Students’ Union Advice and Support Centre – who will also be able to advise you about the impact of any benefit entitlement.

You will not be entitled to Council Tax exemption whilst on a Leave of Absence.

Your tuition fees
In accordance with the University’s fee liability policy, you will be liable for any fees due dependent on the date that you officially apply for Leave of Absence.
If you are a full-time undergraduate UK student, tuition fees are due as follows:
• Attendance in Term 1 = 25% of the tuition fee is due.
• Attendance in Term 2 = 50% of the tuition fee is due.
• Attendance in Term 3 = 100% of the tuition fee is due.
If you are a part-time student, your fee liability is dependent on the number of modules registered in any period.

If you are an international student we take into account the fact that you will have paid a non-refundable deposit and your fee liability points will be at the start of the first term and third term (remainder of fee). We recommend you seek guidance on this from the International Student Support team in MX Student Centre.

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.

Progression for Further Study
You may choose to apply at level 6 for Early Years Teacher Status with the University of Wolverhampton and Best Practice Network. Additionally, successful completion of this
course, following further study could lead to primary teaching, social work, health education, early year’s management, children’s information services, play services and community family support work. If you want to become a teacher you may choose to undertake a Postgraduate Certificate in Education (PGCE). You could also choose to apply for a Master’s Degree in Social Work or Education or undertake a Post Graduate Certificate in Adult Education.

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 on Graduation and Alumni please visit our Alumni website.