UNIVERSITY OF SUSSEX

Institutional Recognition Documentation

HIGHLANDS COLLEGE, JERSEY

Theme 1	Reputation and Standing of the Proposed Partner
Purpose	The Panel must satisfy itself of the good standing of the prospective partner and of its capacity to fulfil its designated role in the arrangement.

Documentation	**Page ref**
1.1. Information regarding the legal status of the institution	**5**
1.2. Details of its capacity in law to contract with the University	**5**
1.3. Information on partnerships with other HEPs in the recent past	**6**

Theme 2	Compatible and complementary educational objectives with the University
Purpose	The Panel must establish whether the missions and educational objectives of the two institutions are compatible.

Documentation	**Page ref**
2.1. The mission statement	**6**
2.2. The current strategic plan	**7**
2.3. Current prospectus, showing range of existing courses	**7**
2.4. The size and nature of the student body	**7**
2.5. The number and nature of teaching and other staff	**8**

Theme 3	Financial Stability
Purpose	The University must be satisfied that the prospective partner is financially stable.

Documentation	Page ref
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Theme 4	Effective management and administrative systems
Purpose	The Panel must assess whether there are effective and accountable management systems and whether appropriate administrative infrastructures are in place to support the delivery of courses leading to the University's awards.

Documentation	Page ref
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Theme 5	Ethos and environment for teaching and learning appropriate to Higher Education
Purpose	The Panel must assess whether there is an ethos and environment appropriate to higher education.

Documentation	Page ref
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Theme 6	Appropriate resources to support Higher Education courses
Purpose	The Panel must assess the adequacy of the resources to deliver a high quality learning experience appropriate to higher education.

Documentation	Page ref
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Theme 7	Quality assurance and enhancement processes
Purpose	The Panel must assess the appropriateness of the quality assurance and quality enhancement processes.

Documentation	Page ref
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Theme 8	Regulatory framework and academic policies and procedures
Purpose	The Panel must assess whether there is an appropriate regulatory framework in place together with academic policies and procedures. In key areas these must be consistent with University principles.

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Introduction

University College Jersey (UCJ) as part of Highlands College intends that the partnership with Sussex University function in a similar way to the college's existing partnership with The University of Plymouth. This means that wherever possible UCJ would apply Sussex University policies, regulations and processes in running the BA (Hons) Social Work degree so that students are not disadvantaged compared to students studying at Sussex. Where it is impractical to use Sussex regulations any intended amendments to processes, policies and regulations will be discussed and agreed with Sussex University and the programme External Examiner.

Whilst UCJ and Highlands College do have policies covering most aspects requested in the Institutional Recognition Documentation this is not always the case.

University College Jersey will seek to use all Sussex University policies and procedures in its delivery of the BA (Hons) Social Work degree ensuring that these are applied in line with the University principles. If any of the University polices or procedures cannot be used directly in the college setting these will be amended taking account of the University principles with approval sought both from the University and the External Examiner before their introduction.

Theme 1   Reputation and Standing of the Proposed Partner

1.1   Information regarding the legal status of the institution

Highlands College and University College Jersey operate in a different political, educational and legal context from colleges in the UK.*

Under the Education (Jersey) Law 1999, Highlands College is recognised for funding purposes only as a "funded school" which in effect means that it is directly funded by the States of Jersey. The operational model of the college is however broadly the same as a UK FE college. The college meets the Minister of Education's requirement under the law to facilitate access to vocational and Higher Education courses for the residents of Jersey above compulsory school age.

Highlands College is the only FE college in the island with the funding model being similar to that of UK FE colleges before Incorporation. It is not a financially independent organisation and all Further Education funding is provided to the college by the States of Jersey through the Department of Children, Young People, Education and Skills (CYPES).

1.2   Details of its capacity in law to contract with the University

Agreements with UK universities are reviewed by the States Law Officers before they are signed off by the Principal on behalf of the college.

1.3   Information on partnerships with other HEPs in the recent past

The college has worked with two UK HEIs over a prolonged period, The University of Plymouth and London South Bank University. The relationship with The University of Plymouth, through the University Academic Partnership Office, has been in place since 1993. This was initially based on a BSc Social Sciences degree but since 2008 a range of Foundation and Top-up degrees with have been validated through Plymouth with 11 currently in operation. The relationship with London South Bank has been in place since 1998 and covers 5 franchised or locally validated Construction and Civil Engineering related Higher National qualifications and degrees. The college also facilitates the delivery of the LSBU MSc in Human Resource Management in Jersey.

The College is considered to be an "Aggregate Offshore Partner" by The University of Plymouth and no HESA return is made by Academic Partnerships on behalf of the College. As an off-shore institution the College is not reviewed by QAA.

Jersey is a Crown Dependency and is not part of the UK, nor is it a colony, but it owes allegiance to the British Crown. The UK is responsible for Jersey's defence and international relations. The island is not represented in the UK parliament, whose Acts only extend to Jersey if expressly agreed by the island that they should do so. Jersey is also not subject to European Union legislation.

Theme 2   Compatible and Complementary Educational Objectives with the University

2.1.   The mission of Highlands College:

Our Mission

To provide high quality inclusive life-long learning opportunities for the island's community.

Our Vision

To be the Island's outstanding provider of further and higher education Our focus is on achieving identified goals for all areas of our operation as captured in our four strategic ambitions. These are aligned to our vision for the College's four main markets:

- Highlands 6th: An outstanding College for the progression, employability and citizenship of our young people.

- University College Jersey (UCJ) : A leading provider of first rate and accessible lifelong learning opportunities for adult learners.

- Adult and Community Education (ACE): An inclusive provider of first rate and accessible lifelong learning opportunities for adult learners.

- Jersey Commercial and Professional Training: The Island's first choice of professional qualifications and Continued Professional Development (CPD) for employers and individuals.

2.2 The current strategic plan

Appendix I

2.3. The current prospectus

Appendix II

2.3.1.Range of existing courses

University College Jersey (UCJ) is the Higher Education department of Highlands College. UCJ currently works in partnership with the University of Plymouth and London South Bank University to deliver foundation degrees, honours degrees and HNC/Ds in a range of disciplines. Currently the college offers foundation degrees in Business and Management, Information Technology, Childhood Studies, and Psychology with Criminology as well as honours degree "top-up" years in Business and Management, Financial Services, and Social Sciences – all delivered in partnership with the University of Plymouth.

In partnership with London South Bank University, UCJ delivers HNCs in Civil Engineering and in Construction, as well as a part-time BSc (Hons) in Construction Management, and a master's degree in Human Resource Management.

UCJ also offers an Access to Higher Education course with pathways in Science and Humanities.

UCJ is also working with Pearson to launch HNDs in Computing and Sport for the 2019 academic year.

2.4.   Size and nature of the student body

There are currently 116 full-time degree students at the college, as well as 55 on part-time degrees or HNCs and a further 35 on the Access to Higher Education programme. Full-time students are predominantly aged 18-23, with a small proportion of mature students. Part-time students and apprentices on courses for the construction sector are drawn from industry and are all in full-time employment. The Access course attracts a more diverse student body with students of all ages and from all walks of life. Changes to higher education funding in 2018 has led to an increase in mature learners, many of whom are aspiring to continue their studies on the new Social Work degree.   Highlands College does not collect detailed data on ethnicity or other demographic categories.

2.5.   The number and nature of teaching and other staff

UCJ is led by a Head of Department, who is line-managed by the Assistant Principal Employment and Skills. The Head of Department is supported by an Assistant Head (LSBU programmes) and six course leaders with responsibility for specific programmes. The department has eight permanent teaching staff but makes use of a further eight servicing in from the wider college, and 16 visiting lecturers drawn from industry.

In administration, UCJ is served by one full-time administrator and can draw on the resources of the college's pooled administration team. There is a budget available for a further full-time dedicated administrator to support the new Social Work degree.

Theme 3   Financial Stability

Information sent by email 5th December 2018. See Appendix III

Theme 4   Effective Management and Administrative Systems

4.1 / 4.2   Management Structure with Organisational and Academic structures

See Appendix IV

4.3   Admissions policies and procedures.

UCJ is in the process of applying to be registered with UCAS to use their services and application processes.

Currently UCJ operates the admissions process through the Highlands College Admissions Team working with the HE Team. When a completed application is received and reviewed, applicants are invited to interview with a member of the course team to ensure that they are fully informed of the course and level of work required to achieve on the programme they wish to study. Formal academic qualifications and experiential learning may both be considered as appropriate. All applications are considered under the college Equality of Opportunity policy. This policy is applied across all courses offered by the college ranging from life skills to Masters level.

4.4   Assessment Policies and Procedures

See Appendix V

4.5   Complaints and Appeals Process

See Appendix VI

Theme 5   Ethos and Environment for Teaching and Learning Appropriate to Higher Education

5.1   Teaching and Learning Strategy

 Teaching Ethos See Appendix VII

The College has a Department of Teaching and Learning which is responsible for reviewing and assessing the quality of teaching and learning across the college as appropriate to the different level of course being studied. This includes Teaching Observations, Learning Walks, Learner Voice and Staff Appraisal processes.

Currently HE staff have a 0.4 uplift in their teaching commitments, an allowance of 1 hour 25 minutes against their teaching contract for each hour taught which is to enable HE staff to undertake appropriate subject reading etc. Funding for research, further study or consultancy can be bid for from a college funding stream.

5.2.   Equal opportunity and diversity policies

See appendix VIII

Theme 6

6.1.   Learning resource strategy

The Learning Centre resources and services are reviewed each year as part of our institutional quality review cycle and both students and staff contribute to this review to ensure that the Learning Centre continues to meet the needs of all users.

6.2. Staff development policies

All new staff (permanent and fixed-term) at Highlands College receive a full induction. This includes covering the following key aspects: Health & Safety in the Workplace, Safeguarding (young people and adults), Computer Networking and E-safety, Equality & Diversity, Educate & Celebrate, Data Protection & Security Awareness, Teaching, Learning and Assessment and the Quality Assurance Cycle. Through this process new staff meet with lead personal for these areas within the college as well as the Senior Leadership Team.

 At the beginning of a new member of staff's employment they are engaged in an 18 week probation period, with an 8 week review, during which they are supported by their line manager and assigned a mentor to ensure they can develop the core competencies to perform their role to the best of their ability – activities include engaging in developmental lesson observations, collaborative planning and assessment practice and access to any necessary CPD relating to their role. Having successfully completed the 18-week probation,

a new member of staff becomes part of the standard annual Performance Review and Appraisal process in which they set personal objectives that support the success of the college, department and individual.

If a new member of staff joins with little/no previous teaching experience/qualifications, they are automatically enrolled in an initial teacher training programme towards gaining a Level 3 Award in Education and Training (AET). Permanent members of staff are then expected to work towards and complete a Level 5 Diploma in Education and Training (DET) within the first 3 years of their employment. Both of these qualifications are sponsored by the college and staff are supported to access them through a reduction in their teaching commitments during this period of training.

Throughout a member of staff's employment with the college they have full access to sponsored CPD opportunities to further develop their knowledge and skills in their role. These are applied for through the Teaching, Learning and Development Department in consultation with their line manager. In addition, there may be opportunities to develop beyond the scope of their initial role to make a wider contribution across the department/college through opportunities offered through promotion. For example, a member of staff can be offered short-term project opportunities to develop new courses or initiatives within the college, short-term/permanent Curriculum Coordinator roles and/or the opportunity to become a Head of Department in line with the needs of the college.

6.3. Grievance, harassment and disciplinary procedures for staff

Highlands College is part of the States of Jersey's Education Department and, as such, follows the States' policies and procedures for grievances, disciplinary and bullying and harassment. These policies are available on request.

6.4. Current student handbook (BA (hons) Childhood Studies (exemplar)

See Appendix IX

6.5. Student welfare information

Students each have a personal tutor and meet with them at least 6 times in each academic year. The college student community is supported by Student Life, who provide a range of services including course information, information about financial support and counselling services.

6.6. Counselling information for students

Counselling is provided on a referral or self-referral basis through Student Life, who can also make onward referral to services outside of college such as the Youth Enquiry Service (YES), the Jersey Recovery College, Mind, CAMHS and AMHS.

6.7. Careers information for students

Students at UCJ are supported by the Admissions, Careers and Employability team, based in the Highlands Information Centre. The team offers support to students from the initial application process, throughout their time at College and on to employment. They can provide information, advice and guidance to develop skills, experience and contacts to improve employability. The team provide support with job searching, CV and application support, work-based learning opportunities, interview advice and practice. The Careers and Employability Hub provides computers for job search, and students can be supported with applications and covering letters, update CV's, apply for UCAS or other Universities, and ask questions of the team.

6.8. Information for students with disabilities

Students with disabilities or learning needs are supported financially through the DSA (Disabled Students Allowance). A DSA assessor will use a range of assessment methods or look at any previous reports a student may have such as a Record of Need. If the assessment results meet the criteria for a DSA, the assessor will make recommendations for tutors, give exam access arrangements, and any Learning Support allocation with a specialist teacher. Students may also be eligible for technological support such as equipment or software. Some of this is means tested.

Theme 7   Quality Assurance and Enhancement Process

7.1   Institutional Reviews

See Appendix X

7.2   Course Approval

UCJ does not have degree awarding powers and therefore does not have formal approval process for degree courses it wishes to run. The college works with partner universities and awarding organisations to validate appropriate

Higher Education award to meet Jersey's skills needs.

7.3   Annual Monitoring Procedures: UCJ normally works with the validating partner institution to carry out their annual monitoring procedure as well as carrying out its own processes.

UCJ's own process involves undertaking a Self-Assessment reporting process with the Report and Quality Improvement Plan developed from the process being reviewed with the Senior Leadership Team. The Quality Improvement Plan is reviewed throughout the year

and this is in addition to an HE Quality Board which has oversight of policies, procedure, student outcomes and student issues.

This system works in tandem with partner university or awarding organisation annual monitoring processes which are also undertaken within UCJ.

Student voice is captured in a number of different ways. This can be through the informal process of direct feedback to tutors after class as we have relatively small class sizes, through the tutorial process, end of module surveys, student perception surveys, student representatives or through programme committee meetings. The College also has an HE Student Governor who attends College Governing Body meetings.

Periodic review procedures are normally carried out at the behest of partner institutions. These include a review of course content and delivery along with student recruitment to ensure courses are relevant, course content is up to date and appropriate and that there is a need for the course.

7.4   Examination and assessment regulations, and appointment of examination boards

The development of Module Assessment Boards and Progression and Award Boards would follow the processes identified in the University Examination and Assessment Regulations. While the management and process of the MAB would fall to Highlands College but include University staff, it is anticipated that a University representative would chair the proceedings of the PAB to ensure consistency with University outcomes.

8. Regulatory Framework

8.1   Statement on Consistency of policies and procedures with University principles

To be added By Sussex University

Appendix I: Current Strategic Plan

http://www.highlands.ac.uk/wp-content/uploads/2017/03/StrategicPlan-pdf.pdf

Appendix II: University College Jersey 2019-20 Prospectus

https://www.highlands.ac.uk/wp-content/uploads/2018/12/2019-2020-UCJ-Prospectus.pdf
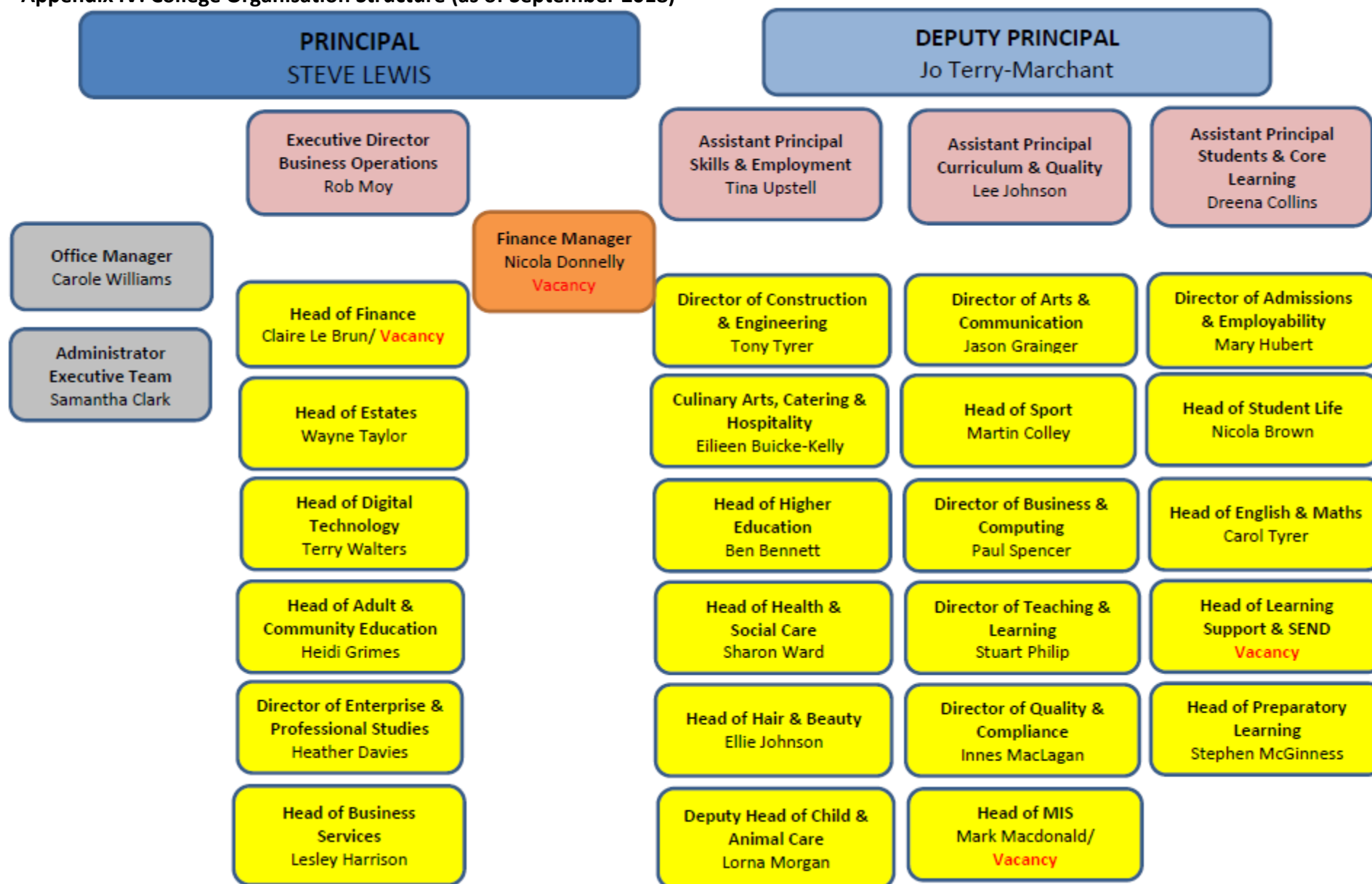
Appendix III: Financial Statement

ANNEX TO FINANCIAL REPORT AND ACCOUNTS 2016 (Pages 57-70)

https://www.gov.je/SiteCollectionDocuments/Government%20and%20administration/2016%20Annex%20to%20Financial%20Report%20and%20Accounts.pdf

ANNEX TO FINANCIAL REPORT AND ACCOUNTS 2015 (Pages 47-62)

https://www.gov.je/SiteCollectionDocuments/Government%20and%20administration/R%20States%20of%20Jersey%20annex%20to%20financial%20report%20and%20accounts%202015%2020160810%20KL.pdf

Appendix IV: College Organisation Structure (as of September 2018)

PRINCIPAL
STEVE LEWIS

DEPUTY PRINCIPAL
Jo Terry-Marchant

Executive Director Business Operations
Rob Moy

Assistant Principal Skills & Employment
Tina Upstell

Assistant Principal Curriculum & Quality
Lee Johnson

Assistant Principal Students & Core Learning
Dreena Collins

Office Manager
Carole Williams

Finance Manager
Nicola Donnelly
Vacancy

Administrator Executive Team
Samantha Clark

Head of Finance
Claire Le Brun/ Vacancy

Director of Construction & Engineering
Tony Tyrer

Director of Arts & Communication
Jason Grainger

Director of Admissions & Employability
Mary Hubert

Head of Estates
Wayne Taylor

Culinary Arts, Catering & Hospitality
Eilieen Buicke-Kelly

Head of Sport
Martin Colley

Head of Student Life
Nicola Brown

Head of Digital Technology
Terry Walters

Head of Higher Education
Ben Bennett

Director of Business & Computing
Paul Spencer

Head of English & Maths
Carol Tyrer

Head of Adult & Community Education
Heidi Grimes

Head of Health & Social Care
Sharon Ward

Director of Teaching & Learning
Stuart Philip

Head of Learning Support & SEND
Vacancy

Director of Enterprise & Professional Studies
Heather Davies

Head of Hair & Beauty
Ellie Johnson

Director of Quality & Compliance
Innes MacLagan

Head of Preparatory Learning
Stephen McGinness

Head of Business Services
Lesley Harrison

Deputy Head of Child & Animal Care
Lorna Morgan

Head of MIS
Mark Macdonald/ Vacancy

DEPUTY PRINCIPAL
Jo Terry-Marchant

Assistant Principal : Student & Core Learning
Dreena Collins

Director of Admissions & Employability Mary Hubert	Head of Student Life Nicola Brown	Head of English & Maths Carol Tyrer	Head of Learning Support & SEND Vacancy	Head of Preparatory Learning Stephen McGinness
Co-ordinator Careers & Employability Jane Herlihy	Highlands College Counsellor Abigail Brookes	Co-ordinator Maths Louise Cohu	Lecturers Robert Cameron Andrew Wilson	Co-ordinator 14-16 Felicity Mason
Co-ordinator Work Experience Alex Stryszowska	Student Life Support Assistant Sarah Keites	Maths Lecturers Jane Martin Mark Bardsley Fiona Cassels-Brown Matthew Barraths	Co-ordinator Exam Access Arrangements Lesley Romeril	Co-ordinator Life Skills Helen O'Connell
Co-ordinator Admissions & Transition Jo Turner	Co-ordinator Emotional Health & Wellbeing Katie Walls	Co-ordinator English Simon Macdonald	Team Leaders Sarah Johnson Natalie Le Guyader	Lecturers Marina Mauger Tania Andrade
	Co-ordinator Student Life Vacancy	English Lecturers Paul Bisson Tania Monteiro Sean Dettman Jo Gueno	Key Workers Louise Jackson Robert Robinson Gill Kaye Sarah Wijsmuller Sue Ingram Nicola Greber Collette Carolann Steve Ricou Kelly Salsac Lisa Rumbold Fallon Leitch Joanna McIntosh Sarah Wijsmuller	Key Workers Sharon Bree (nee Venton) Mia-Jane Harvey Michelle Ollivro-Murphy
	Student Life Administrator Alicia Coxon			Technician Cindy Wilby

PRINCIPAL
STEVE LEWIS

Education Finance Manager
Nicola Donnelly

Executive Director : Business Operations
Rob Moy

Head of Finance
Claire Le Brun

Head of Estates
Wayne Taylor

Head of Digital Technology
Terry Walters

Head of Adult & Community Education
Heidi Grimes

Director of Enterprise & Professional Studies
Heather Davies

Head of Business Services
Lesley Harrison

Office Supervisor
Kimberley Furlong

Support Services Manager
Steve Brown

E-Learning Technologist
Nick Gault

Head of ESOL
Andrew Rouillard

Commercial Operations Manager
Vacancy

ADMINISTRATORS:
Computing:
Aileen Simmonds
Creative Arts
Deborah Macdonald
Construction & Engineering
Caroline Shales
Sport/Business /HE/Health
Vicki de la Cour
Culinary Arts, Hair & Beauty
Jo Frezza
Maths & English
Gill Daley
HE
Patrick Reed
Careers & Employability
Elaine Egerton
Receptionists
Jill Charlton
Emma Woodman

Admissions Officers
Chanade Scurr
Karen Anderson
Emma Woodman

Reprographics
Chris White

IT Network Technicians
David Neil
Nick Vibert
Jamie Le Bon

Lecturers
Vivien Burrows
Magdalena Clayton
Isilda de Freitas
Rudi Ghidoni
Sue Ingram
Martin Postlethwaite
Brian Le Marquand
Manuela Milsom

Marketing & Communications Officer
Vacancy

Booking Co-ordinator
Ian Burton

Caretakers
Firmino De Gouveia
Luis Costa
Sergio Timoteo
David Alves (PMC)

Technical Support Trainee
Jamie Lucas

Professional Studies Co-ordinator
Tamar Irwin

Administrator
Linda Buesnel

Administrator
Jeni Hampton

Business Development Co-ordinator
Aaron Labey

Cleaners
Maria Basso
Miguel Da Conceicao
Maria Ferreira
Chris Scioux
Rui Vasconcelos

Administrators
Kim Maguire
Glenda Cabaret

Administrator
Andreia Ilinca

Laundry Co-ordinator
Anita Medvedovsky

ACE lecturers
See overleaf

BDC lecturers
See overleaf

Head of Adult & Community Education
Heidi Grimes

Director of Enterprise & Professional Studies
Heather Davies

ACE Lecturers		BDC lecturers
Corrado Anderson	Sarah-Jane Huelin	Caroline Baptist
Tariq Attar	Barbara Jackson	Mary Curtis
Michelle Banks	Chris Kemble	Matt Ebbrell
Rex Barker	Tim Le Breuilly	Elizabeth Hunt
Lisa Bloomer	Michelle Le Cornu	Robert Le Corre
Tasha Bolla	Caroline Le Maistre	Dean Masefield
Henrietta Brice-Smith	Ellen Le Monnier	Kate Nolan
Christophe Chateau	John Liot	Lucinda Overbury
Rosa Chatterley	Pat Lucas	Tim Rogers
Lucie Chiron	Jo Matson	Ian Ronayne
Elayne Cole	Hazel McLaren	Karen Veljovic
Rachel Concannon	Rose McCullagh	
Colin Cruickshank	Ann Morgan	
Julia Coutanche	Grant Neale	
Madelaine de la Cour	Wayne Osmand	
Liz de la Haye	Romano Pezzali	
Ann Dove	Vicky Phillips	
Mary Dunford	Rui Pires	
Anita Eastwood	Catherine Rousseaux	
Alison Ellis	Stefan Rousseau	
Tom Evans	Yuki Sugawara	
Sally Fillieul	Carla Teixeira	
Karen Fountain	Lisa Troy	
Frankie Garrett	Ray Ubsdell	
Angela Goddard	Marilyn Ward	
Clare Graham	Pete Webb	
Shefa Hamid	Lynn Whitehouse	
	Andrew Wilson	
	Andrew Webb	

DEPUTY PRINCIPAL
Jo Terry-Marchant

Assistant Principal : Skills & Employment
Tina Upstell

Director of Construction & Engineering
Tony Tyrer

Deputy Head
John Sheehan

Director of Culinary Arts, Catering & Hospitality
Eileen Buicke-Kelly

ELECTRICAL SKILLS
Co-Ordinator
Colm Lawless
Lecturers
Adrian Desmond
Paul Caulfield
Training Technician
Peter Byrne

MOTOR VEHICLES
Co-Ordinator
Mike Nield
Lecturers
Mark Syvret
Debbie Holdridge
Training Technician
Hazel Ord

CARPENTRY & JOINERY
Lecturers
Marc Bertalli
Frank Ferguson
Training Technician
Ryan Morgan

CULINARY ARTS & CATERING
Restaurant Manager
Mihaela Lazarescu
Co-ordinator
Catering Services
Andy Hefford
Lecturers
Dominic Farrell
Adrian Goldsborough
Kitchen Assistants
Marilla de la Haye
Mary Le Brocq
Jill Melin
Alex de Sousa

HOSPITALITY
Co-ordinator
Nathan Watts
Lecturer
Pawel Kulon

WELDING & FABRICATION
Co-Ordinator
David Freeman
Lecturer
Peter Powell
Training Technician
John Travert

PLUMBING & HEATING
Lecturer
Norry Murray
Training Technician
Leo McCarthy

TROWEL TRADES
Lecturer
Mark McAteer
Training Technician
Peter Grierson

PAINTING & DECORATING
Lecturer
Martin Finn
Training Technician
Gary Aubert

CAFÉ CONNECT
Head Chef
Patrick Hogge
Assistant Chef
Frances Le Quelenec
Catering Assistants
Christine du Heaume
Illie Craciun-Gorgescu

DEPUTY PRINCIPAL
Jo Terry-Marchant

Assistant Principal : Skills & Employment
Tina Upstell

2 of 2

Head of Higher Education
Ben Bennett
Deputy Head
Lynn Blakemore

Co-ordinator Social Science & Access >HE
Mary Ayling-Philip
Co-ordinator Southbank & HR
Tony Bechelet
Co-ordinator Business/Sport/IT Foundation
Sean Dettman
Course Leader BA Social Work
Rose Parkes

Lecturers
Ross Henderson
Susan Kempster
Sean Dettman
Auberon Ashbrooke

Head of Health & Social Care
Sharon Ward

Co-ordinator P/T Counselling Courses
Christine Gavey

Lecturers
Joanna Anderson
Judith Fish
Anne Audrain

Assessors and p-t lecturers
Marianne Bougourd
Martina Conway
Steven Gay
Liz Kendrick-Lodge
Lynsey Mallinson
Janet Sims

Head of Hair & Beauty
Ellie Johnson

Reception Training Manager
Carol Begg

Beauty Therapy Lecturers
Carol Crowther
Victoria Ferreira
Kayleigh Goggin
Lana Sheppard

Hairdressing Lecturers
Lisa Collas
Tina Tucker
Rachel Wade

Retail Apprenticeship Tutor
Victoria Trehorel

Deputy Head of Childhood Studies & Animal Care
Vacancy

CHILDHOOD STUDIES
Lecturer & Co-ordinator CACHE Assessment Centre
Dawn Hodgson
Placement Assessor
Amy Edgar

ANIMAL MANAGEMENT Lecturers
Jenna Le Cornu
Anna Stepien
Tanya Miller
Susan Brayshaw

CHILDHOOD STUDIES Lecturers
Siobhan Grieve
Tina Hesse
Annabel Masefield
Joanne McAllister
Lorna Morgan
Michaela Swift

P-t and contract Degree Lecturers
Adrian Barton   Cichy Agnieszka   Julie Dalton   Paul Ellison   Claire Farley   Tony Gottard   Stuart Gray
Lyndsey Harris   Brian Heath   Gillian Hutchison   Christopher Journeaux   Sue Le Masurier   Robert McGinnigle   Helen Miles
Adelaide Ormesher   Patrica Riley   Mafalda Santos   Simon Silbernagl   Richard Sutton   Aimee Tonsberg   Peter Wade

DEPUTY PRINCIPAL
Jo Terry-Marchant

Assistant Principal : Curriculum & Quality
Lee Johnson

Director Arts & Communication
Jason Grainger

Head of Sports
Martin Colley

Director of Business & Computing
Paul Spencer

Director of Teaching & Learning
Stuart Philip

Director of Quality & Compliance
Innes MacLagan

Head of MIS
Mark Macdonald

ART
Co-ordinator
Sarah Jordan
Lecturers
Marc McCarty
Chantal Venton
Peter Thomson
Jo Alm

MEDIA PRODUCTION
Co-ordinator
Suzanne Diggle
Lecturers
Deimos Valerkou
Eric Blakely

PERFORMING ARTS
Co-ordinator
Natasha Stone
Gary Grimshaw
Scott Livingstone

TRAINING TECHNICIANS
Andy Shales
Ben Pirozzolo

Lecturers
Dominic Glennon
Andrew Dewhurst
Andrew McGinnigle
Jordan Neill

COMPUTING
Co-ordinator
Steven Holley
Lecturers
Christopher Talbot
Shaun Heslop
Jay Padden
Perry De Caux
Jaafer El
Vacancy

BUSINESS
Co-ordinator
Freddie Tonsberg
Lecturers
Andre Ahier
Jo Cole
Maria Robinson
Sarah Jordi
Elidh McNicoll
Camilla Collier-Webb
Kimberley Borrington

TEACHING, LEARNING & DEVELOPMENT
Co-ordinator
Sarah Jordi

STAFF DEVELOPMENT
Co-ordinator
Sheila McIntosh

LEARNING RESOURCES CENTRE
Assistant
Maureen Bennett

Deputy Head of Quality & Compliance
Danielle Schenk

EXAMINATIONS
Manager
Nigel Stokes
Supervisor
Sarah Thelland
Officer
Ewa Wilson

Administrator
Karen Anderson

Information Systems Officer:
Gill Barbet

Information Systems Administrator:
Caroline Ovenden

Technical Support:
Kieran O'Donnovan

Appendix V: Summative Assessment

College Policy

Policy name:	Summative Assessment
Approved:	17th April, 2018

Purpose:	To provide guidance on the principles underpinning the college's approach to summative assessment.
Policy:	- Standards of summative assessment of each programme will meet awarding organisation requirements. Where appropriate this includes, for example, the assessment policies of OCR, City & Guilds, BTEC (to include Pearson new assessment rules), CACHE, British Computer Society (BCS), and any other awarding organisation the college works with. - Every programme/course will have a clear schedule of assessment which is shared with students. - Clear and explicit criteria will be provided for each formal assessment. - All student achievement will be recorded and summary reports will be provided to the learner and, where appropriate, parents/ guardians/employers. - Assessment will be undertaken in a fair and consistent manner and, where there are there are questions regarding assessment decisions, students have the right to use the Learner Academic Appeals Policy.
Definition:	Summative assessments evaluate whether or not an individual has achieved the required learning outcomes of a programme of study and quantify achievement against a standard or benchmark, which then usually contributes to the final grade or mark awarded for that course. Such assessments are typically used at the end of a defined period, unit, course or module.

Scope:	All full-time and part-time courses which have some form of summative assessment.
Key measures of success:	☐ Student outcomes exceed college targets. ☐ Student surveys indicate that at least 95 per cent of students know when assignments are due with clear deadlines. ☐ Student surveys indicate that at least 90 per cent of students state that assessment tasks are made clear to them. ☐ Student surveys indicate that at least 90 per cent of students know what they are doing well and what they need to do to improve. ☐ Student surveys indicate that at least 90 per cent of students know what to do if they disagree with the marks awarded. ☐ College demonstrates 100 per cent compliance with requirements of awarding organisations. ☐ Low level of student appeals against assessment outcomes. ☐ Summative assessment practices deemed acceptable (or appropriate) by internal verification, Quality Team and awarding organisation.
Implied tasks:	☐ Subject/Unit Lecturers are responsible for preparing schemes of work and assessment for the units/modules, etc., they deliver.

	☐ Appropriate and, where possible, varied assessment activities are used. ☐ Formal assessment activities and criteria are linked to learning schemes and made explicit to students. ☐ Curriculum Co-ordinators are responsible for checking that schemes of work, assignments and assignment schedules are made available to students. ☐ Curriculum Co-ordinators are responsible for ensuring students are aware of assessment appeals processes. ☐ Curriculum Co-ordinators/Heads of Department/Directors are

	responsible for ensuring appropriate assessment is occurring.
	☐ When assessing coursework, ideally there should be an element of controlled assessment, i.e. work is completed under supervision of subject tutor and collected in at the end of a session. This would include both handwritten work and work completed on a computer. Ideally this controlled assessment should cover a range of criteria. (Viva and observation records should be an integral part of the overall assessment strategy if appropriate.)
	☐ Assessment outcome tracking systems, which are fit for purpose, will be in place.
	☐ Work must be correctly annotated with feedback, where possible, and show the assessor has made appropriate comments in line with guidelines from awarding organisations.
	☐ Assessors will use the full range of appropriate marks.
	☐ All marks and comments should be accompanied with guidance on how to improve for future work.
	☐ Heads of Department/Directors will routinely monitor the operation of the Summative Assessment Policy.
Freedoms:	☐ Lecturers, Curriculum Co-ordinators, Heads of Department and Directors should implement the above in a way which is fit for purpose for their student groups, qualification and awarding organisation.
Boundaries:	☐ Assessment for learning should underpin, where at all possible, all implied tasks.
	☐ Highlands Advantage will be used for student assessment tracking where it is available.
	☐ Internal verification or similar activity will take place in accordance with the Internal Verification Policy and the guidelines of the awarding organisation.
	☐ Normally lecturers must assess the work and provide feedback to the student within 10 working days.

	☐ All completed assessed work must be checked via the college academic integrity process before claims for certification are made.

	☐ Accompanying documentation must state that all marks/grades are provisional until formal approval by the awarding organisation. ☐ Appeals against assessment decisions will be undertaken in accordance with the appropriate appeal policy (Learner Appeals Policy or Awarding Organisation Appeal Policy).
Communication:	☐ Course team meetings. ☐ Review through the college Self-assessment Report and Quality Improvement Plan processes.
Produced by:	Registry
Approved by:	Senior Leadership Team
Approval date:	19th February, 2018 (and updated 17th April, 2018)
Supersedes:	26 Summative Assessment Policy (approved 3rd May, 2011)
Supporting documentation:	Internal Verification Policy Learner Academic Appeals Policy Student Academic Performance Policy Student Academic Misconduct Policy and Guidelines Maintaining Academic Integrity Policy (given to SLT for approval Guidance on production of schemes of work: see Schemes of Work Template, Lesson Planning Paperwork, and Highlands College Approach to Teaching and Learning
Review date:	March, 2020
To be reviewed by:	Registry

Appendix VI: How we manage complaints

Informal complaints

We encourage all complaints to be dealt with informally. Please discuss your complaint with your Personal Tutor or Programme Co-ordinator in the first instance. If you are not satisfied with their response, or if the complaint concerns these staff, please discuss your concerns with the Head of Department. If you still believe your concerns have not been addressed then you can submit a written complaint addressed to the Head of Registry via the College website, by e-mail or by letter which will allow you to take your complaint further and in a more formal way.

Formal complaints

Action taken	Response times
Stage 1: Head of Registry • Registry review the complaint and, depending on the type and detail of the complaint, pass to the Department(s) involved to resolve OR • A senior member of staff is appointed to investigate the complaint. • Registry or Department writes to complainant acknowledging receipt of complaint, confirming initial action taken and providing a summary of the process and contact names.	5 working days

↓

Stage 2: Senior Member of Staff • Investigates complaint. • Prepares a brief report summarising their findings with any recommendations for action. Head of Registry • Writes to complainant with the College's response.	15 working days

↓

Yes ← Matter resolved?

No ↓

Initial Appeal: Only permissible if complainant can identify that the College has not followed published practice or process or if new information has become available. Assistant Principal • Assistant Principal to review evidence and decision. • Makes new decision or confirms original decision. Head of Registry • Writes to complainant with the College's response.	5 working days

↓

Yes ← Matter resolved?

No ↓

Secondary Appeal: Only permissible if complainant can identify that the College has not followed published practice or process <u>or</u> if new information has become available. <u>Principal or Deputy Principal</u> • Reviews evidence and decision. • Makes new decision or confirms original decision. • Writes to complainant with the outcome.	10 working days

Yes ⬅ Matter resolved? ⬇
No ⬇

Final Appeal: Only permissible if complainant can identify that the College has not followed published practice or process <u>or</u> if new information has become available. <u>Governing Body</u> • Reviews evidence and decision. • If there is evidence that the Secondary Appeal did not follow the formal process, the GB will not change the Principal's decision but will ask for a review of the original decision. • Writes to complainant with the final outcome.	10 working days

On occasion timescales might be amended to reflect the time needed to investigate or resolve the issue. On these occasions the complainant will be informed of amended timescales.

The Highlands College Approach…

The Highlands College Approach to Teaching, Learning and Assessment has been developed to ensure all our attention is fully focussed on the actions that will genuinely help our students to progress and be successful.

The Highlands College Approach is informed by our strategic ambitions and underpinned by our beliefs and values. It will enhance our students' experience through enjoyable and independent learning to enable them to realise their potential. It invites challenge, inspires high expectations and celebrates difference.

At the core of our approach are the following combination of essential elements that will make up a teaching, learning and assessment strategy, which reflects the different approaches needed for young people, Higher Education students, professional training for adults and adults learning for personal development and interest. Around these essential elements are key characteristics for learning and personal development that will enable our students to reach their potential and contribute to success in their personal, social, economic and cultural journey through life.
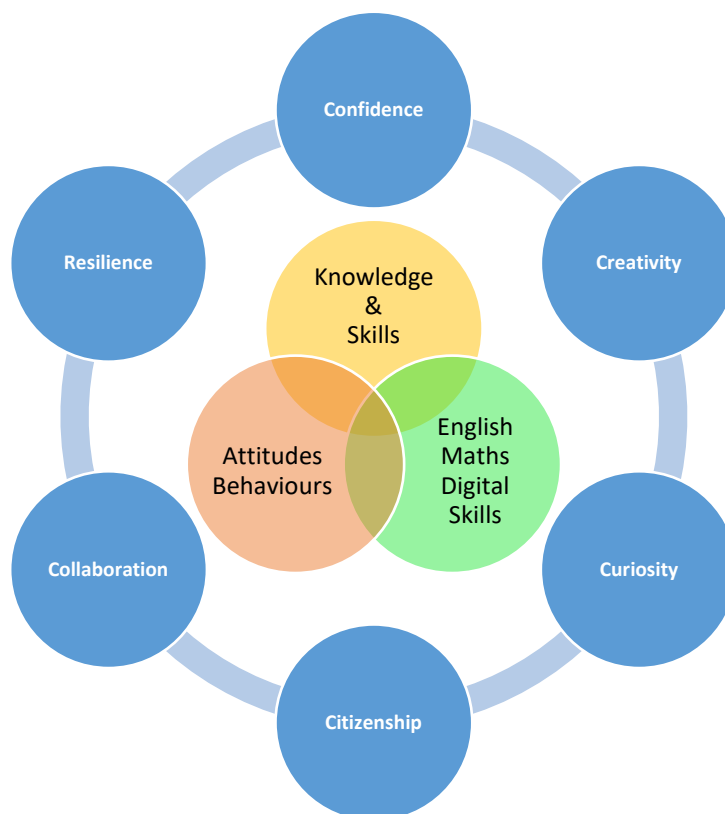
Therefore, in addition to gaining the knowledge and skills required to achieve a qualification/outcomes of a course, the development of positive attitudes and behaviours valued by employers and the wider community, and the development of English, maths and digital skills; our students will demonstrate…

- Confidence – share responsibility for their own learning, assessment and personal development
- Curiosity – ask questions, challenge assumptions and pursue their interests
- Creativity – generate ideas and explore possibilities
- Citizenship – have an awareness of self and appreciation of the needs of others
- Collaboration – engage in cooperative and connected relationships
- Resilience – the tenacity to achieve and progress

In order to ensure the success of the Highlands College Approach we have established a clear articulation of what we believe teaching, learning and assessment should look like across the college. Again, these expectations are informed by our strategic ambitions, underpinned by our beliefs and values, and aligned to our professional standards as well as our quality assurance targets and measures.

The Highlands College Approach to Teaching, Learning and Assessment is…

- **Creative** teaching strategies help all students learn

- Students are motivated through **stretch and challenge**

- Students are **sharing responsibility** for their own learning, assessment and personal development

- Students' **Curiosity** is stimulated through enthusiastic teaching

- Mastery of skills is **role modelled** through exciting practical learning

- **Professional attitudes and behaviours**, valued by employers and wider community, are being developed

- **English, maths and digital skills** needs of students are being addressed

- **Equality of opportunity, diversity and inclusion** are valued and promoted

- **Positive and collaborative relationships** enhance teaching, learning and assessment

- **Individual** assessment for learning confirms **students are making progress**

- **High-quality, constructive and timely feedback** supports progression and achievement

The key principles outlined above provide all our teaching staff with a clear understanding of the activities for planning, delivering and assessing learning that will ensure that we fulfil our mission of providing high-quality teaching, learning and assessment experiences for all students.

College Policy

Policy name:	Equality, Diversity and Inclusiveness Guidelines
Approved:	10th January, 2018

Purpose:	These guidelines outline how the Discrimination (Jersey) Law 2013 and subsequent amendments impacts on the ethos, processes and operations of Highlands College. Additionally, the college will, where possible, adopt best practice as established in UK Further Education colleges in response to UK equality legislation, the Equality Act 2010.
Policy:	It is the responsibility of all staff, learners and partners to: • Promote equality of opportunity and inclusivity • Challenge all discrimination and harassment • Promote positive attitudes towards diversity • Encourage all students to reach their full potential • Take steps to address the additional needs of learners who may experience barriers to fulfilment of their potential.
Definition:	The college is committed to promoting equality of opportunity and access for all its learners, regardless of ethnicity, skin colour, nationality, religion, belief, disability, age, gender, socio-economic background, medical conditions, sexual orientation or any other relevant distinction defined under the Discrimination (Jersey) Law 2013.
Scope:	It is the responsibility of all members of the Highlands College community to promote equality of opportunity and challenge discrimination in all its provision.
Operational arrangements:	Highlands College will work to promote equality of opportunity and oppose discrimination by:

Recruitment and Employment of Staff:

- Highlands College is committed to the principle of equal opportunities in recruitment and employment and is opposed to any form of less favourable treatment or financial reward through direct or indirect discrimination, harassment, victimisation to employees or job applicants on the grounds of race, religious beliefs, political opinions, creed, colour, ethnic origin, nationality, marital/civil partnership status, sex, sexual orientation, disability, pregnancy and maternity or age.

- All staff must accept their personal responsibility in adhering to the principles of equal opportunities, diversity and inclusiveness. The college will actively promote equality, diversity and inclusiveness. The college will ensure that staff, whether part-time or full-time receive treatment that is fair and equitable and consistent with their relevant aptitudes, potential skills and abilities. Staff will be recruited and selected, promoted and trained on the basis of objective criteria to ensure the business has the right people in the right roles. We recognise that sexual, racial and other forms of harassment may cause problems at work and are committed to ensuring that unacceptable behaviour does not take place.

  Recruitment and induction of students:

- Creating equal access for students through the provision of information, advice, guidance and, where possible, additional support to meet individual needs and situations. This applies both in recruitment of students and through their learning.

- Offering information in an appropriate format for the full range of students attending the college.

- Ensuring that all forms of communication use non-discriminatory language and any images reflect the diverse community that the college serves.

- Ensuring that provision is in place to provide impartial guidance for all students ensuring that there is a 'best match' for student and curriculum on offer.

- Recruiting with integrity to all programmes of study offered by Highlands College.

Access Arrangements:

- All full-time students, and substantive course part-time students where possible, will be screened when enrolling on a programme of study to identify any challenges to their learning. This information is combined with information from students' school files, from subject tutors, from personal tutors and information provided by the student to ensure any barriers to learning or assessment are clearly identified.
- Where challenges to learning and assessment are identified, the college Educational Need Assessor will assess and work with the student to formulate a plan of support for the student and clearly identify examination access arrangements.
- Working in conjunction with other partners in education, training and work placements to ensure that all education and training is consistent with current best practices and current statutory requirements.
- Where possible, improve access to the college by making reasonable adjustments.

All staff and students will:

- Promote equality of opportunity and avoid discrimination in every aspect of their work.

- Promote equality and inclusivity through the curriculum and college enrichment practices where achievable.

- Strive to ensure all students enjoy equal access to the appropriate curriculum in order for them to reach their full potential.

- Ensure that all assessment is fair, valid, reliable and transparent.

- Challenge discriminatory incidents to ensure that the college is a safe place for students which does not tolerate any level of discrimination or bullying.

- Keep up to date with current good practice and undertake training and learning opportunities.

- Model best practice through use of inclusive language, attitudes and terminology.

- Ensure that students work in an environment where they are respected and valued.

To ensure that these guidelines are effective in practice:

- All staff will receive documentation outlining the operational implications of this policy on their practice.

- Staff will undertake training to be fully aware of legislation and the college's commitment to Equality, Diversity and Inclusiveness.

- New staff will be made aware of these guidelines and their implications as part of their induction programme.

- Learners should have the opportunity to shape key decisions affecting their equality of opportunity through the attendance at course team meetings of their appointed representatives. This enables the student voice to be heard and for students to become advocates of diversity and equality, promoting it in the college and amongst their peers. Student Life to oversee this development.

- Student Life will monitor and report on any incidents related to Equality, Diversity and Inclusiveness within the student body.

- Data will be collected in order to evaluate equality and diversity in our provision.

- The College complaints and appeals systems will be monitored by the Head of Registry reporting to SLT, with the College Principal reporting to the Governing Body.

- This guidance will be made available through the College website and virtual learning environment (Moodle). Supporting documentation and alternative formats will be made available on request. Students requiring impartial advice on equality should, in the first instance, consult Student Life.

Implementation

- It is the responsibility of all teaching staff to ensure that their practice reflects this guidance at all times. The Director of Teaching Learning and Professional Development will ensure that practice is maintained through the teaching and learning standards and training.

- Feedback from learners through surveys, review documents, Learner Voice group and course team minutes will be embedded into faculties' self-assessment documentation and action planning.

- Opportunities for all staff to improve and expand their knowledge in equality and diversity will be provided by staff development activities.

Produced by:	Registry
Approved by:	Senior Leadership Team
Approval date:	10th January, 2018
Supersedes:	Equality Diversity and Inclusiveness Guidelines 02/12-13
Supporting documentation:	Department of Education, Inclusion Policy 2016
Review date:	December, 2019
To be reviewed by:	Registry

FdA Childhood Studies

University College Jersey and

University of Plymouth Partner Student Handbook

2018-19

If you require any part of this Student Handbook in larger print, or an alternative format, please contact:

HE Administrator – Patrick Reed

Tel: 01534 608526

E-mail: Patrick.reed@highlands.ac.uk

Please note:

All the information in this handbook is correct at the time of printing.

University College Jersey (UCJ) is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this Handbook and in any documents referred to within it. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the Institution interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services.

Contents Page

Dear Student,

Important – please note

The University will do its best to provide appropriate support for students with a disability. In the context of Higher Education study the term disability covers a range of impairments, medical conditions, mental health issues and specific learning difficulties. We have put in place a number of changes to procedures and to our campus to make our courses more accessible, and this is reflected in the diversity of students studying with us. However, it is important for us to consider any individual requirements sufficiently far in advance to enable us to advise you on the range of options available and to put in place appropriate arrangements.

So please ensure you have told us about any disability even if you do not think it will affect you while you are at the University

If you have already told us about a disability we may ask you for further information or invite you for an information meeting (with the Disability Advisor, faculty representative, and accommodation officer) if necessary. We can then properly assess, in discussion with you, your individual requirements and ensure that we have the best possible chance of having any necessary adjustments in place at the start of your course. We can also advise you further about claiming for Disabled Students' Allowance.

If you have a disability but have not yet told us about it, please contact Carol Tyrer (Head of Learning and Support) on 01534 608616 or be email carol.tyrer@highlands.ac.uk or the University's Disability Assist Services on 01752 587676 or by email ds@plymouth.ac.uk. While we can make reasonable adjustments to our provision, we may not be able to meet your individual requirements if we do not have the opportunity to assess them in advance, and that could impact negatively on your experience of the course or even your ability to complete your course, or to take up your place.

Please respond positively to any requests from us for information. We can then explore with you the support available such as assistive technologies, study skills sessions and personal enablers. We can also address any health and safety issues and relevant academic or professional expectations and if necessary advise you on alternative options. Any information you give us will be dealt with in confidence and only shared within the University with your consent and on a 'need to know' basis. We want to give you the best possible chance to take up your place, to be ready for study and to be able successfully to complete your university course.

Who's Who

Welcome and Introduction

Congratulations on your choice to study at University College Jersey (UCJ). UCJ is the leading provider of Higher Education in Jersey. Each year over 200 full and part time students choose to further their studies with us in Jersey, benefitting from small class sizes, inspiring teachers, work-based learning and the highest standards of pastoral care. For the last three years, academic achievement has outstripped the UK average and the majority of graduates progressed to graduate level employment or post-graduate studies. In partnership with the student community, we aim to keep doing what we do best – providing enriching learning at a higher level for the Island's community. Welcome to UCJ.

In partnership with the University of Plymouth this FdA Childhood Studies Student Handbook contains important information including:

- The Institution Procedures, facilities and opportunities
- Programme Information
- Academic Regulations including Extenuating Circumstances
- Student Support including careers education, information and guidance
- Financial information and guidance on funding
- Learning Resources
- Study Skills Support including key resources on Referencing and Plagiarism

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your Programme Quality Handbook
  - available at: https://www.highlands.ac.uk/wp-content/uploads/2018/10/Programme-Quality-Handbook-FdA-Childhood-Studies-2018-19.pdf
- Your Module Teaching, Learning and Assessment Guides
  - available at: https://vle.highlands.ac.uk/course/view.php?id=111
- University of Plymouth's Student Handbook
  - available at: https://www.plymouth.ac.uk/your-university/governance/student-handbook

Programme Management

Name	Office Location	Tel	Email
Lynn Blakemore	UC203	608535	lynn.blakemore@highlands.ac.uk

Personal Tutor

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters; detailed information will be available in your teaching, learning and assessment handbooks.

Name	Office Location	Tel	Email
Lynn Blakemore **(Year 1 Full time personal tutor and part time personal tutor)**	UC203	608535	lynn.blakemore@highlands.ac.uk
Heather Davies **(Year 2 personal tutor)**		608575	heather.davies@highlands.ac.uk
Dr Sue le Masurier **(Year 3 personal tutor)**	UC203		Sue.lemasurier@highlands.ac.uk

Further information can be found by following this link to the University personal tutoring policy.

Module Leaders

Level 4 modules	Name	Office	Tel	Email
HIGH1064 Professional Development	Lynn Blakemore	UC203	608535	lynn.blakemore@highlands.ac.uk
HIGH1018 Understanding Children's learning and Development	Lynn Blakemore	UC203	608535	lynn.blakemore@highlands.ac.uk
HIGH1020 Children's Rights and Welfare	Aimie Tonsberg	UC203		aimie.tonsberg@highlands.ac.uk
HIGH1063 Today's Child	Lynn Blakemore	UC203	608535	lynn.blakemore@highlands.ac.uk

HIGH1022 Include Me! Perspectives on Disability and Inclusion	Tina Hesse			tina.hesse@highlands.ac.uk
HIGH1023 Provision for Children	Tina Hesse			tina.hesse@highlands.ac.uk
Level 5 modules				
HIGH2015 Child Development is for the Future Adult	Christopher Journeaux	UC204		christopher.journeaux@highlands.ac.uk
HIGH2016 Who Am I?	Dr Sue le Masurier	UC203		sue.lemasurier@highlands.ac.uk
HIGH2017 Children in Society (Research Module)	Dr Sue le Masurier	UC203		sue.lemasurier@highlands.ac.uk
HIGH2018 Multi-Agency Working and the Impact on Children	Heather Davies		608575	heather.davies@highlands.ac.uk
HIGH2019 Physical Movement in the Lives of Children	Lynn Blakemore	UC203	608535	lynn.blakemore@highlands.ac.uk
HIGH2020 Children's Workforce – Management and Leadership	Heather Davies		608575	heather.davies@highlands.ac.uk

Course Contact List

Title	Name	Tel	Email
Head of Higher Education	Ben Bennett	608699	ben.bennett@highlands.ac.uk
University Centre Administrator	Patrick Reed	608568	patrick.reed@highlands.ac.uk
Learning Resource Centre	Learning Resource Centre Team	608590	hclearningresources@highlands.ac.uk
Disability Assist Services	Carol Tyrer	608676	carol.tyrer@highlands.ac.uk

Staff / Student Communication

UCJ and programme staff will communicate with students in the following ways:

- Email/ messaging through 'Teams'
- Institution virtual learning environment (Moodle) (https://vle.highlands.ac.uk/course/index.php?categoryid=16) All course information, module information and additional supporting documents can be found on Moodle.
- University of Plymouth Student Portal (see section below)
- Programme Notice-Board (floor 2 corridor of UCJ building)
- HE bulletins will be shared via 'Teams'
- University of Plymouth Mobile App: https://www.plymouth.ac.uk/your-university/about-us/university-structure/service-areas/it-services/mobile-with-plymouth-university

Student Representatives and the Feedback loop

Each programme should have one or more student representatives elected by their fellow students to sit on the Programme Committee. Course representatives are a vital conduit, linking staff and students so that issues of quality of provision affecting students can be promptly and appropriately addressed. In addition, representatives provide feedback to the programme's staff on innovations and can assist the programme team in developing the curriculum to meet student needs. Students are also represented on University of Plymouth Joint Board of Studies (JBS), which scrutinises all the University of Plymouth programmes delivered at your institution.

Course representatives are will feedback from the meetings to all students on the programme demonstrating the impact of student voice and report on changes made to the programme based on feedback. Online training will be given to all course representatives before commencing the role.

All students registered on University of Plymouth courses, regardless of where they study, are automatically a member of UPSU. You can visit our website www.upsu.com to get all the latest information about the services we offer; discounts, activities, gigs, campaigns and contact information for your current Lead Student Reps and Sabbatical Officers. To stay on top of all the opportunities UPSU offer you can sign up to the Partner Student Newsletter; a monthly update of opportunities for students at Partner Institutions like UCJ. Visit www.upsu.com/partnerstudents to sign up.

We encourage all student to get involved with a variety of aspects of UPSU life, whether that be campaigning for change, becoming a course rep, coming along for a night out, volunteering, playing for a sports team, writing for our student newspaper or using our Advice Centre. UPSU Advice Centre offer free, confidential and non-judgemental support, on academic issues, housing and finance. There are loads of opportunities to learn new skills, meet new people and support you through your studies.

The Sabbatical Officers are there the needs of all students by visiting, meeting and communicating with Partner Institution Students as well as attending strategic boards and committees to champion the Student Voice and make your views heard. The Team are responsible for providing a link between Partner Institution Students and UPSU, and promoting opportunities for involvement. If you would like to get in touch, please contact partnershipstudents@upsu.com

Information for local opportunities such as employment and social events are displayed in the UCJ coffee lounge (UC 215)

Student Voice

UCJ takes the student voice very seriously and actively engages with students to gather feedback through both meetings and individual module feedback links which can be found on Moodle. This feedback is reflected upon regularly to inform and improve the teaching and learning experience for all students.
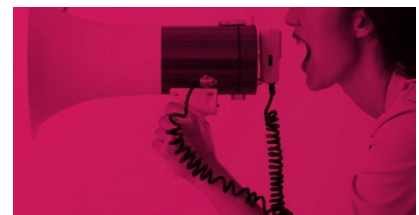
The University of Plymouth also values the Student Voice and is actively promoting the work supported through the student community. More information can be found at https://www.plymouth.ac.uk/student-life/student-voice

Student Representation, Feedback and Evaluation

Your opinions and needs, often known as 'Student Voice' are an important aspect of being an HE student. The Quality Assurance Agency (QAA) for Higher Education in the UK suggests that 'Student engagement is all about involving and empowering students in the process of shaping the student learning experience'. Thus the Student Voice is really important and as such we actively encourage all students to get involved at a range of levels in their learning and in quality assurance, enhancement and management of their course.

Electronic Student Perception Questionnaire (e-SPQ) and National Student Survey (NSS)

The University will invite you (via your University of Plymouth student email account) to complete an annual online questionnaire (e-SPQ) specifically focused on your experiences as a Higher Education student. You will also be asked to participate in the National Student Survey (NSS) at the end of your programme. Both of these provide valuable information to enable us to improve your programme and learning experience. You will receive feedback from tutors on changes that have been made due to your feedback so it is key to engage with these surveys to have your voice heard.

Your Programme

Registration, Term Dates including Exam weeks

Fresher week – 17th - 20th September 2018

Academic term starts – 24th September 2018 - 31st May 2019

General College holiday dates can be found on the website at: https://www.highlands.ac.uk/term-dates/

Distinctive Features of your programme

The FdA Childhood Studies degree has been designed to meet the needs of the Childcare sector and registration framework of the Island. The programme has a significant work-based learning element supported by the Childcare sector. On successful completion of the FdA students are awarded 'Licence to Practice' gaining status as Team Leaders (Band 3 -qualifications in registered Childcare) in Day Nurseries and Pre-School settings approved by the States of Jersey.

A part time mode is offered to meet both employer and employee needs and part time students are linked to a personal tutor who will work with students in a flexible way which supports students to combine the demands of employment with that of further study.

As a core component to the FdA Childhood studies programme, students need to be aware of the essential features of this module. This includes attendance and active participation at Professional Development lectures and in placement and successful completion of relevant documentation. These include:

- Assessed portfolio and presentation

- FdA Childhood Studies Skills log (Placement)

- Placement and tutor reports and meeting specified targets

- Learner reflections

- Attendance log

There is an additional requirement that all students will adhere to the **Code of Professional Conduct and Fitness to practice** which will be signed at the beginning of the year: (http://www.highlands.ac.uk/moodle/course/view.php?id=263)

Consequences of not achieving all of these components

A) If students refer in the Professional Development portfolio and presentation but successfully complete placement, students will have the opportunity to re-submit an equivalent assessment in the summer as a 2nd attempt capped at 40%.

B) If students pass the portfolio and presentation but refer in placement then students will need to resist the Professional Development module *in attendance* as a 2nd attempt in the next academic year.

Positive attendance records in both college and placement for this module are a **minimum requirement** to achieve this module and progress to level 5.

Significant issues in placement may require the student to be withdrawn from the programme.

The FdA Childhood Studies programme prepares graduates for a wide variety of career paths in the Childcare sector but also offers progression opportunities to honours degree either on Island or at Plymouth University.

Programme Structure and Pathways

This programme has been designed to develop graduates who will have the knowledge, skills and personal qualities required by the childcare sector in Jersey. This means that it has a strong emphasis on work-based learning and aims

to develop reflective, creative, committed and enthusiastic advocates for children and their families. The programme reflects the diverse needs of current and future students by way of offering those students who are unable to leave the Island an opportunity to continue with their studies on Island. Full time and part time options are available.

Full time Programme (2 Years)

Module Code	Module Title	No. of Credits	Core / Optional	Module Code	Module Title	No. of Credits	Core / Optional
HIGH1064	Professional Development	20	Core	HIGH2015	Child Development is for the Future Adult	20	Core
HIGH1018	Understanding Children's learning and Development	20	Core	HIGH2016	Who Am I?	20	Core
HIGH1020	Children's Rights and Welfare	20	Core	HIGH2017	Children in Society (Research Module)	20	Core
HIGH1063	Today's Child	20	Core	HIGH2018	Multi-Agency Working and the Impact on Children	20	Core
HIGH1022	Include Me! Perspectives on Disability and Inclusion	20	Core	HIGH2019	Physical Movement in the Lives of Children	20	Core
HIGH1023	Provision for Children	20	Core	HIGH2020	Children's Workforce – Management and Leadership	20	Core

Part Time Programme (4 Years)

Stage One (Yr. 1, part time)

Module	Module Title	Level	Credits	Term
HIGH1064	Professional Development	4	20	1,2,3
HIGH1018	Understanding Children's Learning and Development	4	20	2

Module	Module Title	Level	Credits	Term
HIGH1020	Children's Rights and Welfare	4	20	1
	Total Year 1		60	

Stage One (Yr. 2, part time)

Module	Module Title	Level	Credits	Term
HIGH1022	'Include Me!' Perspectives on Disability and Inclusion	4	20	1
HIGH1063	Today's Child	4	20	2
HIGH1023	Provision for Children	4	20	2
	Total Year 2		60	

Stage Two (Yr. 3, part time)

Module	Module Title	Level	Credits	Term
HIGH2017	Children in Society	5	20	1
HIGH2015	Child Development is for the Future Adult	5	20	2
HIGH2016	Who Am I?	5	20	2
	Total Year 3		60	

Stage Two (Yr. 4, part time)

Module	Module Title	Level	Credits	Term
HIGH2018	Multi-agency working and the impact on Children	5	20	2
HIGH2019	Physical Movement in the Lives of Children	5	20	1
HIGH2020	Children's Workforce – Management and Leadership	5	20	1
	Total Year 4		60	

Programme Specific Resources

University College Jersey (UCJ) provides the resources that you need to successfully complete your studies. If you have come across materials or resources that would be useful to other students or if you feel that the resources you can reasonably expect are not available - be they online, library, physical materials etc. - then report this as soon as possible to the appropriate member of the academic or support staff. If you judge the response to be not adequate, contact your Programme Manager and your student representative so that the issue can be addressed at the next Programme Committee meeting.

Your Virtual Learning Environment

University College Jersey (UCJ) uses a virtual learning environment called Moodle. Here you can access most of the information/resources to support you with your studies. Resources you can expect to find here include:

- Module guides - Teaching, Learning and Assessment
- Teaching materials
- Links to appropriate academic resources
- Links to Study Skills
- Guide to referencing

Your Library - Learning Resources

The institution provides resources that you need to successfully complete your studies. You will be introduced to these resources during your induction into the institution library. You will also be inducted in how to borrow books, access online materials, use systems and obtain the necessary resources to assist you with your studies.

If you have identified materials or resources that would be useful to other students or if you feel that the resources you can reasonably expect are not available e.g. online, library, physical materials etc., report this as soon as possible to the appropriate member of the academic or support staff. If you judge the response inadequate, contact your Programme Manager and student representative so that the issue can be addressed at the next Programme Committee Meeting.

IT Facilities & WIFI

During Fresher week all students are offered an IT induction session. At this point students are navigated around the IT systems and allocated a printer pin number which can be used at any printing machine in the college. If students should experience any IT problems during their studies, they can contact the IT helpdesk link on the portal page or by contacting them directly on 01534 608519

Room Access

All students have access to a dedicated university coffee lounge (UC 215) and a study area in Turner 228/9. The Library also has a computer suite which can be booked out by individual students if required.

Students as Partners – University of Plymouth

Founded in 1862 as a school of navigation, Plymouth is one of the leading modern universities, ranked in the top 60 internationally under the age of 50 by Times Higher Education. Twice awarded the Queen's Anniversary Prize for Higher Education, it has won numerous accolades in respect of its teaching and its research. The University has one of the highest number of National Teaching Fellows of any UK university. With two-thirds of its research ranked as world-leading or internationally excellent (2014 Research Excellence Framework). It was also the first university in the world to receive the Social Enterprise Mark.
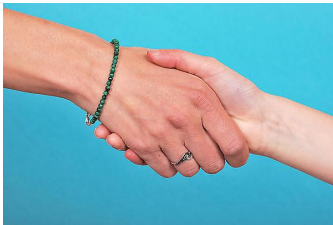
The Institution is part of Academic Partnerships within the University of Plymouth, which houses around 15,000 students studying across the region and overseas. Academic Partnerships works closely to support the Institution in development and review of the programme to ensure the highest quality of teaching and learning is offered. The majority of provision delivered is at HE Level 4, 5 and 6 comprising of HNCs, HNDs, Foundation Degrees, Bachelors Awards, Higher and Degree Apprenticeships, however some masters-level study is also delivered.

University of Plymouth in numbers

An award-winning, world-class contemporary university with over

36,000
students studying for a University of Plymouth award in the UK and globally

2,900
staff across

Making an impact

5 faculties

15 schools

8 research institutes

Top 3 *modern UK university*
(Times Higher Education 'Young Universities 2017')

1st Top UK university for Marine and Ocean Engineering
(Academic Ranking of World Universities 2017)

Research rich

1st in the UK for both our clinical output in medicine, and quality of publications in earth sciences

2/3rds
of research recognised as world-leading or internationally excellent

£14.2m *research income secured during 2016/17*

How did we spend our £ in 2016/17?

- Academic and related expenditure
- Research grants and contracts
- Administration and central services
- Premises
- Residences and catering
- Other income generating activities
- Investment in our future

NB. Excludes non-cash pension and related costs

Quality teaching and learning

23 *National Teaching Fellowships*

Over **1,000** nominations in student-led awards for excellence in teaching and student support in 2016/17

1 *of only* **27** universities internationally to reach the final in the Higher Education Academy's Global Teaching Excellence Awards 2017

A network of over
135,000 *active alumni in over*
135 *countries*

Global partner of choice

2,500 *international students from over*

100 *countries*

7 *international partnerships delivering University of Plymouth degrees*

308 *international partnerships across*

52 *countries delivering teaching and research*

Students and staff at the University of Plymouth have jointly developed an agreement that sets out key principles that underpin this partnership - "Students as Partners" - which can be found: https://www.plymouth.ac.uk/student-life/students-as-partners

Applying for your University of Plymouth Student Card

As a University of Plymouth student you are entitled to our student card. This is key for identification purposes but also allows you swipe access into our Charles Seale-Hayne library on the main Plymouth campus.

To complete this process you must be enrolled with The University of Plymouth.

You will need your Plymouth Student Reference Number (SRN) to apply for a card. Once you have it go to https://eservices.plymouth.ac.uk/app/ and then complete the online form and the card will be posted to your institution for collection.

The Plymouth Online Study Guide

As a University of Plymouth student you are able to access the University's e-resources through the Plymouth portal (the University's internal staff and student website).

There is access to over £2 million of e-resources and e-journals in a variety of different subject ranges which can be used to support your studies. This link takes you to the University of Plymouth Library page and if you then click on 'Popular Links' – 'Your Library Subject Guide' then 'partner institutions' it will lead you to your institution pages which are essential to familiarise yourself with Plymouth services and e-resources.

In addition the University has created a Student Study Guide available at www.studywithplymouth.ac.uk which signposts you to a wealth of resources including UPSU (University of Plymouth Students' Union), Study Skills Guides and using the portal.

Forwarding your Plymouth Emails to your preferred account
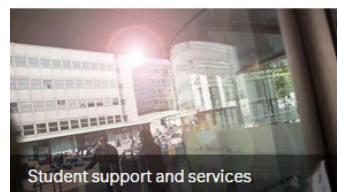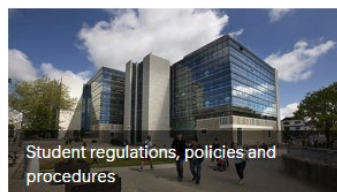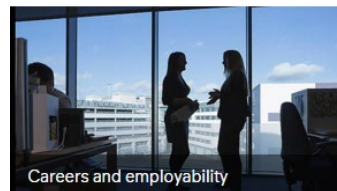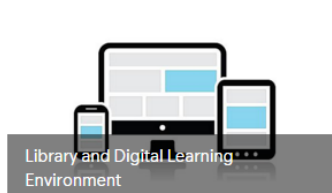
Any communications with University of Plymouth will come via your Plymouth email account so it is essential that you forward your University emails to your preferred email address. Please forward your emails on as soon as your programme starts to prevent missing key communications form tutors especially around the topics of module choice and dissertation choice as you enter level 5 study. Instructions on how to complete this is available through www.studywithplymouth.ac.uk under the Library and Digital Learning Tab.

To access the Plymouth portal directly:

- Type in http://student.plymouth.ac.uk into your browser **OR** if you want to go in via the extranet, key in www.plymouth.ac.uk and then click Login**.**
- Enter the **username** and **password** given to you by your Programme Manager or Learning Resource Staff member.

You will automatically have a **University of Plymouth e-mail account** accessed through **'myEdesk'** which includes E-mail, calendar, contacts, (OWA) structured as follows: Firstname.Surname@students.plymouth.ac.uk. Your password will always be given in this format Dob.dd/mm/yyyy e.g. Dob.10/07/1984. You can change your password once into the portal however please make sure it is something memorable as you will need it throughout your studies.

How to Change or Reset your Password

- To change your password at any time - click on the 'Change Password' on the top right hand side of the homepage.
- If you have forgotten your password follow this link: http://www.plymouth.ac.uk/password.

The University subscribes to lynda.com - a comprehensive library of video-based training resources available to all staff and students. Lynda provides a wide range of tutorials dedicated to increasing knowledge across a varied range of subject area and is available at http://lynda.plymouth.ac.uk/.

University Computing Helpdesk

If you have any problems when you are creating your computer account or logging into the student portal or if you can't access the information you need, please contact the University's computing helpdesk by email: libraryandITenquiries@plymouth.ac.uk or by phone on: (01752) 588588. You could also enquire within your Institution's HE Office as they have access to the University password changer tool.

Mobile with Plymouth

The free official University of Plymouth app is the must have resource for students or prospective students. It is full of helpful University information that is easily accessible wherever you are. Available at:

https://www.plymouth.ac.uk/your-university/about-us/university-structure/service-areas/it-services/mobile-with-plymouth-university

Studying at University College Jersey (UCJ)

Campus Information and Student Support

Campus information including:

- Parking – students should apply for a parking permit if travelling to college by car (forms are given out during Fresher week or can be accessed from Patrick Reed (HE administrator)
- To adhere with the College's Safeguarding policy all students are issued with ID and a lanyard to be worn at all times whilst in college
- Careers Advice and Guidance can be accessed through your personal tutor or through the Careers and Employability team in the Highlands Information Centre. Please contact Mary.Hubert@highlands.ac.uk
- Counselling services – including the link to Disability Assist https://www.plymouth.ac.uk/student-life/services/learning-gateway/disability-and-dyslexia
- Student Life team – this service can be accessed through your personal tutor or independently through their main office in the Café Connect Lounge. This service is also available to students outside of term time hours.

Shine

Self Help Inspiring E-Resources - an innovative new, stand alone, self-help website which was developed through the Student Counselling & Personal Development Service and students. You can watch, read, listen and find apps and useful links to the best online resources and information about mental health and well-being: https://www.plymouth.ac.uk/student-life/services/learning-gateway/shine

Anytime advice line

Plymouth has an 'Anytime advice line' offering around the clock, free, confidential assistance please follow the link:
https://www.plymouth.ac.uk/student-life/services/learning-gateway/anytime-advice-line

Enhancement Activities

Your programme has been designed to help you to succeed in your career aspirations. In addition, your programme has been designed with the involvement of employers. Many of these are prepared to come to your college to give talks to students about their working environment and the qualities that they expect in potential employees. Please make every effort to attend such events and to profit from such employer contacts.

Some modules have timetabled practical or skill based learning. Highlands College University Centre is dedicated to supporting students in gaining practical skills experience, for example, creating displays, craft activities, curriculum planning, etc. This will be invaluable to you and such practical work can be a major factor in your learning, and in your approach to it. External visits will also form part of the curriculum and may include trips to local amenities such as family centres, specialist provisions within schools, law courts or any other service providers that support children and their families.

In addition to these enhancement activities students will also have the opportunity to gain qualifications in Safeguarding, First Aid and SPELL training to enhance their CV and employability opportunities.

Social Activities

UCJ puts on various social activities throughout the year which include research seminars, quiz nights, external lectures (held in local pubs) and Café Scientifique events through to opportunities for off Island study trips, which have included a trip to New York.

Financial Information and Guidance on Funding

For information or guidance regarding potential HE funding questions should be directed to the finance department in Social Security, La Motte Street, Jersey. For information about setting up payment schedules, picking up grants or paying for any resit modules, students can visit the Student Records Department in the Highlands Information Centre.

Residential Qualifications

Currently, all students who come to study with us at UCJ are required to have residential status. This is a requirement by the States of Jersey and needs to be evidenced in order for us to offer you a work placement (a pre-requisite of the Foundation degree programmes). For further information on residential qualifications please visit: https://www.gov.je/Working/Contributions/RegistrationCards/Pages/ResidentialStatus.aspx

Assessment

Formative and Summative Assessment

Your performance in a module will be assessed during the academic year, normally through a combination of coursework and end of year examinations. You must pass the assessments in order to be credited with that module for your award. In addition, some modules may have to be passed as pre-requisites for others taken later in your programme.

The method of assessment varies between modules and your lecturers will advise you of the method(s) to be used. This reflects the need to develop a range of different knowledge, understanding and skills. During your programme you may experience some, or all, of the following types of assessment:

- Coursework essay questions
- Coursework group reports
- Coursework case study problems
- Individual and Group presentations
- Practical competencies (Placement Skills Log)
- Formal examination
- Observations and planning activities
- Academic posters
- Portfolios
- Research project

In all cases these are chosen and designed to assess your achievement of the particular learning outcomes for the module. You will be given Assessment Criteria which are used to judge the extent of your achievement.

Please note that ALL assessment marks and results are provisional until confirmed by the Subject Assessment Panel and verified by the Award Assessment Board.

Please reference the Benchmarking Skills Map within the Programme Specification for further details on how the teaching, learning and assessments are achieved within each module. This can be found within your Programme Quality Handbook.

Indicative Programme Assessment Schedule, Assessment Flowchart and Hand In Process

Assessment Flowchart

Marking Stage

Student submits assessment e.g. sits exam or completes assignment. → Submissions are collated and passed to the Module Leader.

↓

Submissions are marked by the Module Leader. All marks are collated by Module Leader and passed to Programme Leader.

↓

Internal Moderation Stage

Unconfirmed marks and assessment feedback given to students within 20 working days of deadline. ← Internal moderation samples are selected. Moderation undertaken by a second academic.

↓

External Moderation Stage

External Examiners undertake moderation of a selected sample.

↓

Subject Assessment Panel Stage

Marks submitted to Subject Assessment Panel (SAP) for consideration and approval.

↓

Confirmed marks issued to students. ← Marks approved by SAP and forwarded to Institution Award Board.

Extenuating Circumstances

Extenuating Circumstances are circumstances which:

- affect your ability to attend or complete an assessment or a number of assessments
- are exceptional
- are outside your control
- can be corroborated by independent evidence
- occurred during or shortly before the assessment in question

Students who wish to claim Extenuating Circumstances should obtain a claim form from their **HE Office.** The form should be submitted to the **HE Office** accompanied by independent supporting evidence.

Assessed coursework / major project / dissertation or equivalent:

Extenuating Circumstances claims should be submitted as soon as possible, and normally no later than 10 working days after the deadline for the submission of the work.

Formal Examinations:

Extenuating Circumstances claims with respect to formal examinations should be submitted no later than the Monday after the end of the formal examination week.

Examples of extenuating circumstances that are likely to be deemed invalid:

- Alarm clock did not go off
- Car broke down, train/bus delayed or cancelled, other public transport problems (unless the student can demonstrate that he or she had allowed adequate time to compensate for such problems as might reasonably have been anticipated)
- Child care problems which could have been anticipated
- Accidents or illness affecting relatives or friends (unless serious, or you are a sole carer)
- Unspecified short-term anxiety, mild depression or examination stress
- Cough, cold, upper respiratory tract Infection, sore throat, minor viral infection, unless the illness was at its peak at the time of an examination, end-of-module test or in-class test and the corroborating evidence refers to the impact on your performance
- Financial problems (other than cases of exceptional hardship or significant changes in financial circumstances since enrolment)
- Holidays, house moves, family celebrations or other events where you either have control over the date or may choose not to participate
- Computer problems, corrupt data, disk or printer failure or similar
- Problems with postal delivery of work (unless recorded delivery or registered mail)
- Time management problems (e.g. competing deadlines)
- Appointments (legal, medical etc) which could be rearranged
- Sporting or recreational commitments (unless the you are representing the University at national level or your country at international level, or participating in an event that is of benefit to the University's national or international reputation)
- Debt sanctions imposed by the University.
- Atypical performance
- Close proximity of assessment deadlines to one another.
- E-submission of an assessment file in an incorrect format.

Examples of extenuating circumstances that are likely to be deemed valid:

- Hospitalisation, including operations

- Health problems
- Personal or psychological problems for which you are undergoing counselling or have been referred to a counsellor or other qualified practitioner
- Pregnancy-related conditions and childbirth (including a partner in labour)
- Bereavement causing significant impact/effect
- Major accident or injury, acute ailments or conditions which coincide with an assessment deadline or an examination or test, or are sufficiently long-lasting to impact on a significant part of a term
- Clinical depression or other mental health problem
- Recent burglary/theft/serious car accident
- Jury service which cannot be deferred
- Representing the University at national level or your country at international level, or participation in an event that is of benefit to the University's national or international reputation.
- For part-time students in full-time employment, exceptional pressure of work or permanent change of employment circumstances. You must submit corroborating documentary evidence (e.g. a letter from your employer) which confirms the particular circumstances, explains why they are exceptional and outside your control and formally supports your claim. If you are self-employed, you must provide independent evidence to support the claim that the pressures are exceptional and outside your control.
- Late diagnosis of, for example, dyslexia, resulting in no support or examination provision.
- Separation or divorce - student or parental (provided the facts and the effects are independently corroborated)
- Unavailability of the student portal prior to the deadline for an assignment or examination where it has been confirmed by the module lead that this would have had a material effect on the preparation for an assessment.
- Examination disruption (e.g. fire alarm going off; excessive noise from building works)
- A significant change to your financial circumstances after enrolment (e.g. a withdrawal of Student Finance England (SFE) funding mid-year).
- Interviews for placements, only in cases where you have asked the employer or provider to reschedule, but this has not been possible. Such claims should be evidenced by a letter from the employer or provider.

The University of Plymouth Extenuating Circumstances Policy can be found here:
https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/extenuating-circumstances

Academic Offences

Issues of plagiarism and any form of academic dishonesty are treated very seriously. They could result in you failing a module or even having to leave your programme.

The University has developed information on plagiarism which can be found here:

https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations/plagiarism

Additional support is available from the library as part of their LibGuides:
http://plymouth.libguides.com/c.php?g=48936&p=314461

The University of Plymouth Library also has a LibGuide providing information regarding referencing:
http://plymouth.libguides.com/referencing

Further support on regulations including academic appeals is available from University of Plymouth at:

https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations

Contract Cheating

Issues of plagiarism, collusion and any other form of academic dishonesty are treated very seriously. They could result in you failing a module or even having to leave your programme. Some offences, such as contract cheating, where you deliberately pay someone else to write work for you, will be punished more severely than plagiarism, where you copy a paragraph from a published source without properly referencing the source. Support on referencing including online tutorials is available here http://plymouth.libguides.com/referencing

Academic Dishonesty: How to stay straight and clean

Types of Academic Dishonesty

- Buy an essay online
- Steal essays from another student
- Not doing your fair share of group work
- Copy bits of your housemate's essay
- Copy and paste large chunks of an essay from the internet
- Just copy 'a little bit'
- Work with a friend to produce an individual essay
- Taking bits from a coursework already submitted
- Making up results from a questionnaire

Types of Academic Dishonesty: Exams

- Take a paper out of an exam when you shouldn't
- Bringing in a translator or dictionary or programmable calculator to the exam
- Bringing in crib sheets or notes
- Getting someone else to take an exam for you
- Using your mobile to get answers in an exam
- Copying the work of another student by looking over their shoulders
- Learning some exam answers off by heart from the internet
- Working with other students to prepare exam answers

Why Cheat?

- I got desperate at the last moment: I could not keep up with the work
- My family expect me to succeed: I have to get good marks
- The lecturers don't care anyway
- Why not? I will probably get away with it
- All I need is that bit of paper at the end of the course
- But the teacher said, "Work together"!
- I am only showing respect for the original writer, who is far cleverer than I am
- If I write in my own words it will be full of mistakes

Plagiarism

Definition: using others' ideas, words or research without clearly acknowledging the source of that information.

To plagiarise, you:

- never have references to your sources
- Reference some sources, but not all
- Reference bullet points or phrases without showing that they are direct quotations

How not to Plagiarise: Direct Quotations

Either:

- "Place in quotation marks", or
  single spaced with indented margins for large amounts of text,
  like this

- Give author's **surname, year** of publication and *page **number*** (write n.p. if there is no number e.g. for internet sources)
- Only use quotations when the **exact words** are important
- Give the full reference in a list at the end

How not to Plagiarise: Figures and Tables

You can use maps, tables or diagrams from other people but you MUST show the source underneath. Then give the full reference in the list of references.

How not to Plagiarise: Paraphrasing

Take information from a source, put it in your own words (paraphrase) and then add the author (or organisation) and year in brackets. In addition, give the full reference in a list at the end.

Type of sources:

- Direct quotations
- Statistics
- Facts which are not common knowledge
- The results of another's research or study
- Other people's theories and ideas
- Other people's interpretations of events

Some students might feel that paraphrasing is disrespectful, produces nonsense, or poor English. However, a British university education is meant to teach you how to criticise the work of others. We expect original work:

your own poor English is preferred to other people's good English - you will improve. In addition, good paraphrasing improves the meaning.

Writing in your own words

Academic writing involves summarising, synthesising, analysing or evaluating other people's arguments. To "write in your own words" you understand, reflect on and digest your source material. Then you discuss or re-state this using your own vocabulary and an argument that is structured to the specific task you have been set. (Source: Open University)

Advantages of good paraphrasing

- It clarifies your understanding of the material
- It improves your ability to remember it
- You will be able to use the material in new contexts
- Your argument will be tighter, with fewer words
- Your argument will be appropriate to the question or assignment
- If you can't handle the coursework you won't be able to answer the exam questions

Referencing Guide

Online support available through the University Referencing Library Guide including the online version of 'Cite them rite'

How to reference using the Harvard Referencing System

The University of Plymouth Library has produced an online support referencing guide which is available here: http://plymouth.libguides.com/referencing.

Another recommended referencing resource is Cite Them Right Online; this is an online resource which provides you with specific guidance about how to reference lots of different types of materials. From books to TV shows, journals and podcasts it is expanded regularly to include new types of source material. Although based on the Harvard Referencing System it is useful for all students no matter which referencing system is preferred by their institution.

When the Harvard system is used, acknowledgement of the work of others appears within the text; it includes making direct quotes and paraphrasing. (NB Footnotes do not need to be used with this system; however, your tutor may allow you to use them to expand or qualify points in the text). You need to note the author's surname, followed by the year of publication and, for a direct quote, the page number.

- Where you are citing from **more than one work** published by an author in one year you add a lower case letter after the year eg (Bloggs 1994a).
- Where there are **two authors**, give the surnames of both authors.
- Where there are **three or more authors,** give the surname of the first followed by *et al.*

There are several ways in which these references can be made; there are some examples below. (The full details of sources are given in the list of references at the end; see the next section).

Quotation

If you take a passage, a sentence, a phrase, or even a distinctive word from a book, article, or other source you **must** put the borrowed material in single quotation marks (with double quotation marks for a quote within a quote). Quotations and their introductory clauses need to be grammatically complete. If something is left out of the original quote then three dots should be used to show the omission. If you add words, these should be in square brackets.

eg

He lists twenty-four names of people who had 'felt hitherto strange and unfamiliar desire to have images formed by light spontaneously fix themselves' from as early as 1782 (Batchen 1990: 9).

eg

Whilst Williams (1989) suggested that 'schools in Devon are…'

A longer quotation (more than three lines) should be indented and single spaced in a separate paragraph.

eg

Terry Eagleton explicitly links Freud's psychoanalytic theories with his politics, claiming that his limitations as a political thinker were conditioned by his own historical circumstances.

When Freud turns to directly political themes, a notable coarsening of his intelligence sets in; like many a bourgeois intellectual, his ideological obtusenesses are at war with his native wit. If Freud had lived through a different, more hopeful political history, much in his theoretical doctrine would have been transformed. (Eagleton 1990: 283)

Paraphrase

If you paraphrase or summarise information or ideas from a book, article, or other source you must take great care to put the information into **your own words**, and you must, again, clearly indicate the source from which the information came.

eg

Biographies of Rossetti tend to differentiate the successive stages of his career by associating each of them with a particular woman in his life (Prettejohn 1997: 9).

eg

E. H. Carr has observed that is a construct consequent upon the questions asked by the historian (Carr 1964).

eg

In a further article (Johnson 1989a) it is argued that...

eg

In this article (Nicholls *et al.* 1990) the view is taken that...

eg

This finding has been confirmed by other researchers in the United States (Smart 1986; Billings and Brown 1990).

Secondary Citation

Sometimes you need to cite the ideas of an author that were referred to in someone else's writing, though, where possible, you should try to read the original source. You must show that you used the secondary source.

eg

Learmouth (1978 cited in Short 1984) acknowledges that it is impossible to...

List of Sources (Bibliography)

Introduction

All written work should include a list of sources at the end detailing, in alphabetical order by author, all the sources you used to research the topic. (You may divide it into sections according to the format of the resources from which you have obtained information eg Books and Journals; Films; Websites etc.).

When there are two authors, cite them both. For three or more authors cite the first author followed by *et al.*

The following guide combines the conventions used in the Harvard System and the style recommended by the Faculty of Arts.

Book

Surname and initials of author (**if editor/editors,** put ed./eds in brackets after the name)

Year of publication (in brackets)

Title of book (in italics)

Edition (omit if first edition)

Place of Publication

Publisher

Page or chapter numbers if needed

eg

LaBelle, B. and Roden, S. (eds) (1999) *Site of Sound: of Architecture and the Ear,* Los Angeles: Errant Bodies Press

Article in edited book

Surname and initials of author

Year of publication (in brackets)

Title of article (in quotation marks)

In , then surname and initials of editor/editors of book, followed by (ed.)/(eds)

Title of book (in italics)

Place of publication

Publisher

Page numbers.

eg

Jameson, F. (1983) 'Postmodernism and consumer society' in Foster, H. (ed.), *Postmodern Culture,* London: Pluto Press, 111-126.

Article in journal/newspaper

Surname and initials of author

Year of publication (in brackets)

Title of article (in quotation marks)

Title of journal (in italics)

Volume number (in bold)

Part number (in brackets)

Page number(s).

eg

Hall, K. (2001) 'An analysis of primary literary policy in England using Barthes' notion of "readerly" and "writerly" texts'. *Journal of Early Childhood Literacy*, **1**(2, August), 153-165.

Video and Film

Title (in italics)

Year of release (in brackets)

Medium

Director

Other relevant detail re writers, performers etc.

Distributor

Other relevant detail re physical characteristics eg size, length of film

eg

A Room with a View (1985) Film*.* Dir. James Ivory. Cinecom Intl. Films.

If you are citing the relevance of a particular individual, begin with that person's name and contribution.

eg

 Mifune, T. actor. *Rashomon* (1950) Dir. Akira Kurosawa. Daiei.

Television / Radio Programme

Title of programme (in italics) **or, when in series**, title of programme (in quotation marks) and title of series (in italics)

Broadcast date

Other relevant detail re producer etc.

Network

Other relevant detail re physical characteristics, length of programme etc.

eg 'The First Human Clone', *Panorama* (8 February 1999) British Broadcasting Corporation,. Video, 45 minutes.

If you are citing the relevance of a particular individual, begin with that person's name and contribution.

eg Hitler, A. '1933: Master Race', *People's Century* (1995) British Broadcasting Corporation. Video, 55 minutes.

World Wide Web Document

Author or editor (if known)

Title of document (in quotation marks) followed by Online (in square brackets)

Location of document (full web address)

Access date (in square brackets)

eg Brown, M. 'Impressionist painting' [Online] http://www.fisk.edu/ [27th September 1999]

Article in Electronic Journal

Author

Year of publication

Title of article (in quotation marks)

Title of journal (in italics)

Type of medium (in square brackets)

Volume, part of journal

Location of document (full web address)

Pages (if given) or other indicator of length

Available: Supplier/ Database name/ Identifier or number (if given)

Access date (in square brackets)

eg Anderson, B. (2002) 'September 11 has turned out to be a good thing for America and the world'. *The Independent* [Online], 9 September 2002.

http://www.infoweb.newsbank.com/ Approx. 4 printed pages. Available: NewsBank Newspapers UK [12 September, 2002].

Miscellaneous

For information about citing letters, computer software, music recordings, performances, works of art, interviews, maps etc. please refer to the *MLA Handbook for Writers of Research Papers*. Please note that when using these examples the elements of the entry are suitable for Harvard, but that you need to put the date of publication in round brackets after the first element.

Use of Latin

You will encounter a variety of Latin abbreviations in references, especially if the book or article is more than twenty years old. A list of the four most common abbreviations is given below. (It is not necessary to use these when using the Harvard referencing system).

1. *ibid.* [short for ibidem] meaning "in the same book, chapter etc." and used when a reference is given to the same source as the immediately preceding reference. For clarity you should add the page number.

eg

59. Herzog, D. *Poisoning the Minds of the Lower Orders*, Princeton: Princeton University Press, 1998, p. 83.

60. *Ibid.,* p. 84

2. *loc. cit.* [short for locato citato] meaning "in the passage already quoted"

3. *op. cit.* [short for opere citato] meaning "in the work already quoted"

Both *loc. cit.* and *op. cit.* are used when the full reference has already been given in an earlier footnote, but not in the immediately preceding one. For clarity, you should add the page number of the relevant passage and also the date if the author has more than one source listed in your footnotes.

eg 67. Herzog, *op. cit.* p. 80 [or 67. Herzog, *op. cit.* (1998) p. 80]

passim [from passus meaning scattered] and used when a point is made in many places, here and there or throughout a passage, a chapter or even a whole book.

eg a reference to 'pp. 60-80' might indicate a concentrated discussion of an idea, whereas 'pp.60-80 passim' shows that the idea makes numerous, but sporadic appearances.

Hand in Process

Assessment Schedules –

Programme Assessment Schedule for Stage 1 FdA Childhood Studies (September 2018-19)						
Modules Stage 1 (Level 4)	Credits and terms	% of assessment marks		Submission date	Moderator	Return to students by
		Coursework/ Practical	Assessment Mode			
HIGH1020 **Children's Rights and Welfare** (Aimie Tonsberg)	Term one (20)	100	Set exercise plus Literature Review	Monday 5th November 2018 Monday 10th December 2018	Dr Lynn Blakemore	**Monday 3rd December 2018** **Tuesday 22nd January 2019**
HIGH1023 **Provision for Children** (Tina Hesse)	Term one (20)	100	3D model and Rationale	Tuesday 11th December 2018	Dr Lynn Blakemore	**Wednesday 23rd January 2019**
HIGH1018 **Understanding Children's Learning and Development** (Dr Lynn Blakemore)	Term two (20)	100	Observations	Tuesday 26th March 2019		**Friday 10th May 2019**
HIGH1063 **Today's Child** (Dr Lynn Blakemore)	Term two (20)	80% 20%	Poster Oral presentation	Monday 11th March 2019 Monday 11th and 18th March 2019	Dr Sue Le Masurier	**Tuesday 23rd April and Tuesday 30th April 2019**
HIGH1022 **'Include Me!' Perspectives on Disability and Inclusion** (Tina Hesse)	Term two (20)	100	Essay	Tuesday 23rd April 2019	**Aimie Tonsberg**	**Thursday 23rd May 2019**
HIGH1064 **Professional Development** (Dr Lynn Blakemore)	Term one and two (20)	90% 10%	Portfolio Presentation	Tuesday 30th April 2019 Monday 13th and Tuesday 14th May 2019	Dr Sue Le Masurier	**Friday 31st May 2019**

Programme Assessment Schedule for Stage 2 FdA Childhood Studies (September 2018-19)

Stage 2 (Level 5)	Credits and terms	% of assessment marks		Submission date	Moderator	Return to students by
		Coursework	Assessment Mode			
HIGH2017 **Children in society** (Dr Sue Le Masurier)	Term one (20)	**100**	**Research report**	Sunday 9th December 2018	Dr Lynn Blakemore	**Monday 21st January 2019**
HIGH2019 **Physical movement in the lives of children** (Dr Lynn Blakemore)	Term one (20)	**100**	**Review and report**	Friday 14th December 2018	Dr Sue Le Masurier	**Tuesday 29th January 2019**
HIGH2020 **Children's workforce- Management and Leadership** (Heather Davies)	Term one (20)	**100**	**Case study**	Sunday 6th January 2019	Dr Lynn Blakemore	**Thursday 31st January 2019**
HIGH2015 **Child development is for the future adult** (Christopher Journeaux)	Term two (20)	**100**	**Observations** **Essay**	Sunday 3rd February 2019 Sunday 22nd April 2019	Dr Lynn Blakemore	**Friday 8th March 2019** **Wednesday 22nd May 2019**
HIGH2016 **'Who am I?'** (Dr Sue Le Masurier)	Term two (20)	**100**	**Article critique**	Sunday 17th March 2019	Dr Lynn Blakemore	**Monday 29th April 2019**
HIGH2018 **Multiagency working and the impact on children** (Heather Davies)	Term two (20)	**100**	**Critical incident report**	Tuesday 23rd April 2019	Claire Farley	**Thursday 23rd May 2019**

Example of feedback form -

Name:		Module:
Reference number:	To be submitted by:	

Title:

Assessed Learning Outcomes:

1. Demonstrate knowledge of different models of disability

2. Intelligently apply these models to critically analyse historical, cultural, psychological and sociological perspectives on disability and inclusion

3. Examine educational interventions within the context of the perspectives studied

4. Investigate and make comparisons of provision in the UK and Jersey for children with special needs

5. Reflect upon own values , experiences and attitudes in the light of this knowledge

Assessment criteria:

- Knowledge of educational interventions and the impact on individual needs.

- Ability to utilise models of disability to analyse current provisions taking into account historical, cultural, psychological and sociological factors.

- Ability to compare and analyse differences in provision between Jersey and the UK when responding to Special Educational Needs.

- The breadth and depth of analysis undertaken

- Awareness of ethical issues in areas of disability and inclusion and can discuss these in relation to personal beliefs and values.

Before submitting your work please check:

Spelling		Grammar		Referencing	
Punctuation		All sheets named and numbered		Word count	

Word count (including quotations but not references list or appendices) 3000 words

Please note actions you have taken in response to feedback from previous

assessment tasks:

- Please use a clear and easy to read font style and size. We would recommend Arial or Times New Roman size 12.
- Please use one and a half line spacing
- Please ensure that there are adequate margins (2cm all round)
- Print in black ink (unless there is a need for colour e.g. a picture or diagram)
- Please submit work in a folder from which it can be easily removed for photocopying (preferably without staples). A plastic pocket is fine, but do **not** use a separate pocket for each page!

More details on planning your work (including advice on formatting) can be found at: https://exchange.plymouth.ac.uk/intranet///learndev/studyguides/6%20Academic%20writing%20I%20planwriteessays.doc

Submission of Assessed Work

All assignments will be submitted electronically.

Students will submit 2 electronic copies of their assignments as follows:

- 1 electronic copy will be submitted to the correct assignment submission area on Moodle (as instructed by your module tutor)
- 1 electronic copy will be emailed to submissions@uc.ac.je

The version of your assignment submitted through Moodle is considered as the definitive version. Electronic submissions must be uploaded to Moodle in the designated area and delivered to the submission inbox by **10pm** on the assessment deadline day. Assignments uploaded to Moodle within 24 hours after the assignment deadline will be considered as a late submission and be capped at a mark of 40% as per Plymouth University Academic Regulations. Assignments submitted more than 24 hours after the submission deadline will not be marked unless students have gone through the Extenuating Circumstances process.

Further detailed guidance relating to the submission of assignments can be found in the Electronic Assignment Guidance Notes document on Moodle.

Assessed Coursework: Presentation

- The coursework should be double-spaced with numbered pages;
- Your Plymouth University number must appear on the first page;
- Module number and coursework title/question must appear on the first page;
- You must have a completed a cover sheet and included it as the first page of your coursework (cover sheets are available on Moodle);
- You must record the word count in the space on the cover sheet.
- Ensure you thoroughly check for spelling and grammatical errors.
- Coursework should be fully referenced throughout using the Harvard system.
- Coursework must contain a full bibliography.

Assessed work should not be more than 10% longer than the prescribed word count. Coursework is not penalised for being under length but it will obviously be harder to achieve the pass mark with an under length essay.

- The word limits **exclude** the title, coversheet, bibliography, tables, maps, diagrams and necessary appendices.
- The word limits **include** all text, numbers, Harvard referencing in the body of the text and direct quotations.

Your choice of literature should be balanced using books, journal articles and relevant websites. Coursework relying heavily on general website material (unless on-line journal articles and authoritative sites related directly to the unit) are not appropriate.

Coursework will be graded against the following criteria:

- Presentation
- Structure/Development of Argument
- Referencing/Use of Literature
- Knowledge, Understanding and Evidence of Analysis

Modified assessments

Please notify the programme and module leader of any modified assessment provision as soon as possible.

Return of Assessment and Feedback

COURSEWORK (WITH FEEDBACK) WILL BE RETURNED TO STUDENTS WITHIN 20 WORKING DAYS

Academic Matters - Procedures for dealing with late submissions and extenuating circumstances

For more detailed programme guidance please see your Programme Quality Handbook available on your Institution website. Your programme operates under University of Plymouth Academic Regulations; to view these regulations, go to:

https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations

Late Work

Work submitted after the deadline will be marked as normal to give you an indication of the standard of your work, but a capped mark of 40% will be recorded if the work is submitted up to 24 hours after the deadline and a **zero** mark will be recorded after this time. Further information can be found at https://www.plymouth.ac.uk/uploads/production/document/path/8/8388/Section_D_Assessment.pdf. If you have a reason that your work was late i.e. illness etc. you can complete an Extenuating Circumstances Form (see below).

Turnitin

Turnitin (http://www.turnitinuk.com/) is an Internet-based 'originality checking tool' which allows documents to be compared with content on the Internet, in journals and in an archive of previously submitted works. It can help to detect unintentional or deliberate plagiarism.

It is a formative tool that makes it easy for students to review their citations and referencing as an aid to learning good academic practice. Turnitin produces an 'originality report' which may be necessary to be attached to your coursework and your tutors will advise you on how to access and use Turnitin where required for your studies. To learn more about Turnitin go to https://guides.turnitin.com/01_Manuals_and_Guides/Student/Student_User_Manual

More detail will be given in the Module Teaching, Learning and Assessment handbook.

Progression to Further Study & How Your Marks are Calculated

At Stage 3 (level 6) students will have the opportunity to complete the B.A (Hons) Childhood Studies degree on Island by continuing with their studies with UCJ in partnership with Plymouth University. Alternatively, students can apply to complete the BA (Hons) Early Childhood Studies degree at Plymouth University either by attending the University campus on a full or part time basis or by opting for the FLECS route (Flexible Learning in Early Childhood Studies). This will involve some attendance at the University (currently 8 days) as well as substantial study through the Internet and in study groups with other students on the route.

Please note there is a deadline for progression applications (circa mid-January with the actual date determined annually) and places maybe subject to availability.

Your Programme Manager is able to contact University staff in order to communicate your questions regarding progression to programmes at University of Plymouth.

Information on individual programme progression is available in your Programme Quality Handbook, on your Institution website and also on the University of Plymouth course web page

If you are studying a Foundation Degree and your aggregate mark across all modules is:

70% or above you will be awarded a Foundation Degree is Distinction

60% - 69% you will be awarded a Foundation Degree with Merit

If you are studying an undergraduate programme and progress to a University of Plymouth honours degree programme, University of Plymouth will calculate your final Honours Degree classification to include marks from each of your levels of study.

- **10% from Level 4 – calculated from the highest achieved 80 credits. Where modules are arranged in such a way that the 80 credits of 'highest module marks' cannot be identified unequivocally, the average for the best 70 credits and 90 credits will be calculated and the student given the best advantage.**
- **30% from Level 5**
- **60% from Level 6**

If you progress onto Level 5 of a programme at University of Plymouth, then 10% (of the highest achieved 80 credits or where modules are arranged in such a way that the 80 credits of 'highest module marks' cannot be identified unequivocally, the average for the best 70 credits and 90 credits will be calculated and the student given the best advantage) will come from your level 4 marks studied previously, 30% of your level 5 aggregate mark will be drawn from the level 5 modules studied at University of Plymouth and then 60% from your level 6 aggregate mark at University of Plymouth.

There may be wider progression opportunities available to you however you must discuss your individual requirements with programme staff who will be able to offer further guidance. Please note there is a deadline for progression applications (1st November 2018) and places maybe subject to availability.

Further Information can be found within the Regulatory Framework documents; both postgraduate and undergraduate documents can be found here: https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations

Module records and other information specific to this programme can be found here:

https://www.highlands.ac.uk/wp-content/uploads/2018/10/Programme-Quality-Handbook-FdA-Childhood-Studies-2018-19.pdf

Exam Procedures

There are no exams within the FdA Childhood Studies programme however for essential help and information about exams follow this link: https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/help-and-support-for-exams

External Examiner Arrangements

Each programme has an External Examiner who comes from a Higher Education Institution in the UK (not University of Plymouth). The Subject External Examiner is primarily concerned with the standards of assessment of the subject and therefore attends the subject assessment panel. They will verify the process of assessment throughout your modules advise upon re-assessment (further information can be found within your teaching learning and assessment handbook). Your final result is decided by an Examination Board which happens in June followed by resit boards in September.

You can find your External Examiner reports online through the Digital Learning Environment or DLE (https://dle.plymouth.ac.uk/): click on "Tools/Resources" then "Your External Examiners". For further programme external examiner details please see your teaching, learning and assessment handbook.
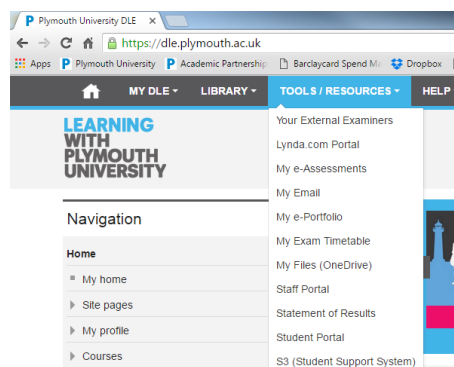
Enrichment and Co-Curricular Activities

Plymouth Compass

While you're at Plymouth, you'll gain more than just your degree

The Plymouth Compass helps you to navigate your way through your whole university experience, in both your taught curriculum and your extra-curricular activities. What you learn at university prepares you for more than a career, so the Compass identifies key attributes in four broad areas of your life - academic, civic, professional, and personal.

During your time here, you'll have plenty of opportunities to practice and develop these attributes, helping you gain experiences, improve skills, and build networks for your life beyond graduation. The Compass also supports us, as a community, to coordinate our efforts to offer you as broad an education as possible. It clarifies what the University values and what it anticipates will help you, as a graduate, in a future that is hard to predict.
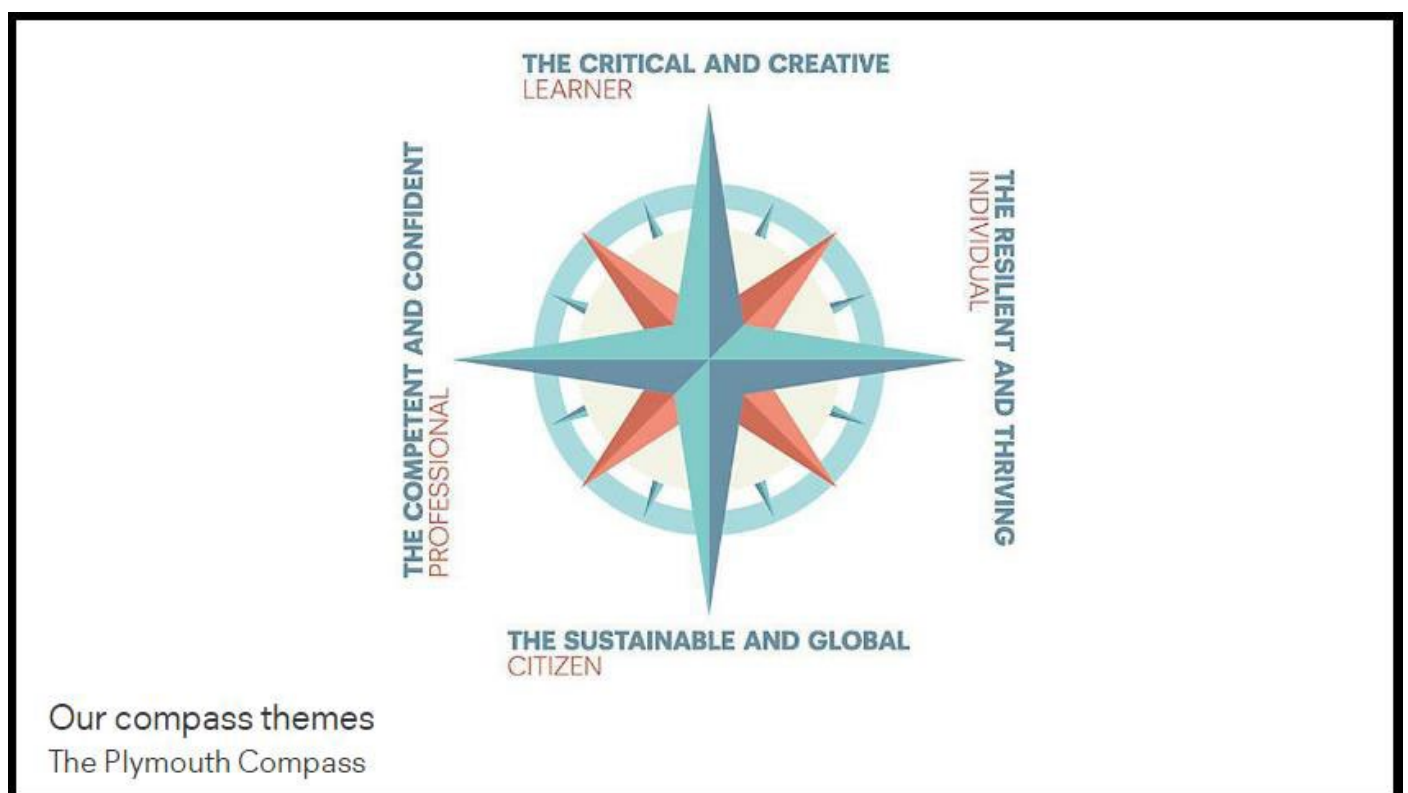
Find more information at: https://www.plymouth.ac.uk/your-university/teaching-and-learning/plymouth-university-compass

The Plymouth Award

Students are encouraged to sign up for the Plymouth Award which is designed to recognise and celebrate student achievements outside the curriculum. Many students already make significant contributions to the life of their institution and the communities in which they live and work. The Plymouth Award is one way of recognising the value that we place on these contributions and on the learning and personal growth that students gain from these activities. It is also recognized by many employers as a demonstration that you have gone above and beyond your studies.

The Higher Education Achievement Record (HEAR)

The HEAR includes and extends the existing record of academic achievement: the academic transcript, and the European Diploma Supplement. This information follows the same documentation you would expect for students graduating from any university in Europe. It also features additional achievements relating to co-curricular activities which are formally recognised by the University, for example, the Plymouth Award, or being a Course Rep. A full list of what is included on your HEAR is available on the FAQs website. You can also view an example of a mock HEAR report.

For more support please contact:

Your HE office on: Patrick Reed (01534 608526) or via email at Patrick.reed@highlands.ac.uk

Complaint Procedure for University of Plymouth Students

Stage 1	Stage 1 – Notes
As a student you should raise any issues or problems with your Tutor or alternative member of staff at the Partner Institution where you study. The Institution will work with you to resolve the issue. If you are not happy with the outcome of this stage, you can raise a formal complaint in writing (Stage 2) with the University using the complaints@plymouth.ac.uk email address.	This is an informal step in the complaints process. It is envisaged that either the Tutor or an alternative Partner Institution representative will be able to resolve the issue raised by you and will meet with you to discuss the outcome.

Stage 2	Stage 2 – Notes
If you wish to raise a formal complaint you need to contact the University's Complaints Office (CO). The CO will contact the Partner with details of your complaint and will liaise with the Partner in order that they can consider the issues raised. The CO can advise the Partner as to possible solutions that could be offered to address your complaint. The Partner will then write to you to address the formal complaint and to offer a resolution.

If you are not happy with the outcome of Stage 2, you can escalate the complaint to Stage 3 with the University at complaints@plymouth.ac.uk where a Stage Three Complaint Review Panel will take place. | The University's CO will contact the Partner on receipt of your formal complaint and liaise with the Partner in order that they can consider your issue. The CO will also give advice to the Partner as to ways to resolve your complaint. |

Stage 3	Stage 3 – Notes
If you are not happy with the outcome of Stage 2, you should contact the CO. A Stage Three Complaint Review Panel will be set up to review your complaint. After the Panel has made a decision they will write to you with the outcome. If, following this, you are still not happy with the outcome, your next step would be to take your complaint to the OIA (Office of Independent Adjudicator)	The Stage Three Complaint Review Panel is drawn from a pool of Academics, Registrars, and the Student Union.

The CO will contact the partner on receipt of the student complaint. The partner will then have the opportunity to comment, or to provide a written submission in response to the complaint.

The Panel will review all the facts and make a decision regarding the complaint. The CO will write to you with the outcome of the |

Taking Your Learning Seriously

Key Features of University Level Study

Outlined below are key features of University or Higher Education (HE) level education, including what differentiates this from other forms of education e.g. at school, institution or in the workplace.

Attendance

You are expected to take responsibility for your learning and attendance

 in timetabled sessions. In some modules if you do not attend consistently you may risk losing marks, either directly or by missing an assessed presentation or group activity. Any absence also affects your peers as it may disrupt planned group activities and limit the range of discussions. You will be expected to be available for every week of your Institution terms. Please ensure that holidays are only arranged outside of term and assessment commitments. Students who do not attend run a very high risk of failure.

University of Plymouth expects all students to attend all scheduled classes, field trips and other events that are part of their programme of study. All teaching is developed to give you relevant and necessary experience. We know that students who do not attend perform less well.

If you are ill or otherwise unable to attend, you should send apologies to your tutor and ensure that you have caught up with the work. Programme leaders work very hard to make sure that teaching and assignments are well designed, and that they support your learning.

Your Approach to Studying

Probably the most significant difference between university level study and other levels of education is the amount of personal responsibility you have. This has implications for how you approach your studies.

Staff will use a variety of educational approaches, depending on the learning outcomes of the module. These may include: lectures, group work, discussion, student led activities, simulation; technology supported activity, practical scenarios, and directed study. Your active participation will enhance your learning. It is **your responsibility** to acquire the required knowledge and skills.

> **Key strategies to become a Successful Student**
>
> **You must take proactive responsibility for your own studies.** We will give you as much help and support as we can but ultimately your success (or failure) is down to you.
>
> **Plan your time carefully.** Write a personal timetable as soon as you can.
>
> **Attend all lectures and tutorials and take notes.**
>
> **Do not miss deadlines.**
>
> **Read extensively around your subject.** Just being familiar with the set text books is unlikely to be enough to pass.

At this level of study, **you will be treated as a responsible adult,** capable of acting on your own initiative.

You may be used to a learning or workplace environment with fixed hours and routine activities. However HE study requires you to develop new study, time-management and prioritisation skills to make effective use of your study time and to meet programme deadlines. Your weekly timetable consists of planned learning activities, such as lectures, and time for you to undertake additional reading, assignment preparation and private study. The contact time that you have with lecturers is only part of your module timetable. As an indication, the average amount of 'total student effort' expected for a 20 credit module will be around 200 hours, but you may only be timetabled for *(Institution to insert appropriate number)* hours.

You must, therefore, learn to use your time constructively. Your most valuable learning will be done in your own time and in your own way.

Suggested Reading for New Students

- Bedford, D. and Wilson, E. (2013) *Study Skills for Foundation Degrees*. Brighton: David Fulton Publishers

- Burns, T. and Sinfield, S. (2012) *Essential Study Skills: The Complete Guide to Success at University*. Sage Study Skills Series

- Cottrell, S. (2015) *Skills for Success: the Personal Development Planning and Employability Handbook*. Palgrave Macmillan.

- Greetham, B. (2013) *How to Write Better Essays*. Palgrave Macmillan.

Reading for your study

You will not complete your programme successfully if you do not read regularly and in-depth. You will be given reading lists for each module. You should purchase at least one recommended text for each module. Since books are expensive, however, it may be a good idea to pool resources by sharing with friends in a study group.

Please note that you may only be able to borrow basic texts from the library on a short-term basis. Demand for such texts may be very high at certain times in the year; so do not rely on them being available.

You are strongly recommended to follow current issues relevant to your programme in the quality press, for example, The Times, Independent, Guardian and Telegraph. You should also make use of subject-related journals held in the library.

Reading texts for Higher Education demands note-taking as well as reading skills; as with lectures keep careful notes from your reading.

Private Study

Your private study time is likely to be taken up by different tasks for each module or by preparing for tutorials or undertaking some reading of a programme text or library research. In addition, private study time provides students with the opportunity to ensure they have understood the subject, for reflecting on any feedback on assessed work and building up a good set of notes for revision.

Study Groups

In all our programmes, the institution encourages students to learn skills to enable them to work as groups and teams. These are not merely useful during your programme. In any employment context you will find such skills and experiences invaluable. Sometimes you will find you are assessed on a piece of written work or presentation completed as a group. Many students benefit significantly from working collaboratively in study groups, to check their understanding of difficult issues or concepts and to revise.

Personal Development Planning

It is important to bear in mind from the outset of your study that you are working toward a degree that will provide you with a foundation for a potential career. It is important to be aware of your own career direction from the early stages of the programme. Therefore, we place a great deal of importance in Personal Development Planning (PDP). This describes the **'means, by which students can monitor, build and reflect upon their personal development'**.

Therefore, PDP is a structured and supported process undertaken by an individual to reflect upon their own learning, performance and / or achievement and to plan for their personal educational and career development. You are ultimately in charge of your own career direction but we are more than happy to help and advise you throughout your degree programme. You will be introduced to the use of PebblePad which will provide you with a flexible electronic resource which you can use to plot and reflect on your learning achievement. PebblePad allows you to plan and develop strategies for learning and also to reflect and evaluate your accomplishments

It is hoped that the PDP process available on this programme will enable you to:

Become more effective, independent and confident self-directed learners;

Understand how you are learning and relate your learning to a wider context;

Improve your general skills for study and career management;

Articulate your personal goals and evaluate progress towards your achievement; and

Encourage a positive attitude to learning throughout life.

Factors Affecting Your Learning

In addition to teaching, academic support and private study there are often factors which influence your learning environment. If you are aware of these, you will be able to manage your studies more effectively.

Effective Learning

Learning refers not simply to the sum total of facts and information you can recall at a given moment. It also relates to how you use and apply information and how you find, store and retrieve it. One of your aims as a student should be to become a more effective learner.

The quality of your learning will depend on these starting points:

- Your attitudes, attendance, aims and goals
- Your dedication
- Your aptitude for the subject
- Your intelligence
- Your willingness and ability to learn
- Your use of resources - tutors, books, materials, the work experiences built into the programme, etc - and time - your timetabled lectures and tutorials as well as private study.

To assess how well you are learning, you should frequently check your progress by keeping in touch with your tutors and your fellow students and ensure you are up-to-date with deadlines.

Time Management

Good time management lies at the root of effective learning. You will need to plan the use of your time carefully. You will have the demands of your programme, learning in lectures and tutorials, working on assessments and completing your private study to consider.

A personal timetable can help you in assessing all your priorities: paid work, social and family commitments, as well as your studies.

You will have to think realistically about the number of hours that you need to study to be a successful student. If you are studying full-time, we would expect that your lectures, other timetabled sessions and private study taken

together will only account for a proportion of the 200 hours of study required for each 20 credit module. However, the amount of study effort required varies from student to student.

Coping with Stress

Stress can be a serious problem, particularly in your first year when you may be adjusting to a new environment, arranging accommodation, managing your finances, living away from home and balancing your time between study and family / work commitments. There is, however, plenty of help available and you are encouraged to make use of support services on site.

University of Plymouth has also developed a set of e-resources to help support students wellbeing. Self Help Inspiring E-Resources (SHINE) are available here: https://www.plymouth.ac.uk/student-life/services/learning-gateway/shine

Learning Skills

Some students find the transition to university level study, particularly student-centred learning, more difficult than they expected. This can be because they have not yet developed the required learning skills. Although you will receive help throughout your programme to improve these skills, there is specific support, advice and resources available through the Institution's Learning Skills Service concerning issues such as:

- Presentations
- Essay Writing
- <u>Referencing</u>
- Time Management
- Reading and Note-taking
- Revision and Examinations

University of Plymouth has a suite of excellent support resources which are available at:

https://www.plymouth.ac.uk/student-life/services/learning-gateway/learning-development

What next?

Employment and Progression Opportunities

As a student studying Higher Education your programme has been designed to help you to succeed in your career aspirations and has been designed with the involvement of employers. Many of these are prepared to come to your Institution to give talks to students about their working environment and the qualities that they expect in potential employees. Please make every effort to attend such events and to profit from such employer contacts.

Many of your teaching staff will also be able to give you helpful career advice. The Institution Careers Service offers information, advice and guidance to students at all stages of their programme. For local guidance please contact the Careers and Employability team in the Highlands Information Centre or email Mary Hubert mary.hubert@highlands.ac.uk

Further advice is available from the University of Plymouth Careers and Employability Service . As a graduate you will have a wide choice of career opportunities throughout the private and public sectors, both in the United Kingdom and abroad.
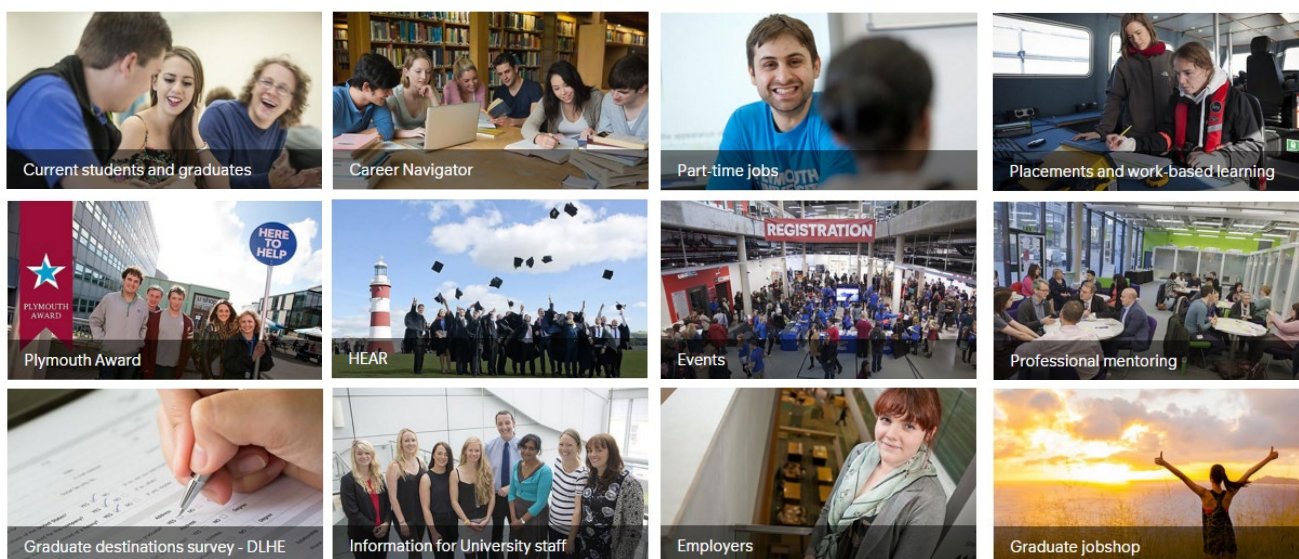
Work-Based Learning (WBL) / Work Related Learning (WRL) and Employability

WBL and WRL, in its various forms, is one of the major defining characteristics of your studies. It plays a central role in enabling you to apply academic study to workplace environments and problems. In turn, your programme of study should enable you to integrate knowledge and skills developed in WBL / WRL into your project work and study in taught modules.

An employable graduate is one who is able to meet the requirements of employers and fulfil their career aspirations at a graduate level. They will be able to apply the skills, knowledge and personal qualities developed during their programme to the workplace and other contexts. An employable graduate will need to be able to:

- Demonstrate and apply graduate attributes and skills;
- Demonstrate and apply career management skills: e.g. preparing effectively for the recruitment and selection process;

- Demonstrate and apply lifelong learning skills: e.g. reflecting critically on academic, personal and professional development, identifying and articulating achievements and planning for the future;
- Demonstrate business and organisational awareness: e.g. understand changing working practices, including self-employment, with particular reference to the professions and sectors relating to their programme of study;
- Demonstrate an international outlook: e.g. understanding the attributes and breadth of outlook appropriate for working in a global economy.

Your programme has been designed to put all this in perspective, and give you the opportunities to develop the requisite skills. Work-related skills are integral to the modules and many specifically offer you the opportunity to experience the world of work, even if you are studying full time. Your programme specification details the knowledge, skills and understanding you will be able to demonstrate when you gain your award which is available in your Programme Quality Handbook.

Graduation and Results Guidance

University of Plymouth has developed a guide to your statement of results, transcripts and award verification. The information has been gathered together to help answer any questions you may have regarding your results, how and when you can access them and links to further information on what happens if you fail any part of your course. Click here to access the guide:

https://www.plymouth.ac.uk/student-life/your-studies/essential-information/results-guidance-notes

Students at UCJ have the option of graduating on or off Island. The local graduation event usually takes place in mid-September and is celebrated with a formal graduation procedure, a parade through the town and a subsequent social celebration with family members at one of Jersey's prestigious hotels.

Alumni

As Plymouth Students you are part of the Plymouth Alumni. More information can be found at https://www.plymouth.ac.uk/alumni-friends/alumni

Anything else?

Frequently Asked Questions:

What if I want to withdraw from, or suspend, my course?

If you are considering withdrawing from the University or interrupting your studies for any reason, please consult your programme leader and seek advice if you are experiencing difficulties. Just talking to someone may be enough to put you back on track. Students choose to interrupt study or withdraw for a variety of reasons and we may be able to help.

If you decide that you don't want to continue with your studies in this academic year, it is important that you correctly withdraw or interrupt study as there are academic and financial implications that you need to consider. For international students there will also be implications with regard to your visa.

You must complete the withdrawal or interrupt study form, which is available from the HE Office. Please note, if you wish to email this form we'll only accept it if sent from your University of Plymouth student email account as proof of signature. Do not, under any circumstances withdraw or interrupt study without completing this form.

Depending on the date you withdraw or suspend study, you may be deemed to have had an attempt at the modules you are enrolled on. Further information on the cut-off dates by which you would be considered to have an attempt are detailed on our withdrawing from a module pages (https://www.plymouth.ac.uk/student-life/your-studies/essentialinformation/ regulations/withdrawing-from-a-module).

If you have extenuating circumstances for withdrawing or interrupting study you should complete an extenuating circumstances claim form now. A valid claim for extenuating circumstances could mean you do not lose an attempt at some or all of your modules. This is important as there is a maximum number of attempts any student can have at a module and second and third attempt marks are capped. Please refer to our extenuating circumstances policy for more information on making a claim (https://www.plymouth.ac.uk/student-life/your-studies/essentialinformation/

exams/exam-rules-and-regulations/extenuating-circumstances).

If you decide to interrupt or withdraw from your studies, there could be funding implications. In the first instance please speak to your personal tutor or the Head of Higher Education (Ben Bennett) ben.bennett@highlands.ac.uk for further advice on this.

We recommend that you discuss this with them before you make your decision as this may affect your ability to receive funding in the future.

Once your withdrawal/interruption has been formally processed, UCJ will communicate this to the relevant funding body advising them of your last date of attendance as recorded on your withdraw/interrupt study form.

If you require any support with your student funding please contact UPSU:Advice.

What if I want to change my course?

You'll need to get advice from your Programme Leader, Personal Tutor if you wish to change course. You will need to complete a form and get your current Programme Leader to sign it, along with the Programme Leader of the course you wish to join. The form is available from the HE Administrator. It is important that you follow University procedures as you may find that your student loan is at risk if you do not. You will also be required to inform Student Finance of a change in your circumstances.

Where do I get my Timetable?

All timetables are uploaded on to Moodle and also displayed on the notice boards of UCJ (Floor 2).

How do I submit my coursework?

Please see the section on Assessment above.

How do I raise an issue?

Please see the section above on Taking Your Learning Seriously.

How do I find out who my personal tutor is?

Please see the section above on Personal Tutors.

When is graduation?

Graduation usually takes place mid-September and is managed by the college Business and Events Co-ordinator Aaron Labey aaron.labey@highlands.ac.uk

PROGRAMME QUALITY HANDBOOK

2018 – 19

FdA Childhood Studies

0. Welcome and Introduction to the FdA Childhood Studies programme

Welcome to the Foundation Degree (FdA) in Childhood studies approved by the University of Plymouth. The college is delighted that you have chosen to study with us.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
  - available at http://www.highlands.ac.uk/moodle
- University of Plymouth's Student Handbook
  - available at:
    https://www.plymouth.ac.uk/your-university/governance/student-handbook

1. Programme Specification

On the following pages you will find the specification for your programme of studies which link to QAA (Quality Assurance Agency) benchmarks and guidelines which can be accessed at http://www.qaa.ac.uk/. It is a University of Plymouth Colleges requirement that this is included in your Student Handbook. Before reading it, please study the following notes carefully as these will help you to understand what the programme specification is telling you.

The programme specification is an overview to the programme as a whole. It explains what you will learn and what you will be assessed on throughout the two stages of your Foundation Degree.

The Programme Learning Outcomes Map specifies the knowledge and skills you will develop at each stage of your Foundation degree.

Work-based learning and employability are key features of all Foundation degrees. You will develop a range of knowledge and skills which will be of use to current and/or future employers.

PROGRAMME SPECIFICATION FOR FOUNDATION DEGREES

Awarding Institution: University of Plymouth

Teaching Institution: University College Jersey

Accrediting Body: -

Final Award: FdA

Intermediate Awards: Certificate of Higher Education (CertHE)

Programme Title: Foundation Degree in Childhood Studies

UCAS Code: - N/A

QAA Benchmarks   - Foundation Degree Qualification Benchmarks and

informed by relevant sections of the Education Studies and Early Childhood Studies benchmarks

Date Produced: March 2010

Criteria for admissions to the programme

Qualification(s) Required for Entry to the FdA	Comments

All full time and part time candidates must have:

Key Skills requirement	*Normally all level 2 skills achievements including communication and numeracy*
OR	
GCSEs required at Grade C and above	*Minimum 5 at grade C or 4 including English and Maths*
AND	
Interview	*Normally all applicants will be interviewed*
Criminal Record Bureau enhanced (DBS) clearance required	*Yes*
Fit person	*Signed declaration of health*

Plus at least one of the following:

UCAS	*Minimum of 96 UCAS points*

A Levels required:	*Three at grade C or above*
Extended BTEC National Certificate/Diploma in Childcare and Education	*Comparable grade profile in a BTEC subject*
Access to HE	*Access to HE Certificate*
International Baccalaureate	*A minimum of 26 points*
Other non-standard awards or experiences	*By Interview*
APEL/APCL possibilities	*By Interview (6 months before the programme is due to commence)*

All claims for exemption based on accredited prior credited or experiential learning

(APCL or APEL) will be considered according to University of Plymouth regulations.

Normally students will be interviewed before an offer of a place on the programme

will be made to ensure they have the ability to sensitively and safely undertake

observations and activities in the workplace.

In addition to a DBS clearance, you will need to present a reference from a suitable person.

Aims of the programme

Aims of the Programme:
The programme is intended: 1. To provide an informative and challenging programme of study which develops a sound knowledge of childhood studies, raises awareness of international

perspectives, cultural sensitivity and inclusivity and instils a challenging and reflective approach
2. To prepare students for a career as a senior practitioner in child care: to be effective members of their work teams, able to use a range of skills, theories, concepts and learning experiences and act as advocates of children's rights and needs and creatively implement policies within the childcare sector
3. To support and prepare those students who wish to take advantage of progression on to an honours degree programme
4. To enhance lifelong learning skills and personal development to enable students to fully contribute to society at large

6.3 Programme learning outcomes

Programme Intended Learning Outcomes:

By the end of this programme the student will be able to:

- Critically analyse, evaluate and demonstrate knowledge and understanding of children's development within the context of society
- Observe, record, interpret and intelligently apply appropriate principles in research and work-based situations
- Reflect upon their own practice in the light of theoretical knowledge
- Work as an effective member of staff, exercising personal responsibility and undertaking additional education and training as part of their career development plan
- Work as a valuable member of a team, effectively communicating information, arguments and analysis in a variety of forms to a range of audiences.
- Apply the principles and values that underpin working with children and their families into a work context and continually changing environment

Programme Specification

A: Development of Knowledge and Understanding	Learning and Teaching Strategy/Method
By the end of the programme the student will be able to demonstrate knowledge and understanding of:	**Primary** Lectures, tutorials and seminars
- Theories of learning and development in children 0-16 years with a particular focus on play.	Directed independent study of texts

- Factors affecting development of self-esteem, language and communication. - Interactions within the family, working groups and society. - The methodology and ethics of observations, assessment and research of children's development. - The range of provision for children through social policies, health and education structures. - The impact of cultural, ethical, ideologies, historical and political contexts on the lives of children and their families. - Models of disability, influencing factors, policies and procedures of inclusion. - The organisation of childcare, the regulations, ethics, constraints and opportunities and current best practice for the management, planning, implementation and evaluation. - The ways to promote effective relationships between organisations, professionals, adults and children.	Learning from work experience and external visits to different **Secondary** Case Studies Presentations of own learning on chosen topics Use of internet and other information sources
NB: Benchmark References FHEQ intermediate qualification descriptors Plymouth University ECS Foundation Degree Strands QAA Subject Benchmark statements: **Education Studies** *Knowledge and Understanding* 5.1 5.2 5.3 (2) **Early Childhood Studies** *Knowledge and Understanding* 4.2 4.3 4.4 4.5 4.6 4.7 *Subject-specific skills*	**Assessment** Essays Presentations Research reports Seminar performances Examinations

5.3 (13) 5.3 (20)	
• **B: Cognitive and Intellectual Skills**	**Learning and Teaching Strategy/Method**
By the end of the programme the student will be able to: • Critically evaluate the strengths and weaknesses of theories, concepts, approaches, arguments and proposals. • Apply a range of theories when interpreting and evaluating experiences. • Use experience to understand theory. • Analyse and interpret observations and assessment in the light of theory. • Reason creatively, develop independent thought and challenge inequalities in society. • Intelligently apply appropriate theories and principles in critically analysing policy and practice.	• **Primary** Lectures and seminars Class exercises to identify own values and assumptions Reflective accounts of practice Tutorial/seminar discussions to offer opportunities to clarify ideas Feedback via coursework, assessment process (essays, etc) Presentations Fieldwork in work placement • **Secondary** Case studies and problem solving activities Research reports and presentations

• NB: Benchmark References	• Assessment
QAA Subject Benchmark Statements:	Assessed discussions
Education Studies	Essays/projects/dissertations
Application	Examinations/tests
5.5 (1)	Coursework/group work on practical application questions
Transferable Skills	
5.7 (6)	
Early Childhood Studies	
Subject Specific Skills	
5.3 (1)	
5.3 (2)	
5.3 (3)	
5.3 (4)	
5.3 (19)	

C: Key Transferable Skills	Learning and Teaching Strategy/Method
By the end of the programme the student will be able to: • Interact effectively within a team/learning group. • Manage learning using resources for the discipline. • Communicate effectively in an appropriate manner (in standard English oral, written, using ICT) and interact effectively with individuals and groups. • Take responsibility for own learning with minimum direction. • Manage information with the ability to select appropriate data from a range of sources and develop, implement and evaluate appropriate research strategies. • Undertake record, discuss and use observation and assessment to inform decision making. • Critically evaluate data and information. • Reflect on and evaluate their own strengths and weaknesses and identify the potential impact of actions, attitudes and behaviour on colleagues, parents and children.	**Primary** Lectures and seminars Work-based learning module Independent study module LRC and other research exercises Group work awareness and practice Computer-based learning and assessment **Secondary** Class, seminar and work-based interactions, feedback and assessments Presentations

NB: Benchmark References	Assessment
QAA Subject Benchmarking Statements: **Education Studies**	Research and report preparation and completion
Transferable	Assessed discussions
5.7 (1)	Group work assessments
5.7 (2)	Work-based module, portfolio/workbook
5.7 (3)	
5.7 (4)	
Early Childhood Studies	
Subject Specific Skills	
5.3 (6)	
5.3 (12)	
5.3 (16)	
5.3 (17)	
Generic Skills	
5.5	

• **D: Employment related/Practical Skills**	• **Learning and Teaching Strategy/Method**
By the end of the programme the student will be able to: • Work effectively and supportively within a team to maintain agreed responsibilities and deadlines. • Sensitively meets obligations to others acknowledging diversity and equality of opportunity. • Develop, implement and evaluate action plans to meet the needs of children. • Use ICT to support their own development and the development of children. • Apply: Reflective practice and Professional Development Action Planning. Observations and assessment of children.	Projects Designated tasks Lectures and tutorials to support work-based learning

• NB: Benchmark References	• Assessment
QAA Subject Benchmark Statements; **Education Studies** *Reflection* 5.6 (1) 5.6 (4) **Early Childhood Studies** *Subject Specific Skills* 5.3 (7) 5.3 (8) 5.3 (9) 5.3 (10) 5.3 (11) 5.3 (18) *Generic Skills* 7.15 (11)	Project work Presentations Record of observations, assessments and reports made in work placement Reflective accounts and Professional Development Action Plans Work based Supervisors reports

• **Distinctive Features of the Foundation Degree**
• Designed to meet the needs of the Childcare sector and registration framework of the Island • Significant work-based learning element supported by the Childcare sector • Part time mode to be offered to meet employer needs • Prepares graduates for a wide variety of career paths in the Childcare sector • Progression opportunities to honours degree at the University of Plymouth

Brief Description of the Programme

This programme has been designed to develop graduates who will have the knowledge, skills and personal qualities required by the childcare sector in Jersey. This means that it has a strong emphasis on work-based learning and aims to develop reflective, creative, committed and enthusiastic advocates for children and their families.

The programme reflects the diverse needs of current and future students by way of offering those students who are unable to leave the Island an opportunity to continue with their studies on Island. The needs of employers and employees within the sector have been listened to and as a result the content of the programme reflects the Island's needs and requirements and can also be accessed through a part time route.

Programme Structure and Pathways

Two year full time

Stage One

Module Code	Module Title	Level	Credits	Term
HIGH1064	Professional Development	4	20	1,2,3
HIGH1018	Understanding Children's Learning and Development	4	20	1
HIGH1020	Children's Rights and Welfare	4	20	1
HIGH1063	Today's Child	4	20	2
HIGH1022	'Include Me!' Perspectives on Disability and Inclusion	4	20	1
HIGH1023	Provision for Children	4	20	2
	Total for Year 1		**120**	

Stage Two

Module Code	Module Title	Level	Credits	Term
HIGH2015	Child Development is for the Future Adult	5	20	2

		5	20	1
HIGH2016	'Who Am I?'	5	20	1
HIGH2017	Children in Society (Research module)	5	20	1,2,3
HIGH2018	Multi-agency working and the impact on Children	5	20	1
HIGH2019	Physical Movement in the lives of Children	5	20	2
HIGH2020	Children's Workforce – Management and Leadership	5	20	2
	Total for Year 2		**120**	

Part Time Programme (4 Years)

Stage One (Yr 1, part time)

Module	Module Title	Level	Credits	Term
HIGH1064	Professional Development	4	20	1,2,3
HIGH1018	Understanding Children's Learning and Development	4	20	1
HIGH1020	Children's Rights and Welfare	4	20	1
	Total Year 1		**60**	

Stage One (Yr 2, part time)

Module	Module Title	Level	Credits	Term
HIGH1022	'Include Me!' Perspectives on Disability and Inclusion	4	20	1
HIGH1063	Today's Child	4	20	2
HIGH1023	Provision for Children	4	20	2
	Total Year 2		**60**	

Stage Two (Yr 3, part time)

Module	Module Title	Level	Credits	Term
HIGH2016	'Who Am I?'	5	20	1
HIGH2015	Child Development is for the Future Adult	5	20	2
HIGH2018	Multi-agency working and the impact on Children	5	20	1
	Total Year 3		**60**	

Stage Two (Yr 4, part time)

Module	Module Title	Level	Credits	Term
HIGH2017	Children in Society (Research Module)	5	20	1,2,3
HIGH2019	Physical Movement in the Lives of Children	5	20	2
HIGH2020	Children's Workforce – Management and Leadership	5	20	2
	Total Year 4		**60**	

Progression

At Stage 3 (level 6) students will have the opportunity to complete the B.A (Hons) Childhood Studies degree on Island by continuing with their studies with the University Centre Jersey (UCJ) in partnership with the University of Plymouth. Alternatively students can apply to complete the BA (Hons) Early Childhood Studies degree at the University of Plymouth either by attending the University campus on a full or part time basis or by opting for the FLECS route (Flexible Learning in Early Childhood Studies). This will involve some

attendance at the University (currently 8 days) as well as substantial study through the Internet and in study groups with other students on the route.

After completing the FdA Childhood Studies programme students may also enter the world of employment in a range of roles across the childcare sector. In the private day-care sector the FdA Childhood Studies qualification is recognised at team leader level.

	Level 4		
1 Graduate Attributes and Skills	**2**	3	4
Core Programme Intended Learning Outcomes (as worded in the Programme Specification) ***The FHEQ requirements are already given here in italics***	**Aim**	Subject Benchmark	Related Core Modules
Knowledge/ Understanding By the end of the programme the student will be able to demonstrate knowledge and understanding of: • Theories of learning and development in children 0-16 years with a particular focus on play. • Factors affecting development of self-esteem, language and communication. • Interactions within the family, working groups and society. • The methodology and ethics of observations, assessment and research of children's development. • The range of provision for children through social policies, health and education structures. • The impact of cultural, ethics, ideologies, historical and political contexts on the lives of children and their families. • Models of disability, influencing factors, policies and procedures of inclusion. • The organisation of childcare, the regulations, ethics, constraints and opportunities and current best practice for the management, planning, implementation and evaluation.	Aims – 1,2,3,4	QAA Subject Benchmark statements: **Education Studies** *Knowledge and Understanding* 5.1 5.2 5.3 (2) **Early Childhood Studies** *Knowledge and Understanding* 4.2 4.3	Core modules HIGH1018 HIGH1020 HIGH1022 HIGH1023

• The ways to promote effective relationships between organisations, professionals, adults and children.		4.4 4.5 4.6 4.7 *Subject-specific skills* 5.3 (13) 5.3 (20)	
Cognitive / Intellectual Skills (generic) By the end of the programme the student will be able to: • Critically evaluate the strengths and weaknesses of theories, concepts, approaches, arguments and proposals. • Apply a range of theories when interpreting and evaluating experiences. • Use experience to understand theory. • Analyse and interpret observations and assessment in the light of theory. • Reason creatively, develop independent thought and challenge inequalities in society. • Intelligently apply appropriate theories and principles in critically analysing policy and practice.	Aims – 1,2,3,4	QAA Subject Benchmark Statements: **Education Studies** *Application* 5.5 (1) *Transferable Skills* 5.7 (6) **Early Childhood Studies** *Subject Specific Skills* 5.3 (1)	HIGH1018 HIGH1020 HIGH1022 HIGH1023

		5.3 (2)	
		5.3 (3)	
		5.3 (4)	
		5.3 (19)	
Key / Transferable Skills (generic) By the end of the programme the student will be able to: • Interact effectively within a team/learning group. • Manage learning using resources for the discipline. • Communicate effectively in an appropriate manner (in standard English oral, written, using ICT) and interact effectively with individuals and groups. • Take responsibility for own learning with minimum direction. • Manage information with the ability to select appropriate data from a range of sources and develop, implement and evaluate appropriate research strategies. • Undertake record keeping, discuss and use observation and assessment to inform decision making. • Critically evaluate data and information. • Reflect on and evaluate their own strengths and weaknesses and identify the potential impact of actions, attitudes and behaviour on colleagues, parents and children.	Aims – 2,4	QAA Subject Benchmarking Statements: **Education Studies** *Transferable* 5.7 (1) 5.7 (2) 5.7 (3) 5.7 (4) **Early Childhood Studies** *Subject Specific Skills* 5.3 (6) 5.3 (12) 5.3 (16) 5.3 (17) *Generic Skills*	HIGH1064 HIGH1018 HIGH1020 HIGH1063 HIGH1022 HIGH1023

		5.5	
Employment-related skills/Practical Skills By the end of the programme the student will be able to: • Work effectively and supportively within a team to maintain agreed responsibilities and deadlines. • Sensitively meets obligations to others acknowledging diversity and equality of opportunity. • Develop, implement and evaluate action plans to meet the needs of children. • Use ICT to support personal development and the development of children. • Apply: Reflective practice and Professional Development Action Planning. Observations and assessment of children.	Aims – 1,2,4	QAA Subject Benchmark Statements; **Education Studies** *Reflection* 5.6 (1) 5.6 (4) **Early Childhood Studies** *Subject Specific Skills* 5.3 (7) 5.3 (8) 5.3 (9) 5.3 (10) 5.3 (11) 5.3 (18) *Generic Skills* 7.15 (11)	HIGH1064 HIGH1018 HIGH1020 HIGH1063 HIGH1022 HIGH1023

Foundation Degree Intended Learning Outcomes Map	Level 5

1   Graduate Attributes and Skills

Core Programme Intended Learning Outcomes

By the end of this programme the student will be able to:

- Critically analyse, evaluate and demonstrate knowledge and understanding of children's development within the context of society
- Observe, record, interpret and intelligently apply appropriate principles in research and work-based situations
- Reflect upon their own practice in the light of theoretical knowledge
- Work as an effective member of staff, exercising personal responsibility and undertaking additional education and training as part of their career development plan
- Work as a valuable member of a team, effectively communicating information, arguments and analysis in a variety of forms to a range of audiences.

Apply the principles and values that underpin working with children and their families into a work context and continually changing environment

	Aim(s)	Subject) Benchmark	Related Core Modules
Knowledge/ Understanding By the end of the programme the student will be able to demonstrate knowledge and understanding of: - Theories of learning and development in children 0-16 years - Purposeful play in the development of learning - Factors affecting development of self-esteem, language and communication. - Interactions within the family and society	Aims – 1,2,3,4	**Education Studies** *Knowledge and Understanding* 5.1 5.2	HIGH2015 HIGH2016 HIGH2017

• The impact and links between ethics, politics, culture, society, economics and personal circumstances • Roles, relationships, ethics and responsibilities of those working with children and families • The challenges and methods of multi-professional teams and multi-agency working The main methods of enquiry, including the methodology and ethics of observations, assessment and research of children's development, and ability to evaluate critically the appropriateness of different approaches to solving problems Students will also be able to demonstrate an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.		5.3 (2) **Early Childhood Studies** *Knowledge and Understanding* 4.2 4.3 4.4 4.5 4.6 4.7 *Subject-specific skills* 5.3 (1) 5.3(7) 5.3(13) 5.3(20)	HIGH2018 HIGH2019 HIGH2020

Cognitive / Intellectual Skills (generic)			

By the end of the programme the student will be able to:			
• Apply underlying concepts and principles outside the context in which they were first studied • Reflect upon a range of perspectives and consider how these underpin different understandings of children and childhood • Apply knowledge multiple perspectives when interpreting childhood issues • Use experience to understand theory. • Analyse and interpret observations and assessment in the light of theory. • Recognise and challenge inequalities in society. • Reason creatively and develop independent thought. • Intelligent application of appropriate principles in critically analysing policy and practice.	Aims – 1,2,3,4	**Education Studies** *Application* 5.5 (1) *Transferable Skills* 5.7 (6) **Childhood studies** *Subject –specific skills* 5.3(1) 5.3(2) 5.3(3) 5.3(4) 5.3(7) 5.3(19)	HIGH2015 HIGH2016 HIGH2017 HIGH2018 HIGH2019 HIGH2020

Key / Transferable Skills (generic) By the end of the programme the student will be able to: • Manage, select / integrate information from a range of sources, and critically analyse and evaluate • Design and manage projects and investigations • Deploy key techniques of the discipline, effectively using ICT where appropriate • Observe and assess to provide data to inform decision making • Critically evaluate the appropriateness of different approaches to solving problems • Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems identified by that analysis • Effectively communicate information (both qualitative and quantitative), arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences	Aims – 1,2,3,4	**Education Studies** *Transferable* 5.7 (1) 5.7 (2) 5.7 (3) **Early Childhood Studies** *Subject Specific Skills* 5.3 (3) 5.3(12) 5.3(16) 5.3(17) *Generic skills* 5.5	HIGH2015 HIGH2016 HIGH2017 HIGH2018 HIGH2019 HIGH2020
Employment-related skills/Practical Skills By the end of the programme the student will be able to:			

• Apply subject principles in an employment context, possibly different from that in which they were first studied • Reflect on their own value systems, development and practices • Undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations • Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making • Work effectively and supportively within a team, and develop and maintain agreed responsibilities and deadlines • Apply best practice in terms of professional development, conduct and ethics, and multi-professional and multi-agency working • Sensitively meets obligations to others acknowledging diversity and equality of opportunity • Develop, implement and evaluate action plans to meet the needs of children • Use ICT to support their own development and the development of children	Aims – 1,2,3,4	**Education Studies** *Reflection* 5.6 (1) *Transferable skills* 5.7 (4) 5.7 (5) **Early Childhood Studies** *5.3(6)* *5.3(8)* *5.3(9)* *5.3(10)* *5.3(11)* *5.3(18)* *Generic Skills* 7.15 (11)	 HIGH2015 HIGH2016 HIGH2017 HIGH2018 HIGH2019 HIGH2020

2. Module Records

MODULE CODE: *HIGH1018*	MODULE TITLE: Understanding Children's Learning and Development

CREDITS: 20	FHEQ LEVEL: Level 4	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module introduces important theories of child development. There is particular emphasis on the role of play, language, motor skills and schemas. Observational techniques will be studied and used to analyse children's development in the light of theory.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	**100%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement:

MODULE AIMS:
This module allows the student to explore some of the most important theories of child development and learning. The students will be able to show that they have the competence to follow and complete ethically appropriate observational research.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to: 1. Describe and contrast some major theories of child development and learning.   2. Identify factors affecting development.

3. Demonstrate ability to follow ethically appropriate observational preparation and techniques.
4. Record and evaluate observations within a work setting.
5. Analyse information gained from observation in the perspective of theory studied.
6. Reflect upon own learning.

DATE OF APPROVAL: 15/10/2010	**FACULTY/OFFICE:** Academic Partnership
DATE OF IMPLEMENTATION: 20/09/2010	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	**TERM: Spring**

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf

- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code
  http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

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ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: X990

MODULE LEADER: Lynn Blakemore	OTHER MODULE STAFF:

Summary of Module Content

A play environment should aim to facilitate the development of cognitive, physical, linguistic, social, emotional, sensory, moral and behavioural skills. A large proportion of learning will be self-driven and child initiated, but an aspect will be adult led, and a practitioners' role is central in extending skills and providing new stimulations and an environment for sustained shared thinking.

In order to work with children and give them the opportunities and support they deserve, it is essential that practitioners understand how children learn and develop. The early years of a child's life are key to future development, which highlights the responsibility adults have in maximising learning potential and ensuring that a child is emotionally supported in order to have the confidence to make the most of experiences on offer. The nurturing environment and the range and quality of experiences are central to unlocking the potential in a child. In this module we will examine how research and theory influence and enhance our understanding of how children learn and therefore how to provide quality early years environments.

This module will explore play and learning and examine key theories that have contributed to our understanding of how children learn and develop. Student's will have the opportunity to try different observation techniques and will experience planning from observations in order to enhance a child's development in key developmental areas: this is a highly rewarding aspect of your role and central to all practice. This module will facilitate understanding of practice and in turn, practice in placement will consolidate understanding of theory.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Assessment	24	Preparation in class, observations, analyses, writing up
Community visits	8	Activities based in the community.
Guided independent learning	44	Moodle based activities, set exercises, set reading
Lectures	40	Weekly in college

Private study	78	Background reading, approximately 6hrs a week		
Work based observations	6	Observing children in preparation for assessment task		
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**		

Category	*Element*	*Component Name*	*Component weighting*	*Comments* *Include links to learning objectives*
Course-work	C1		100%	Students will carry out three observations on one child using different methods. They will analyse, link to theory and make recommendations for the child's holistic development (L. O: 1, 2, 4, 5, 6)

Updated by: Lynn Blakemore 01/09/18	**Approved by**: Ben Bennett 01/09/18

MODULE CODE: *HIGH1020*	**MODULE TITLE:** Children's Rights and Welfare

CREDITS: 20	**FHEQ LEVEL:** Level 4	**JACS CODE:** 135

PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE: No**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The focus of this module is the lives of children in Jersey and the UK; exploring key social and political issues that affect their lives and of their families. The influence of international agreements on the Rights of the Children on UK legislation will be investigated covering legislation that supports child protection.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To give a social and political framework for the rights, welfare and support services available for young children in Jersey and the UK and apply to Jersey context.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. To understand the underlying principles of Child welfare and identify Children' s Rights in different contexts
2. To be able to make a comparison between the legislation and processes in Jersey and the UK
3. To analyse the theory and practice involved in provision for children together with the consequences to children and families under the UK legislative frameworks of both Jersey and the UK

DATE OF APPROVAL: 15/02/2010	**FACULTY/OFFICE:** Academic Partnership
DATE OF IMPLEMENTATION: 09/2010	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	**TERM: Autumn**

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf

- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code
  http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE: X990**

MODULE LEADER: Aimie Tonsberg	**OTHER MODULE STAFF:**

Summary of Module Content

Every human has rights and initially this module will explore what is the essence of humanity as declared by the Universal Declaration of Human Rights (UDHR). Children's rights is an international issue affecting all sectors of provision for children and all aspects of their lives yet according to Nutbrown (2009, p.12) '…surprisingly few childhood educators are aware of the United Nations Convention on the Rights of the Child (1989) and even fewer are familiar with the detail (or the spirit) of the Convention.' Viewpoints on the concept of rights are variable with some saying children's rights are fundamental and others arguing that they are contestable. Within this module we will then go on to explore the history, development and influences on policy making both in the UK and locally and explore how policy has an important impact on the daily practice of all settings and practitioners. Baldock et al (2009, p.1) write that:

> Working with young children every day is fascinating and demanding. It is easy to see why so many early years' practitioners remain entirely focused on the task in hand and do no not spend time discussion policy which is seen as something produced by people in suits somewhere else that just has to be implemented. A common joke has the person in charge explaining 'there is no reason for it – it's just our policy.'

The welfare and health of children will be addressed in terms of historical and current influences that reflect the underpinning legislation that supports provision for children and families under the frameworks of both the UK and Jersey. Previous and existing legislation and guidelines to protect children from abuse and neglect will be examined and influences such as the tragic case of Victoria Climbie, the Laming report, (2003) and subsequently Every Child Matters (DfES, 2003) will inform discussions. We believe that it is vital that practitioners' actively challenge all aspects of discrimination and promote children's rights if we are to be able to give the maximum opportunities to all children to reach their full potential. This module has been compiled with the intention of helping you to develop an awareness of issues surrounding children's rights and welfare and in relation to your own situations and practice, illuminate your own perspectives.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Weekly in college
Seminars	12	Class room based and tutor/peer led
Guided Independent learning	64	Moodle based activities, set exercises, set reading
Private study	76	Background reading/research
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	*Element*	*Component Name*	*Component weighting*	*Comments* *Include links to learning objectives*
Coursework	C1	Literature review	50%	Students will be expected to review the literature around the topic of children's rights and welfare guided by the given assignment title.(L.O 1,2,3)
		Set exercise	50%	Students are given a case study and asked to respond. Class based task – supporting resources can be used to inform response. (L.O 1)

Updated by: Aimie Tonsberg 01/09/18	**Approved by**: Lynn Blakemore 01/09/18

MODULE CODE: *HIGH1022*	MODULE TITLE: Include Me! Perspectives on Disability

CREDITS: 20	FHEQ LEVEL: Level 4	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces key perspectives on disability, inclusion and exclusion; critically examining historical and cultural views. It challenges participants to examine their own attitudes and values.

.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	**100%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To critically examine different models of disability
- To critically examine disability from a cultural, historical, sociological and political perspective
- To explore and challenge the participants own attitudes to disability
- To explore the educational interventions and models with experienced Special Needs Practitioners

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Demonstrate knowledge of different models of disability
2. Intelligently apply these models to critically analyse historical, cultural, psychological and sociological perspectives on disability and inclusion
3. Examine educational interventions within the context of the perspectives studied
4. Investigate and make comparisons of provision in the UK and Jersey for children with special need
5. Reflect upon own values , experiences and attitudes in the light of this knowledge

DATE OF APPROVAL: 12/02/2010	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 09/2010	SCHOOL/PARTNER: Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	TERM: Autumn

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf

- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code
  http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

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ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE: X990**

MODULE LEADER: Tine Hesse	**OTHER MODULE STAFF:**

Summary of Module Content

The key purpose of this module is to help you consider what educational opportunities and interventions are available for children and young people with special educational needs and the rationale behind them. We will examine historical, cultural, political and social perspectives on disability and inclusion, considering how and why these have changed over time.

Every child has a right to feel valued and confident with their identity. They have a right to have cultural values and beliefs accepted and equally access the curriculum and appropriate learning resources. To learn, a child needs to have self-esteem and be provided with appropriate learning opportunities, to laugh a child needs to feel secure and happy, to love, a child needs to have self-acceptance. Childcare providers have a very privileged role- to contribute to the development of a child and to enable every child to reach their full potential, regardless of any challenges the child faces in a culture that celebrates difference.

Every child has the right to be treated as an individual, a right to education, a right to develop their personalities and talents to the full. The child should always be 'seen' first, the disability afterwards, only then can we start to provide appropriate support and intervention.

A key objective of this module is to enable students to question their own practice and reflect on their experiences. Most people believe their personal values are in the proper place, and can see the need for improvement in others rather than recognizing their own shortcomings. Students will learn to reflect on their own practice and values and use this knowledge.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*

Scheduled Activities	Hours	Comments/Additional Information
Assessments	30	Preparation in class, revision time, essay writing
Community visits	6	One off visit to specialist provision
Guided independent learning	44	Moodle based activities, set exercises, set reading
Lectures	38	Weekly in college
Private study	78	Background reading, approximately 7hrs a week
Seminar	4	Guest speakers
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	*Element*	*Component Name*	*Component weighting*	*Comments* *Include links to learning objectives*
Course-work	C1	Essay	100%	Students will write an essay focusing on how the needs of children and young people with disabilities are met within the islands provisions (L. O: 1, 2, 3, 4, 5)

Updated by: Tina Hesse 01/09/18	**Approved by**: Lynn Blakemore 01/09/18

MODULE CODE: *HIGH1023*	MODULE TITLE: Provision for Children

CREDITS: 20	FHEQ LEVEL: Level 4	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces patterns of provision for children, locally and in the UK and compares this with provision from around the world. Curriculum frameworks and approaches to include Te Whariki, Montessori, Steiner and Reggio Emilia will be considered alongside different approaches to care environments.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To identify and critique political, economical and cultural influences that can impact on provision for children
- To examine pedagogical approaches from around the world and contextualise possible strengths and weaknesses to practice and provision.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Demonstrate knowledge of political, economical and culture factors that can influence provisions and practice and analyse the impact that this can have on experiences
2. Examine curriculum frameworks and pedagogical approaches and present back findings that consider both strengths and weaknesses

DATE OF APPROVAL: 12/02/2010	**FACULTY/OFFICE:** Academic Partnership
DATE OF IMPLEMENTATION: 09/2010	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	**TERM: Spring**

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf

- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
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- QAA Quality Code
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ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: X990
MODULE LEADER: Tina Hesse	**OTHER MODULE STAFF:**

Summary of Module Content

Children are literally the future of any society; therefore what we provide for them reflects how we value our children.

'Each society's response to the needs of children is intricately bound up with the way it sees itself and its hopes and fears for the future. In our society powerful interest groups, social commentators, politicians, academics and children's charities debate the importance of family integrity, social trends and the impact of the state on children's lives'

(Foley P., Leverett S, 2008, p. 1)

This module explores and analyses the influences on what is provided for children in different countries/settings. These drivers dictate social policy and legislation relating to professional practice in the care, education and protection of children. By looking at and comparing provision in different countries we can begin to understand how these influences impact upon a child's experience and most particularly the outcomes for each individual child.

An investigation of approaches to children's provision will be critically appraised. You will further examine and apply this in a way that leads to reflective and evidence based practice.

Key skills that practitioners working within a childcare context should be aware of will be explored. You will examine the values and principles that underpin multi-disciplinary team working. You will also study the importance of the partnership between parents, practitioners and children. This module enables you to acquire and develop relevant knowledge of various theories and relate them to your experiences in practice.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*

Scheduled Activities	Hours	Comments/Additional Information
Lectures	46	Weekly in college
Seminars	6	Class room based and tutor/peer led
Guided Independent learning	64	Moodle based activities, set exercises, set reading
Private study	78	Background reading/research
Preparation for assessment	6	Presentation practice
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	*Element*	*Component Name*	*Component weighting*	*Comments* *Include links to learning objectives*
Coursework	C1	3D Model	80%	A 3D model and rationale that represents a quality childcare provision. (L.O.1, 2)
		Presentation	20%	Presentation of model and rationale (L.O.1, 2)

Updated by: Tina Hesse 01/09/18	**Approved by**: Lynn Blakemore 01/09/18

MODULE CODE: *HIGH1063*	MODULE TITLE: Today's Child

CREDITS: 20	FHEQ LEVEL: Level 4	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Children's lives today are diverse in experience. This module examines family patterns and social factors which influence these experiences. Comparative studies are used to develop awareness of historical and social constraints.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	90%
PRACTICAL	
P1	10%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To understand and identify different experiences of children in a historical context and in Britain today.
- To raise students' awareness of the experience of childhood in sociological terms.
- To identify and discuss social factors that may influence development.
- To compare case studies of today's children.
- To introduce sociological research processes.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Demonstrate systematic knowledge and understanding of childhood nationally and globally from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives and the underpinning theories.

DATE OF APPROVAL:	**FACULTY/OFFICE:** Academic partnership
DATE OF IMPLEMENTATION: 10/06/2015	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE:	**TERM: Spring**

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
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ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: X990

MODULE LEADER: Sean Dettman	OTHER MODULE STAFF:

Summary of Module Content

Children's lives today are diverse in experience. This module examines family patterns and social factors which influence these experiences and comparative studies are used to develop awareness of historical and social constraints. Until we are clear about what childhood and children mean to us as individuals, we cannot begin to become effective practitioners. According to Dickens and Hyder (2002) 'our inbuilt assumptions – derived from our unique individual blend of experience and knowledge – are of fundamental importance in shaping and influencing our practice. The mere fact of having once been a child, however, does not make us experts although it may give us a particular view' (p.13).

There are three main philosophical perspectives that have influenced thinking around childhood in this country, empiricism, nativism and interactionism and these will be introduced and explored in detail as part of this module. Factors such as gender and social class will be addressed as these have played a part in shaping the lives of children throughout the years alongside the impact of historical events on childhood experiences. Concepts of childhood are often informed from an adult perspective and children themselves can be viewed as a subordinate group in society, subject to the restrictions and limitations of what adults think is appropriate. Childhood has also been shaped by political and economic factors with Jones et al (2008) writing that:

> Within a nation, the status, rights, responsibilities and obligations attributed to children affect their experience and life chances. Children as members of a nation state and part of the international community are susceptible to political and economic influences. Arguably they are more susceptible than other sectors of the population as they have greater vulnerability due to age, developmental stage and relative powerlessness (p.22).

Technology is creating new and extraordinary ways of communicating and learning and arguments for and against the impact of technology on children's lives today remains a concern to some. Many of these technological developments are located within the media and popular culture and the media has an enormous influence on the cultural lives of children in industrialised

societies. This module will explore how we can engage with children through this medium and use technology and popular culture to positively inform the curriculum.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*

Scheduled Activities	Hours	Comments/Additional Information
Lectures	48	Weekly in college
Seminars	6	Class room based and tutor/peer led
Guided Independent learning	64	Moodle based activities, set exercises, set reading
Private study	78	Background reading/research
Preparation for assessment	4	Presentation practice
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	*Element*	*Component Name*	*Component weighting*	*Comments* *Include links to learning objectives*
Coursework	C1	Academic Poster	90%	To create and present an academic poster that demonstrates insight and understanding of historical and sociological perspectives surrounding children and childhood drawing upon current concepts and theories (L.O.1)
Practical	P1	Oral presentation	10%	Students will be expected to do an oral presentation (10 mins) where practical presentation skills will be assessed (L.O.1)

Updated by: Lynn Blakemore 01/09/18	**Approved by**: Ben Bennett 01/09/18

MODULE CODE: *HIGH1064*	MODULE TITLE: Professional Development

CREDITS: 20	FHEQ LEVEL: Level 4	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is designed to give students the skills and confidence to make the most of the college and work based elements of the programme. It covers such areas as: communication; time management; team working; study skills; objective setting; and learning while working through practical engagement in a range of childcare environments.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	90%
PRACTICAL	10%
P1	

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS: The module aims to enable students to:

- Operate as effective undergraduates able to meet their personal, programme and work requirements.
- Work and communicate effectively with both college and work colleagues
- Effectively present themselves, arguments and information in the college and work context
- To provide students with the opportunity of learning from work, acquire work based knowledge and be able to reflect on how they work and can improve personal practice
- To develop their employment skills so they enter the workplace as effective contributors

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Identify and build upon their preferred learning style. Plan, organise and take responsibility for his/her own learning
2. Present information and concepts, and to develop lines of argument in a manner which is structured, accurate and persuasive
3. Work as an effective member of staff exercising personal responsibility and using standard technologies as appropriate
4. Link and apply knowledge, concepts and skills from academic study to a work situation
5. Critically evaluate own experiential learning through reflections on own practice

DATE OF APPROVAL:	**FACULTY/OFFICE:** Academic Partnership
DATE OF IMPLEMENTATION: 10/06/2015	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE:	**TERM: Autumn/Spring/Summer**

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf

- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
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ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE: X990**

MODULE LEADER: Lynn Blakemore	**OTHER MODULE STAFF:**

Summary of Module Content

As a childcare professional you will be instrumental in raising the quality of provision for young children in transforming children's lives. You will be change agents, improving practice across all areas and helping to support and mentor other practitioners.

Effective practitioners in the early years are required to be committed, enthusiastic and reflective and have a breadth and depth of knowledge, skills and understanding. Self evaluation is very important to be a reflective practitioner. This unit will support reflective practice and is best understood as an approach which promotes autonomous learning and helps to develop your understanding and critical thinking skills. Techniques that you will be introduced to will include self and peer assessment, problem-based learning, personal development planning and group work that can all be used to support a reflective approach to your work with children and young people.

This module will be an opportunity to gain study skills that will support your learning, this will include report and letter writing and presentation skills, core IT skills that will support your learning within a 21st century learning environment. This will help you to develop your skills and reflect on personal qualities that will assist your academic progress across the degree.

This module will prepare you to participate in work experience and facilitate reflection and will give you the opportunity to analyse how groups work together. You will be required to collate all your evidence in a portfolio. This portfolio will be very personal to you and you can to present it in a way that means something to you. This portfolio will give you the opportunity to bring together some of the guiding principles of successful personal learning and support your career development.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*

Scheduled Activities	Hours	Comments/Additional Information
Community visits	10	Visit to childcare environments
Guided independent learning	40	Moodle based research, set exercises, set reading
Lectures	50	Weekly in college over two terms
Private study	46	Background reading, reflections, research
Seminars	18	Guest speakers
Work-based learning	36	Observations, activity planning, reflections
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	*Element*	*Component Name*	*Component weighting*	*Comments* *Include links to learning objectives*
Practical	P1	Presentation	10 %	Students will share the journey of their professional development and portfolio with their peers (L. O: 1, 2, 4, 5)
Coursework	C1	Portfolio	90%	A portfolio and presentation of evidence documenting work-based learning, links between theory and practice, personal growth, documents and experiences over the first year of the Foundation Degree (L. O: 1, 2, 3, 4, 5)

Updated by: Lynn Blakemore 01/09/18	**Approved by**: Ben Bennett 01/09/18

MODULE CODE: *HIGH2015*	MODULE TITLE: Child Development is for the Future Adult

CREDITS: 20	FHEQ LEVEL: Level 5	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

A child's self-esteem is key to their future; heredity, experiences, the environment and those around the child all contribute and influence their holistic development. The formation of a child's self-concept and gender identity will be studied in addition to emerging theories on emotional intelligence.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	**100%**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement:

MODULE AIMS:

- To develop critical understanding of the concept of holistic development in children
- To particularly focus on emotional development for the future person.
- To develop critical understanding of self- concept, esteem, image and gender identity
- To develop observation and evaluation skills.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Demonstrate critical understanding of the theories underpinning the concept of holistic development in the child.

2. Understand the importance of emotional wellbeing and development for children.
3. Debate the influence of social context, diversity and self-esteem on a child's learning.
4. Extend own skills of observation and awareness of ethical constraints.

DATE OF APPROVAL: 12/02/2010	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2010	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	**TERM:** Spring

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf

- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code
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- **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE: X990**

MODULE LEADER: Christopher Journeaux	**OTHER MODULE STAFF:**

Summary of Module Content

Emotional intelligence is the ability to feel, use, communicate, recognize, remember, learn from, manage, understand and explain emotions; to know what emotions are and how they impact on us; what feelings mean to us as individuals. It is subjective and dependent on previous knowledge, understanding of the self and ability to learn and reflect. We will examine the potential influence of early experiences, trauma, social interactions on emotional intelligence and the possible influence of gender, parenting styles and attachment on emotional and social development.

Behaviour reflects a child's internal state; it is a visible response to a feeling or an emotion. Responses vary between individuals, as practitioners we have to find out the cause to then deal with the reaction and emotions. Lack of knowledge of emotions and ability to regulate them can affect a child's ability to learn and make social relationships. Providing a learning environment that nurtures children and enables self-expression and values individuality is central to holistic well-being and an essential part of a practitioner's role. Students will have the opportunity to observe and plan for an individual child's personal, social and emotional development and this could potentially positively impact on the child's holistic development.

Learning is a lifelong process. Early experiences may shape the way we are today, but it is important to acknowledge that every person has the ability to change, develop and learn. Potential for change should not be underestimated; we are not stuck in one mind set, embedded in our past, we all are capable of positive change and can shape our lives and enhance our experiences.

This module requires students to engage in personal reflection- it is extremely important as carers or educators that we have an understanding of our own emotional intelligence to enable and develop this in others.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*

Scheduled Activities	Hours	Comments/Additional Information
Assessment	34	Preparation in class, scheme of work, essay
Guided independent learning	30	Moodle based activities, set exercises, set reading
Lectures	42	Weekly in college
Private study	80	Background reading, approximately 8 hrs a week
Seminar	2	Guest speaker
Work based learning	12	Observations, planning and activities
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	*Element*	*Component Name*	*Component weighting*	*Comments* *Include links to learning objectives*
Coursework	C1	Observations	35%	Two observations to be carried out on a target child. (L. O: 4)
		Essay	65%	A reflective essay that analyses the child's development and progress over time. (L. O: 1, 2, 3, 4)

Updated by: Christopher Journeaux 01/09/18	**Approved by**: Lynn Blakemore 01/09/18

MODULE CODE: *HIGH2016*	**MODULE TITLE:** Who Am I?

CREDITS: 20	**FHEQ LEVEL:** Level 5	**JACS CODE:** 135

PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE: No**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Research finds that even before birth learning occurs and that children continue to be active learners. Building on the successful observational methods of earlier scientists such as Vygotsky and Piaget students will be encouraged to critically appraise research and develop connections between theories studied.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop students' understanding of emerging theories of motor, cognitive and social development
- To further students' understanding of purposeful play in development and learning, and factors that can influence this
- To enable students to analyse from the child's perspective

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Demonstrate an in depth knowledge, understanding and ability to apply a range of developmental theories
2. Apply knowledge selectively to their experience of children
3. Have a critical understanding for the child's learning capabilities

DATE OF APPROVAL: 12/02/2010	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2010	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	**TERM: Autumn**

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf

- Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- SEEC level descriptors http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010 (scroll to pdf link at bottom of page)
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ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: X990

MODULE LEADER: Dr Sue Le Masurier	OTHER MODULE STAFF:

Summary of Module Content

Research tells us that learning occurs even before birth and that children continue to become active learners. Many researchers and theorists (Bruce, 2005; Smidt, 2011) have discussed play and its place in learning. Some Educationalists have defined play as being children's work. Some adults can be heard to say- children don't know how to play now!

Some researchers and writers (Athey, 1990; Nutbrown, 2008) suggest that as children explore objects they may be asking questions about the properties of the object? Is this play, and how does it support learning?

Environments play a part in enabling children to play and learn. Skilled practitioners can plan an environment that reflects the likely needs of children and young people. Careful observation of children helps to plan the environment and resources to support and develop play and learning according to individual preferences and needs.

We need to acknowledge the child's perspective of how they view their own learning and development. More and more researchers are listening to the voices of children. As practitioners and policy makers this approach may create uncertainties about planning for children, as we strive to create appropriate ways of listening to children's voices and include this information in our planning.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Weekly in college
Seminars	20	Class room based and tutor/peer led

Guided Independent learning	70	Moodle based activities, set exercises and set reading		
Private study	80	Background reading/research		
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**		

Category	*Element*	*Component Name*	*Component weighting*	*Comments* *Include links to learning objectives*
Coursework	C1	Article critique	100%	Students to choose and critique an academic journal of personal interest to them. (L.O 1-3)

Updated by: Dr. Sue Le Masurier 01/09/18	**Approved by**: Lynn Blakemore 01/09/18

MODULE CODE: *HIGH2017*	MODULE TITLE: Children in Society (Research Module)

CREDITS: 20	FHEQ LEVEL: Level 5	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Using the psychological and sociological research framework from year 1, students will analyse some of the ethical issues that may arise when involving children as research participants. A small scale research project will form the assessment mode for this module.

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ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
• To develop and in depth understanding of ethical issues and methodology supported by own reading and field study   • To gain a critical understanding of children's behaviour through a detailed study of children in a naturalistic setting and gain understanding of the social context which shapes their behaviour   • To raise awareness of new developments and theories in the discipline

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:

1. Understand the value of contextual child study and the ethical issues involved
2. Able to apply knowledge and methods
3. Ability to initiate critical analysis and propose solutions

DATE OF APPROVAL: 12/02/2010	**FACULTY/OFFICE:** Academic Partnership
DATE OF IMPLEMENTATION: 09/2010	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	**TERM: Spring**

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

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ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE: X990**

MODULE LEADER: Dr Sue Le Masurier	**OTHER MODULE STAFF:**

Summary of Module Content

This module aims to introduce you to some key ideas and practices in research. It is designed to enable you to develop your understanding of various research methods and issues of methodology when undertaking research in the area of childhood studies. This will help you to be able to critique the work of other researchers as well as prepare you for your dissertation, should you choose to continue your studies. This module is designed to open up research processes and practices to you and aims to help you develop the skills to ask questions about the methods and methodology of research you encounter in the field of childhood studies.

Childhood studies is a multi-disciplinary field of research and as such is a fascinating field of study incorporating disciplines of psychology, sociology, politics, history and curriculum awareness. This also makes us challenge our thinking and research processes as it becomes difficult to explore just one of these disciplines in isolation as then '…there is always a danger of reaching conclusions that cannot withstand scrutiny from another disciplinary perspective' (Nutbrown, 2009, p.5).

The module aims to provide you with information and ideas to enable you to choose suitable research methods for your chosen area of study and be able to justify your reasons for choosing them. Initially, you will work with your tutor to identify a research question. This could follow a particular interest you have in a particular area or be something that you have questioned through your studies and placement experience to date which you are keen to explore further. You will then be supported through the mechanics and processes of research methods and methodology and write up a research report, identifying how you would endeavour to carry out your enquiry.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Weekly in college
Tutorials	20	Independent guidance on research design. 1-1 tutorials/email correspondence
Guided Independent learning	70	Moodle based activities, set exercises and set reading
Private study	80	Background reading/research
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	*Element*	*Component Name*	*Component weighting*	*Comments* *Include links to learning objectives*
Coursework	C1	Research report	100%	Students are required to devise a research question, methodology and consider ethical issues that may arise as a result of their research proposal. Research is not actual carried out in this module. (L.O. 1-3).

Updated by: Dr. Sue Le Masurier 01/09/18	**Approved by**: Lynn Blakemore 01/09/18

MODULE CODE: *HIGH2018*	MODULE TITLE: Multi-agency working and the impact on children

CREDITS: 20	FHEQ LEVEL: Level 5	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module looks at the importance, challenges and methods of multi-agency working in meeting the needs of children. The legislation and Codes of practice that guide teams will be examined.

.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*	
COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To critically examine the roles & responsibilities of those working with children and families.
- Develop skills and understandings needed for multi-professional teams.
- Analyse the influence of effective multi-professional teams on children and their families.
- To understand the challenges and constraints of multi-professional and multi-agency working and the approaches which make for effective working
- To develop working knowledge and skills in the development of action plans for meeting and promoting children's health, wealth and safety

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Identify, analyse and critically compare the skills, responsibilities and roles of a range of professionals working with young children.
2. Recognize the ethical issues involved in multi-professional teams.
3. Able to exercise the interpersonal skills and communications that help teams to be effective.

4. Reflect upon own role and responsibilities within a team.

DATE OF APPROVAL: 12/02/2010	**FACULTY/OFFICE:** Academic Partnership
DATE OF IMPLEMENTATION: 09/2010	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	**TERM: Spring**

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

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ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: X990

MODULE LEADER: Heather Davies	OTHER MODULE STAFF:

Summary of Module Content

Multi agency or multi professional working is about many different services working together to enhance provisions and prevent problems that may occur. It is about proactive working and not reactive responses. Yet such collaboration comes with challenges and complexities. Managing the process can be problematic as commented by a full services extended schools co-ordinator (FSES) "it's hard work. It is constantly talking, emailing, communicating with them, being positive, keeping them involved, making sure they're happy, that they've got their office space, and their time slot. It's time consuming." (CfBT, 2007,p.93).

With an ever changing government comes a change in policies too. However, many new policies are built upon original pieces of legislation or research. This module will explore the impact of these policies and the skills practitioners need to work with such policies.

This module will examine the various roles and responsibilities of those working within multi-agency teams and the skills that they require to ensure effective working. The module will also identify the challenges and constraints that come with multi professional practice. As Cheminais states "multi-agency partnership working will not be effective unless it is based on trust and mutual respect between each children's workforce practitioner, who is clear about their role and the value they add in improving children's well-being." (2009, p. ix)

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*

Scheduled Activities	Hours	Comments/Additional Information
Lectures	40	Weekly in college
Seminars	10	Class room based and tutor/peer led
Guest speaker	2	External delivery from expert in field
Guided Independent learning	68	Moodle based activities, set exercises and set reading

Private study	80	Background reading/research		
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**		

Category	*Element*	*Component Name*	*Component weighting*	*Comments* Include links to learning objectives
Coursework	C1	Critical incident report	100%	A critical examination and comparison of the roles and responsibilities of those working with children and families (L.O. 1-4)

Updated by: Heather Davies 01/09/18	**Approved by**: Lynn Blakemore 01/09/18

MODULE CODE: *HIGH2019*	MODULE TITLE: Physical Movement in the Lives of Children

CREDITS: 20	FHEQ LEVEL: Level 5	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Many approaches to learning promote the use of movement to develop cognitive constructs and consider outdoor play as essential for ensuring children's well-being. Different philosophies will be examined and historical and international perspectives compared.

.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop a critical understanding of holistic development in the child.
- To establish an in depth understanding of physical development and the role of movement in children.
- To develop a comprehensive knowledge of international perspectives on outdoor play and movement activity.
- To develop activity planning skills linked to theoretical understandings of movement for young children.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Demonstrate in depth knowledge of holistic development in the child.

2. Demonstrate a critical understanding of the importance of physical wellbeing and development for children.
3. Undertake a detailed analysis of the influence of social context on a range of outdoor provision.
4. Extend own skills of planning to promote physical well being.

DATE OF APPROVAL: 12/02/2010	**FACULTY/OFFICE:** Academic Partnership
DATE OF IMPLEMENTATION: 09/2010	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	**TERM: Autumn**

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

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ACADEMIC YEAR: 2018/19	NATIONAL COST CENTRE: X990

MODULE LEADER: Lynn Blakemore	OTHER MODULE STAFF:

Summary of Module Content

This module enables students to study child development holistically but with particular emphasis on the importance and influence of physical activity, health and overall well-being. 'Right from birth there is such a powerful urge to move that babies soon struggle to be freed from the constraints of adult arms or restricting buggies, and will bounce their legs up and down in continual mock walking movements when lying on the floor or sitting in a car seat' (Ouvry, 2000, p.12).

Piaget, Bruner and Donaldson all refer to children's learning as being 'thought in action' and the fact that children need to explore their environment through their senses in order to develop and understand the concept of abstract thinking. Body and mind are inextricably linked and 'physical experiences that children have are of crucial importance in helping them to discover their bodies and their surrounding and to gain understandings of such fundamental concepts as time and space' (May, 2011, p.26).

A variety of approaches such as outdoor play, Forest schools and dance which all promote this area of development will be explored. Students will be offered practical experiences of some approaches but to complement the learning within this module students are expected to read widely so as to be able to construct their own understanding. Details of educational visits will be given to all students nearer the planned dates.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	40	Weekly in college
Visits	8	Visits to outdoor provisions
Guest speaker	6	External delivery from Yoga expert and forest school activity
Guided Independent learning	66	Moodle based activities, set exercises and set reading
Private study	80	Background reading/research
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	*Element*	*Component Name*	*Component weighting*	*Comments* *Include links to learning objectives*
Coursework	C1		100%	Students to write a report on a local outdoor provision and devise and activity plan that supports physical movement. (L.O. 1-4).

Updated by: Lynn Blakemore 01/09/18	**Approved by**: Ben Bennett 01/09/18

MODULE CODE: *HIGH2020*	MODULE TITLE: Children's Workforce – Management and Leadership

CREDITS: 20	FHEQ LEVEL: Level 5	JACS CODE: 135

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module builds on the knowledge and skills of interpersonal and group behaviour acquired in year 1 and knowledge gained in other modules in the course, to an in depth focus on the principles and practice of management, leadership and change in the children's workforce.

.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions}*

COURSEWORK	
C1	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: Education

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To explore and develop knowledge and understanding of the theory behind a range of management and leadership styles that could be used within the children's workforce.
- To explore how the performance of individuals and teams can be changed and developed through appropriate management and leadership styles, and actions to be taken.
- To develop skills in order to critically analyse these concepts, and reflect on practice in a management and leadership role in the children's workforce.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

At the end of the module the learner will be expected to be able to:

1. Demonstrate a critical understanding of the organisational culture of a setting, and the role of the children's workforce in each element

2. Demonstrate a critical understanding of the concepts and principles of management, leadership, motivation and support, and apply these principles to the work context
3. Undertake a critical analysis of management actions, which includes a reflection on their own role performance
4. Work as the effective member of a team, applying the concepts and principles covered in this module to improve their own performance and support the performance of others

DATE OF APPROVAL: 12/02/2010	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2010	**SCHOOL/PARTNER:** Highlands College
DATE(S) OF APPROVED CHANGE: 01/07/2011	**TERM: Autumn**

Additional notes (for office use only):

Additional Guidance for Learning Outcomes:

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ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE:** X990

MODULE LEADER: Heather Davies	**OTHER MODULE STAFF:**

Summary of Module Content

This module will introduce you to an alternative perspective on your role in the children's workforce, by highlighting the importance of effective management and leadership in the day-to-day operation and organisation of a setting.

Talan & Bloom (2011) refer to the growing professional consensus that the quality of early childhood programmes should be viewed through a broader lens than only the classroom environment. They consider the absence of quality systems at the organisational level can mean that high quality interactions and learning with children cannot be sustained.

The increasing demands on managers of early childhood settings, means leadership is emerging as an important issue in this context (Leeson, 2010). Reflective practice is also considered to be a valuable problems solving strategy for busy leaders (Jones and Pound, 2008), so is evident as an essential element of each lecture in the module.

Your individual preferences, which were determined by the Myers Briggs Type Indicator (MBTI) in your first year, will continue to be used to develop awareness of your styles of communication, teamwork, leadership and management.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions}*

Scheduled Activities	Hours	Comments/Additional Information
Lectures	30	Weekly in college

				Description
Seminars	20			Class room based and tutor/peer led
Guided Independent learning	70			Moodle based activities, set exercises and set reading
Private study	80			Background reading/research
Total	**200**			**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)**

Category	*Element*	*Component Name*	*Component weighting*	*Comments* *Include links to learning objectives*
Coursework	C1		100%	Critical incident report – students need to demonstrate a critical understanding of the organisational culture of a setting, the role of the children's workforce and the concepts and principles of management to a work context (L.O.1-4).

Updated by: Pat Riley 01/09/18	**Approved by**: Lynn Blakemore 01/09/18

Appendix X: Report of FdSc Psychology with Criminology approval meeting

UNIVERSITY OF PLYMOUTH

TEACHING, LEARNING AND QUALITY COMMITTEE

Report of the approval meeting held on Friday 5th May 2017 to consider the proposal for FdSc Psychology with Criminology (previously FdSc Psychology and Criminology on original ADPC proposal) at Highlands College, Jersey.

Present:		
Chair:	Dr......................	Associate Dean for Teaching and Learning, School of.... and .... University of Plymouth
Panel:	Mr Lee Johnson	Assistant Principal Curriculum and Quality Highlands College
		Faculty Partnership Manager Academic Partnerships University of Plymouth
		Lecturer in Psychology School of Psychology Faculty of .... University of Plymouth
		Associate Professor in .... , Faculty of Business University of Plymouth
		Quality Assurance Officer Central Quality Office University of Plymouth
External Advisers:	Mr...........................	Assistant Chief Officer
	Dr........................	Lecturer, University of Exeter
Programme Team:	Mary Ayling-Philip Danielle Schenk	Programme Leader Module Leader Module Leader Module Leader/Registry Coordinator
Additional [College] representatives:	Ben Bennett Patrick Reed	Head of Higher Education Minutes

Apologies:	Mr Steve Lewis Principal Highlands College
Documentation Considered:	Approval Document Operational Specification Programme Specification. Module Records Operating resources table

Introduction:

The Chair welcomed the Panel and Programme Team representatives to the meeting. After introductions, members of the Panel had the opportunity to tour the facilities that will underpin the delivery of the programme at the College. The Panel was shown student learning spaces and resources, including PC rooms, the Library, as well as other areas specifically for the Higher Education (HE) students.

Programme Rationale:

The Programme Team informed the Panel that the College have been successfully delivering BSc(Hons) Social Sciences for 20 years but that recently recruitment has significantly dropped. This decrease in numbers is believed to be primarily due to reductions in funding for students, particularly mature students.

Market research has been conducted with 6th form and mature students in Jersey, the results found that prospective students have an interest in both Psychology and Criminology subject areas. The outcome of the research has lead the Programme Team to develop this proposed programme, in consultation with industry.

Half of the modules in the proposed programme are to be shared with the BSc (Hons) Social Sciences programme, currently being delivered at the College. The Panel asked the Programme Team what these modules were and what aspects of Social Science this leaves the BSc (Hons) Social Sciences programme.

Modules shared with Social Sciences:
- HIGH1047 The Research Process in the Social Sciences
- HIGH1066 Criminology & the Problem of Crime
- HIGH1067 Social Psychology
- HIGH2028 Work Based Learning
- HIGH2037 Research Methods in the Social Sciences
- HIGH2053 Criminal Justice and Penology

The Programme Team informed the Panel that this left modules regarding Social Policy, Sociology, Socio-economic History and Globalisation remaining specifically for the BSc (Hons) Social Sciences programme. The Programme Team believe the proposed programme of FdSc Psychology with Criminology will provide the College with the means to raise the profile of the existing Social Sciences programme in addition to the new programme.

Outcomes of the Meeting:	

The Panel recommends to the Senate of the University of Plymouth that FdSc Psychology with Criminology be approved at Highlands College, Jersey from September 2017, subject to the satisfactory completion of the conditions set out in the report below.

In recommending the proposal be approved, the Panel was confident that the requirements of the FHEQ had been appropriately considered. Programme learning outcomes were confirmed as being aligned with the relevant qualification descriptors; account had been taken of the QAA qualification characteristics and subject benchmarks; and that the programme proposal met the University's requirements in relation to academic frameworks and regulations for the award of credit. As such, the Panel concluded that students who successfully achieve the learning outcomes of the programme would have met University academic and UK threshold standards.

Confirmation is also given that the range and type of assessment in modules are appropriate to the achievement of the programme aims and learning outcomes and that the programme assessment strategy and processes align with University policies and regulations.

Commendation/ Good Practice:	
1:	The Panel commended the Programme Team on the high quality of the documentation, which permitted the Panel and Programme Team to engage in detailed discussion.
2:	The Panel was encouraged by the staff engagement and commitment to a programme that addresses the needs of the local community, students and employers.
Conditions:	
Condition 1:	**The documentation must be revisited and amended to reflect the comments made at the meeting and the documentary requirements provided. Amended documentation to be emailed to .... by Friday 16th June 2017.**
	This is a standard condition of approval for all Academic Partnership approvals.
	In particular, the Programme Team was asked to revisit the following within the documentation:
	• PS12 in the Programme Specification – make it clear which modules in the programme structure are shared with BSc (Hons) Social Sciences.
	• PS9 in the Programme Specification – clarify the wording on Progression, it must be clear and specific (see marked up copy with Panel amendments). Also, ensure that Progression routes are highlighted in the student handbook.
	• Ensure that any references in the documentation to the Academic Liaison Person (ALP) indicates the ALP.

	• PS6 in the Programme Specification – look for the most appropriate Framework for Higher Education Qualification (FHEQ) to include a (Programme Intended Learning Outcome (PILO) relating to communication and presentation skills. • The Panel deemed the Operating Resources table that was included within the original documentation for review unnecessary; therefore, this document is not to be included in any of the revised documentation.
Condition 2:	**External examiner nominations must be provided by Friday 16th June 2017.** The Panel drew attention to the Subject External Examining requirements for the proposed programme. The College had wished to use the existing External Examiner from the BSc (Hons) Social Sciences programme. It was the decision of the Panel that due to the increased number of credits and diverse nature of the proposed programme, the Programme Team will be required to locate a new External Examiner for Psychology and relocate duties for the existing Social Sciences External Examiner.
Condition 3:	**The Award title to be changed to reflect the balance of subject material within the programme.** The title FdSc Psychology and Criminology to become FdSc Psychology with Criminology. The modules in this programme are weighted 4:2 in favour of Psychology, this needs to be reflected in the title.
Condition 4:	**Module HIGH2028 'Work Based Learning' to be re-written to ensure it reflects Psychology and Criminology.** The Panel felt that the Work Based Learning (WBL) module required re-writing. The short module descriptor, module aims, Assessed Learning Outcomes (ALOs), summary of module content and assessments must allow the students to capture the disciplines they are working within. Within the summary of module content, the current section referring to mature students should encourage them to undertake a new placement, not to reflect on previous experience, this will allow the students to maintain currency in the industry. This must also include information on the support available for those students who have difficulty securing a placement. The Panel will need to see the amended module record, to ensure that this condition has been met.

Recommendation 1:	**The Programme Team to explore the possibility of developing a progression route into stage 2 BSc (Hons) Criminology and Criminal Justice Studies at the University of Plymouth.** The Panel and Programme Team discussed Progression routes to the University of Plymouth. It was agreed that students enrolled on the FdSc Psychology with Criminology programme would not be able to automatically progress onto stage 3 of the BSc (Hons) Criminology and Criminal Justice Studies at the University of Plymouth. This is due to the minor element of Criminology, but progressing onto stage 2 of the programme may be an option in the future, and worth the Programme Team exploring.
Recommendation 2:	**The Programme Team to explore the most appropriate route to obtain Higher Education Academy (HEA) Fellowship.** The Panel drew attention to the Programme Team's professional level of expertise and recommended the Programme Team to pursue the most appropriate routes for them to obtain HEA Fellowship. The Panel suggested that the Programme Team may find the Plymouth University Teaching and Learning website a useful resource to map their experience against the criteria. https://www.plymouth.ac.uk/your-university/teaching-and-learning
Recommendation 3:	**The Panel encourages the Programme Team to promote networking relationships with the University of Plymouth, including investigating shared teaching and learning sessions via video links etc.** The University of Plymouth has number of research groups, including the Crime, Justice and Society group, which facilitates inter-disciplinary conferences, talks and workshops; the Panel wishes to encourage the Programme Team to develop their networking relationships with cognate groups and for the ALP to create links between the College and the University.
Recommendation 4:	**Within the documentation be explicit in how the College will prepare students in WBL in regards to safeguarding, Health and Safety etc.** The Panel felt that it was important for the Programme Team to highlight how students will be supported and prepared for their placements, including issues regarding safeguarding and Health and Safety.
Recommendation 5:	**The Panel wishes to encourage the Programme Team to develop professional networks with Psychology professionals within Jersey.** The Panel was impressed with the networking and industry collaboration that has taken place between employers and the Programme Team for Criminology and wishes the Programme Team to pursue similarly strong links for Psychology.

Documentary Changes:	See condition one marked-up copies provided
Additional comments to note:	**Sustainability and development of the discipline subject areas** The Panel invited the Programme Team to discuss how they perceived the academic and strategic development of the different disciplines within the programme. The Programme Team explained that the modules have been developed so that students will be prepared ready for employment. Links will be made with Police and Social Work/Probation Training. The aim is for the programme is to develop students with academic backgrounds with an understanding of Jersey specific issues. Much discussion ensued and it was evident that the Programme Team have established professional networks and connections for Criminology. The Panel asked how the Programme Team has developed the academic focus for Psychology. The Programme Team informed the Panel that they are starting to determine the research but perceive graduates of the programme to progress onto professional psychology, mental health/social sciences, and prison services. Students wishing to study further are likely to leave Jersey, it is, therefore, important that students be provided with a good background, promoting the reputation of the College. **Admissions** The Programme Team reported that market research had been conducted, involving a quantitative survey and focus groups of 6th form and mature students. It is believed that the focus groups will likely develop to become a working group for programme development. The Panel asked what data set was used to determine the market, the Programme Team informed that Panel that the main data set came from Student Finance. There is a good level of support for disabled students. Students can apply for Disabled Students Allowance (DSA) and are externally assessed. **Teaching and Learning** The Panel wished to explore how the practitioners delivering on this programme will utilise their practical skills within teaching and assessments. The Programme Team stated that their methods would include scenarios, role-playing, the study of victimology and other practicals connected to industry. **Assessments** The Panel drew attention to the University of Plymouth's position on 2 assessments per 20-credit module. There are a number of modules on this proposed programme, which are to be shared with the BSc (Hons) Social Sciences programme, which currently have 3 assessments. The Programme Team informed the Panel that in most of these modules the Programme Team have recently reduced the number of assessments from 6 to 3. The Panel and Programme Team discussed the purpose, nature and streamlining of assessments and concluded that the Programme Team may wish to

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revisit the number of assessments in the shared modules when they are next under review.

The Panel raised the question of whether/how the College seeks anonymity and moderation of assessments. The Programme Team assured the Panel that all assessments are moderated and double-marked. The Programme Team follow the University of Plymouth process for anonymous marking of assessments.

Progression

The Programme Team and the Panel discussed the various Progression routes to the University of Plymouth. The Panel felt that the Programme Team need to be explicit and very specific about the routes available to students in the documentation and the implications these may have on finance etc. within their student handbook (see condition one and marked up documentation).

Programme Management

The Panel sought clarification on how the Programme Team are going to ensure that the proposed programme will be separate to the older programmes, such as the BSs (Hons) Social Science. The Programme Team responded that although they do not currently have a Programme Lead for every programme their aim is to have this in place in the next financial year. In the longer term, the Programme Team will be looking for a Psychologist or Criminologist to lead the proposed programme. The Programme Team stated they are committed to putting the resources forward to enable this development.

Module Records

The Panel and Programme Team systematically looked through the module records. The Programme Team confirmed that the reference to Gross, R. has been removed from the Core texts on the recommended reading lists of the Psychology modules, as requested in the Stage One approval meeting.

The Panel sought confirmation that the module HIGH2037 'Research Methods in the Social Sciences', included research methods for Psychology, to ensure that students are adequately prepared if they are to progress to the University of Plymouth. The Programme Team assured the Panel that these methods are also included in the module.

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<td>**Deadlines :**</td>
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Revised documentation –16th June 2017

External examiner nomination –16th June 2017

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Distribution:
Approval Panel
Patrick Reed – for distribution to the Programme Team
Academic Partnerships Administration
.... - Cognate Faculty Administrators
Central Quality Office File: ....

PLYMOUTH UNIVERSITY

ACADEMIC PARTNERSHIPS

SUBJECT EXTERNAL EXAMINER'S REPORT FORM

ACADEMIC YEAR 2017/18

Please note that this is the full report template which should be completed annually. Where more than one Subject Assessment Panel is held per year eg for Postgraduate or CPD programmes you will be asked to complete an abbreviated version of this template (the 'Panel' or 'dissertation' report) following attendance at subsequent meetings of the Panel.

(If you also hold an appointment as an **Award External Examiner** you should complete the separate Award External Examiner's report form as well.)

Report forms are available at www.plymouth.ac.uk/external-examiners

Please complete and submit your report electronically. Please send your completed report *within six weeks* of the meeting of the Subject Assessment Panel to:

extexap@plymouth.ac.uk

Please could you complete *all* sections of the report including the summary questions in C.

(Response text boxes are formatted blue. Please do not amend the formatting.)

Please do not identify any individual students or members of staff in your report to maintain appropriate confidentiality.

Section D (Response to the External Examiner's Report) will be completed by the relevant School/Partner by 28 September for undergraduate reports (or within 4 weeks of receipt, if the report is not received by this deadline) or within 4 weeks of receipt for postgraduate reports.

The complete report (including the response) will be posted on the University website within 2 weeks of the receipt of the response.

Section A

PLYMOUTH UNIVERSITY

Subject External Examiner's report form academic year 2017/18

Part 1

External Examiner's details

Name of External Examiner
Please include title, eg Professor, Dr etc

Dr ……….

Subject External Examiner for:
(please identify relevant Subject Assessment Panel(s))

Childhood Studies FdA

Childhood Studies BA

If you are an External Examiner for a programme/s delivered in one or more of the University's partner institutions, please specify the institution to which this report relates:

Highlands College Jersey

Date of report:	*08/06/18*

Part 2

Responses to comments and recommendations

2.1 Have you received an appropriate formal written response to issues raised in previous reports (continuing examiners only)? Please elaborate on your response, if appropriate, to provide feedback to the subject/programme team on progress made in response to issues identified in your previous report.

Yes. No actions needed

Part 3

Briefing and induction

If you are a new External Examiner:

3.1 Was the information provided for new External Examiners on the External Examiners' website at www.plymouth.ac.uk/external-examiners **useful?**

Did you identify any gaps in the information provided? (Please specify)

n/a

3.2 Did you attend the University's annual conference for new external examiners? If yes,   please provide any feedback on the usefulness of this event and/or any areas for improvement.

n/a

3.3 If you were assigned a mentor, please comment on the effectiveness of this arrangement from your perspective.

n/a

All External Examiners:

3.4 Programme/subject level briefing material	YES	NO
Did you receive:		
i. The relevant programme handbook/s?	√	
ii. The relevant programme specifications?	√	
iii. The relevant regulations?	√	
iv. Module descriptors (DMRs)?	√	
v. Assessment briefs/marking criteria?	√	

Please elaborate on your response, if appropriate, to comment on any particular difficulties encountered or good practice identified.

If you are a continuing External Examiner, was all necessary information regarding any changes to the programme/subject you are examining provided?

Communication is prompt and clear to keep me informed.

External Examiners' website	YES	NO
3.5 Does the website www.plymouth.ac.uk/external-examiners meet your needs?	√	

Please elaborate on your response, if appropriate, to comment on any particular difficulties encountered or suggestions for improvement.

Virtual Learning Environment	YES	NO

3.6 Does the partner's Virtual Learning Environment eg Moodle or Blackboard (or, where applicable, the University's DLE/Moodle sites) meet your needs as an External Examiner?	√	91

Some module evaluation reports are not visible and the link just says you are not eligible. Most others offer a view all responses tab.

3.7 If you have acted as a mentor to a new External Examiner at Plymouth, please comment on the effectiveness of the arrangement from your perspective.

n/a

Section B Assessment

Please answer yes, no or N/A to the following questions with an X in the appropriate box and use the space below each question to qualify your answer, if appropriate.

Part 1 Assessment processes: Sampling arrangements and evidence provided			
1.1 Draft examination papers **PLEASE DO NOT ANSWER QUESTIONS 1.1 AND 1.2 IF THE MODULES YOU ARE RESPONSIBLE FOR ARE ASSESSED BY COURSEWORK ONLY (Coursework is covered in Question 1.3)**	**YES**	**NO**	**N/A**
i. Did you receive all the draft papers?	√		
ii. Were the nature and level of the questions appropriate?	√		
iii. If not, were suitable arrangements made to consider your comments?			√
Please elaborate on your response, if appropriate, to comment on any particular difficulties encountered or good practice identified.			
1.2 Marking examination scripts	**YES**	**NO**	**N/A**
i. Did you receive a sufficient number and range of scripts to enable you to make a sound judgement on standards achieved?	√		
ii. If you did not receive all the scripts, was the method of selection satisfactory?	√		
iii. Was the general standard and consistency of marking appropriate?	√		
iv. Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	√		
Agreed a 5% uplift for examination papers for HIGH3008 as there were technical issues at the college which delayed students in answering the questions.			
1.3 Coursework/continuously assessed work	**YES**	**NO**	**N/A**

	YES	NO	N/A
i. Was sufficient coursework made available to you to enable you to make a sound judgement on standards achieved?	√		
ii. Was the method and general standard of marking and consistency satisfactory?	√		
iii. Were the scripts marked in such a way as to enable you to see the reasons for the award of given marks?	√		

Please elaborate on your response, if appropriate, to comment on any particular difficulties encountered or good practice identified.

Feedback is very detailed and thorough and makes it clear to students how to move into the higher mark bands.

1.4 Dissertations/project reports	YES	NO	N/A
i. Was the choice of subjects for dissertations appropriate?	√		
ii. Was the method and standard of assessment appropriate?	√		

Very varied set of topics and most approached with enthusiasm and strong focus on the needs of the child. Very positive feedback and all students commented positively on the support they were given for their project.

1.5 Performance or studio-based work	YES	NO	N/A
Where performance or studio-based work formed part of the assessment for the modules you examined, were suitable arrangements made for you to view such work?			√

Please elaborate on your response, if appropriate, to comment on any particular difficulties encountered or good practice identified.

Part 2 Maintaining Academic Standards		
Please answer yes or no to the following questions with an X in the appropriate box and use the space below each question to qualify your answer, if appropriate. *Please identify examples of exceptional practice or any areas for consideration.*		
Many of the questions in Part 2 relate directly to the expectations of the University's Assessment Policy[1]. We would value your feedback on progress at programme/subject level in implementing this policy.		
	YES	**NO**
2.1 Were assessments conducted in accordance with the **module specification?**	√	
A broad range of assessments are used and all are appropriate and linked to the learning outcomes in the specification.		
2.2 Overall, do assessments give students a clear opportunity to demonstrate general and specific subject skills, knowledge and understanding, linked to learning outcomes and future employment?	√	
Subject related skills are assessed and students are given the opportunity to give presentations, work with partners in the children's workforce and make resources to develop their creativity.		

[1] Assessment Policy

	YES	NO
2.3 Overall, were assessments reliable, inclusive and authentic and designed to minimise the use of modified assessment, and over-assessment of learning outcomes?	√	
The team are constantly reviewing and refining assessment methods to give learners a varied and relevant experience.		

	YES	NO
2.4 Where alternative assessments were agreed for students with disabilities, were you satisfied that, overall, learning outcomes were addressed in the alternative assessment/s set?		
n/a		
2.5 Overall, were assessments valid and aligned to clear and realistic learning outcomes?	√	

All assessments are valid and learning outcomes are clear and achievable.

2.6 Overall, was the amount of assessed work manageable for students and staff?	**√**	

Word counts and expectations are set in line with similar programmes across a range of institutions.

2.7 Do the forms of assessment include both formative and summative assessment?	**√**	

Tutorial and assignment support is always mentioned by students as a plus in the mid year meeting.

2.8 Overall, was the information provided to students and External Examiners about assessment clear, transparent and accessible?	**√**	

EE information is clear and timely.   Students all commented positively about assessment in module evaluations and at my meeting with them in the spring term.

	YES	NO

	√	
2.9 Overall, were assessments marked fairly, using the published marking and grading criteria and appropriate second marking and moderation?		
All marks and grades were justified in detailed feedback and feed forward. There was evidence of second marking and moderation on a sample of all assessments.		
2.10 Were assignments marked anonymously, where practical and appropriate?	√	
Some papers are numbered rather than named but the nature of this provision which seeks to develop reflective, reflexive practitioners to work with children means that anonymity is not an asset. It is better to note and challenge misconceptions through tutorials and one to one meetings rather than through anonymised marking and commenting on scripts.		
2.11 Based on the views of the students you have met and/or module evaluations provided, was feedback to students on assessment constructive and timely?	√	
Very positive responses from students in meeting and through module evaluations.		

2.12 More generally, please identify any areas of exceptional practice and innovation relating to learning, teaching and assessment (including the currency and coherence of the curriculum) which you would wish to commend to the wider University.

The level of feedback and support given to students on these programmes is exemplary. Tutors offer detailed comments in the body of the students' work and in the text box in Moodle. Feedback is supportive and developmental and looks forward even beyond the programme.

The range of modules is to be commended and as policy moves forward the modules adapt so the programme has currency and relevance for students who will be going out into practice.

The assessment diet is varied and there are opportunities for presentations and project management which are skills needed in the workforce.

Students have a positive experience underpinned by tutors who are approachable and make time to support them.   In every student meeting this has been the over-riding message.

2.13 What changes and improvements would you want to suggest, if appropriate, to strengthen assessment arrangements, improve the currency and coherence of the curriculum, or to enhance the quality of the learning opportunities provided to students?

Second marker/ moderator to make some comment on work seen or have some detailed record of what has been sampled. In Moodle sometimes there is just a name (not even an e signature) and date; this is less than in previous years . It is possible just to agree with the mark and comments but it would be good for the student and external if there was some comment made.

Occasionally misconceptions are unchallenged. An example from this cohort was the work on EAL which was submitted in the module asking for input around a disability or SEND.   EAL is definitely not a learning disability and should not be classified as such. There was room for this discussion under the inclusion umbrella but it needed to be clearly stated. Also this student was discussing an act which has been superseded in the UK and this was not corrected.

There are opportunities missed in places to guide students away from non- academic sources and from an over reliance on websites.

2.14 If the programme involves professional accreditation, please comment specifically on whether in your judgement appropriate professional competencies were achieved within the modules you examined.

n/a

2.15 If you are an External Examiner for a Foundation Degree, please comment on the assessment of Work Based Learning (WBL) and student achievement of learning outcomes derived from WBL.

The work based element is strongly embedded into modules. There is lots of opportunity to draw on practice for examples and to link theory to practice in a number of ways. Students get to work with employers and run projects in practice which is a strength of the programme.

2.16 Completing externals only

I would like to thank the team for their warm welcome and for the many discussions we have had about best practice.   These courses prepare young people on the island for successful careers in the children's workforce and it would be good to see teacher training and masters level programmes added at Highlands so that students do not have to go off island to continue their studies. I wish the team every success for the future; as they are so reflexive and continually review and update the programmes I am sure they will continue to meet the needs of students and employers.

Part 3 Operation of the Subject Assessment Panel		
3.1 Date of Subject Panel meeting/s:		
3.2 *Please answer yes or not to the following questions with an X in the appropriate box. If the answer is no, please elaborate on your concerns below.*	**YES**	**NO**
(i) Was the meeting conducted to your satisfaction?	√	
(ii) Were you satisfied with the panel's recommendations?	√	
(iii) Were you satisfied that the administrative/organisational arrangements enabled you and the panel to carry out your duties effectively?	√	

Part 4 Mid-Year Visit/Feedback from students[2]		
4.1 *Please answer yes or not to the following questions with an X in the appropriate box.*	**YES**	**NO**
(i) Were you invited to undertake a mid-year visit?	√	
(ii) If yes, were you able to undertake this visit?	√	

[2] The University encourages external examiners to make mid-year visits to facilitate broader discussion with staff and students and allow for interim reviews of work. If a mid-year visit is not possible, faculties are asked to facilitate alternative opportunities for externals to engage with students to obtain feedback on their experience of assessment eg by video conference/skype.

4.2 If applicable, please summarise any feedback you have received from students about their experiences of assessment you have not already covered in your responses to Part 2 above (indicating how you received this feedback e.g. during a mid-year visit or other opportunity that you have had to engage with students).

Students were impressed with the quality of the provision and the wonderful support they have from staff. They were positive about the modules and the visits and visiting speakers which enhanced their learning.

Section C - Summary Questions

'In the view of the examiner, the threshold standards set for the modules examined are appropriate for modules at this level, in this subject, with reference to the Framework for Higher Education Qualifications and the relevant Subject Benchmark Statement/s.'
Is the above statement correct?
Yes
If you have stated 'no', or if you wish to give additional information not already provided earlier in your report, please do so below.

'In the view of the examiner, the threshold standards of student performance for the modules examined are broadly comparable with similar subjects at the equivalent level in other UK institutions with which he/she is familiar.'
Is the above statement correct?
Yes
If you have stated 'no', or if you wish to give additional information not already provided earlier in your report, please do so below.

'In the view of the examiner, the processes for assessment for the modules examined are sound and fairly conducted.'
Is the above statement correct?
Yes
If you have stated 'no', or if you wish to give additional information not already provided earlier in your report, please do so below.

If you act as Subject External Examiner for modules/programmes run across more than one of the University's partner institutions or sites, please answer the following additional question:
'In the view of the examiner, the threshold standards of student performance are broadly comparable across partners/sites.'
Is the above statement correct?
n/a
If you have stated 'no', or if you wish to give additional information not already provided earlier in your report, please do so below.

(*delete as appropriate)

Thank you for completing your report.

Please email your report to: extexap@plymouth.ac.uk

Section D – Response to External Examiner's Report

- A formal written response must be sent to the External Examiner using the form below by 28 September for undergraduate reports (or within 4 weeks of receipt, if the report is not received by this deadline) or within 4 weeks of receipt for postgraduate reports.

- The response must be approved by the Head of School before being sent to the External Examiner.

- A copy of the response must be sent to the relevant Faculty Quality Administrator by the same deadline.

Date External Examiner's report received:

This report, including the response below, will be posted on the University website - please do not identify any individual students or members of staff.

Issues and good practice (brief summary of the main issues and commendations raised in the report)	**Response** (refer to planned or completed actions, as reported in school/programme/module Action Plan)
Issues Some papers are numbered rather than named and anonymity is not an asset when trying to develop reflective, reflexive practitioners	The use of anonymity will be monitored and used only when appropriate to the learning needs of the students
Moderators to make comments on work seen or have detailed record of what has been sampled	The honours project is second marked as detailed comments are given to the student. Other modules are moderated in line with Plymouth procedures

Opportunities missed to guide students away from non-academic sources and over-reliance on websites	Encourage all students to utilise academic sources and advise on good use of websites for academic work
It would be good to see teacher training and Masters level programmes on Island	Any on Island post graduate offering would be fully supported by us
Good practice Detailed feedback and feed forward given to students	Continue to use the reflection on feedback tool and given detailed feedback and feed forward to students
Good tutorial and Assignment support for students	Continue to offer tutorial support to all students and maintain open door policy
Broad range of assessments	Continue to ensure that assessment schedule assesses a variety of skills to include practical application of work related activities.
Visits and visiting speakers enhancing learning	Continue to arrange visits and invite guest speakers in to enhance learning

If the External Examiner has not made any substantive comments in his/her report, please delete the above table and insert the following statement:

Thank you for your report. We are pleased you are satisfied with standards and the assessment process.

Response Author Name: Dr Sue Le Masurier

Date: 27th June 2018

For completion by the Partner HE Co-ordinator or equivalent:

If the External Examiner has raised an issue(s) that is more appropriately responded to by Partner management (for example, relating to staffing resources) please complete the following table:

Management issue(s) raised	Response
Look into the potential of on-island post-grad provision	We are always looking to expand our portfolio where demand justifies it.

This response is approved by the Partner HE Co-ordinator:

Signed (HE Co-ordinator):

Date: 27.6.18