



Programme Guide

2018/19



**FdA Early Years Practice
The City of Liverpool College**

Table of Contents

Welcome to Liverpool John Moores University	4
Welcome from Partner/Link Tutor.....	5
Introduction to the Partner (The City of Liverpool College)	6
Introduction to your programme	6
What you need to know about your programme	7
Using technology to enhance your learning.....	9
Timetabling and attendance.....	10
Disclosure and Barring Service	12
Your Personal Tutor	12
Personal Development Planning	13
Key contacts	14
Modules	16
You and LJMU	18
Libraries	18
Libraries.....	18
Student Support and Resources	18
Student Advice and Wellbeing Services	19
How your studies will enhance your career prospects	20
Module registration.....	22
Submitting coursework.....	22
Marking criteria	23
Feedback strategy.....	27
Fairness, consistency and standards	28
The role of external examiners.....	28
Progression and classification	29
Referrals/deferrals.....	30
Boards of Examiners.....	30
How you will get your results	30
Academic Appeals	31
Complaints	31
Academic misconduct	32
Student Feedback	33
We want your feedback.....	33

Results of previous student feedback (if applicable).....	34
Student representation and getting involved	34
What is the Board of Study?	34
EQUAL OPPORTUNITIES, DISABILITY AND DATA PROTECTION	35
John Moores Students' Union	38
Appendix – Programme Specification.....	399

Welcome



A welcome
from the
Vice-Chancellor
Professor Nigel
Weatherill

Welcome to Liverpool John Moores University

Liverpool John Moores University (LJMU) offers you an exceptional experience, founded on high quality teaching, ground-breaking research and extensive links with employers, entrepreneurs and business leaders.

We can trace our origins back to 1823 and the foundation of the Liverpool Mechanic's and Apprentice's Library. In 1992, we became one of the UK's new universities, taking our name from one of Liverpool's great entrepreneurs and philanthropists, Sir John Moores. During 2017/2018, LJMU celebrated its 25th anniversary of becoming a university and it is fitting that we were awarded Educate North's University of the Year Award during our anniversary year. It is also evident that our current incarnation as a modern civic university demonstrates that we haven't lost the pioneering zeal of our founding fathers and like them, we still believe that 'knowledge is power'.

Demand for skilled graduates in occupations involving analytical, problem solving, and complex communication activities is increasing. We understand this and that's why your programme will equip you with the latest knowledge in your chosen academic field plus the essential attributes and experience you'll need for a successful career after you graduate.

Everyone at LJMU is here to help you achieve your ambitions for the future. We are a university rich in resources, facilities, expertise and support that you won't find at any other time of your life. So make sure you take advantage of every opportunity that comes your way and please don't be afraid to ask for help and advice should you need it.

Studying at university is your time to shine; so study hard but at the same time have fun, and enjoy the journey.

Professor Nigel Weatherill
Vice-Chancellor

Welcome from Partner/Link Tutor

Joining the City of Liverpool College means you are a member of one of the largest FE colleges in the sector, and the first choice for quality education and training in the city region.

Our greatest asset is our people. The success of our college is dependent on every student and member of staff sharing the principles behind our mission and values.

We are committed to improving the quality of provision and services for all our learners and take pride in the ongoing professional development of all staff, ensuring you develop the knowledge and skills needed for your future career.

The City of Liverpool College is located over five sites, the hub of which is our magnificent £35 million landmark development, the Learning Exchange. The vision behind this campus combines state of the art learning and recreation space with customer services excellence, making your experience second to none.

Thank you for making The City of Liverpool College your college of choice. Be assured that you have joined an environment where you will be respected, and the contribution you make will be recognised and valued as an asset to the organisation.

Best wishes for your future.

A handwritten signature in black ink, appearing to read 'E. Bowker', written in a cursive style.

Elaine Bowker

Principal and Chief Executive

Introduction to The City of Liverpool College

The college has worked in collaboration with LJMU for many years and has a number of Foundation Degrees running in partnership with LJMU.

LJMU is an ambitious and forward thinking institution that challenges convention and believes passionately in the concept of 'One University'. This strategic objective to work with a student centred approach is reflected within the College policy. The College's HE provision aims to ensure outstanding quality of the learning experience is sustained while supporting widening access to Higher Education to a diverse student population. With a focus on the local industry needs, employability and progression to further study. This is enabled by the College's robust quality systems and commitment to enhanced student learning opportunities and active engagement, pastoral and individualised learning support and delivery in small class sizes.

The Foundation Degree Early Years Practice is awarded by Liverpool John Moores University (LJMU) and your award certificate will show this.

Introduction to your programme

Welcome to the Foundation Degree in Early Years Practice at The City of Liverpool College.

The Foundation Degree in Early Years Practice is a part time employment-related educational qualification which will provide students with the specialist knowledge and skills required within the Early Years sector. The Foundation Degree is awarded by Liverpool John Moores University (LJMU).

This is a level 4/5 qualification which has been developed in collaboration with Early Years' employers, LJMU and other partner colleges. The Foundation Degree is delivered in a variety of ways, for example: through lectures, workshops, student led seminars, private and independent study.

Work based learning will be a key part of a student's learning: students will be using their workplace including a chosen mentor and everyday duties, as a key learning resource throughout the programme.

The course comprises 6 modules at Certificate Level, which is equivalent to L4 first year degree level; and 6 modules at Diploma Level, which is equivalent to L5 second year degree level. Level 4 Modules include; Personal Progression and Development, Technology in the Early Years, Early Years Education, The History of Childhood, Partnership Working and The Developing Child. Level 5 Modules include; Reflection in the Early Years, Research Enquiry, Leading and Managing in the Early Years, Health and Well-Being, Inclusion and Safeguarding Practice within the Early Years.

Successful completion of the Foundation Degree can lead to increased promotion opportunities within the Early Years sector and the ability to work at a level recognised by employers as a Senior Practitioner. Subject to the availability of places within the University, achievement of the Foundation Degree also allows progression to the articulated route of BA (Hons) Learning Support and Development at LJMU. The Foundation Degree may also be used as a bridge towards gaining Early Years teacher status working with children from birth to five. Students wanting to progress on to the Early Years teacher status will be required to have GCSEs minimum grade C in English language, maths and science.

The Programme leader for this course is: Verity Bambury

What you need to know about your programme

Educational aims of the programme:

Overall aim: To develop knowledge, understanding, intellectual and practical skills appropriate to working in children's services with early years.

The programme aims to

- Provide the appropriate knowledge and understanding required for the care and education of children across children's services; considering a range of pedagogical approaches.
- Provide an appropriate understanding of the regulatory and legislative framework for Early Years, and prepare students to work within this framework;
- Ensure that students can observe, assess and plan to meet the individual needs of babies and young children.
- To enhance multi-professional practices working collaboratively with others in an Early Years context.
- Deliver the professional and practical skills and competencies which are required to work in children's services, demonstrating knowledge of political, economic, cultural and ideological contexts.
- Ensure that students can demonstrate within their practice that they have adopted appropriate value and belief systems for Early Years or play or school based settings; these include values relating to anti-discriminatory practice, equality of opportunity and ensuring inclusive practice.
- Develop student's self-awareness and reflection, including the ability to evaluate their effect on other people and in the environment in which they work.
- Develop students' ability to understand and apply the principles of evidence based practice;
- Develop students as reflective practitioners, with an understanding of the need for commitment and lifelong learning.
- Encourage communication using various techniques
- Develop the personal and transferable skills critical to practitioners in children's services. These skills include communication, application of numbers, IT, team working, problem solving, effective time management, self-reflection and academic writing.
- Provide a suitable basis for progression to Honours level, via an appropriate further programme of study.
- Develop analytical and evaluative skills and provide the opportunity to engage in academic study of Early Years

Teaching and Learning methods:

What activities will be used on the programme? Teaching and learning methods employed by the Programme Team will be balanced between tutor centred and student centred activities that enable conformity to the core values of the teaching and learning strategy to be implemented.

The following range of teaching and learning methods will be employed:

Lecture – This is used to impart a specific body of knowledge to students. In most cases, ideas generated by lectures will be developed through supporting seminars or through photographic practice.

Teaching Workshop – This is where a lecturer or visiting lecturer introduces and demonstrates practically based technology, working methods and skills, potential of materials, within a short period of intensive study.

Seminars - This functions as a forum for the discussion and debate of ideas. The primary function is the exchange of opinion between staff and students, or students and students. A seminar may be initiated and led by staff or may be focussed around a student presentation.

Group Critiques – This is considered to be an essential learning experience for the student. Its functions are to reveal individual objectives, to encourage students to examine work in relation to their peers, to relate work produced to the objectives of the module, and to focus attention on a range of interpersonal communication skills and an appreciation of group dynamics. Individual one to one critiques are used in conjunction with group critiques, to allow for more personally focussed discussion to be pursued in relation to the students work.

Self-Directed Learning - The concept of independent study is an integral part of the programme. It refers to the idea of student centred learning, whereby the student takes responsibility for setting his or her own goals and creating his or her own pathway of study within the framework of the course. With this in mind, the programme team will act more as facilitators, enabling and encouraging learning by developing study skills, suggesting areas of investigation and research, and providing academic advice and counselling.

Peer Group Learning – This is used throughout the programme and is the means by which a student develops an appreciation and understanding of different aspects of early years practice, through formal and informal discussion with their peers.

Written Work – The course involves a range of written assignments. These include essays, critical reviews, written discussions, project proposals, applications, and letters of introduction, CV's, reflective logs and a contextual report.

Oral Presentation – Throughout the programme the student is required to use the spoken word to support their work in both formal and informal situations. This involves seminar debates, ideas tutorials, and oral reports to support practical projects, project proposals, portfolio presentations, group critiques and discussions.

Group Work – Certain assignments will require students to work together or in pairs, to practice or demonstrate learning or to initiate investigation and / or deliver presentations.

Library Study – The success of projects and the development of students personal knowledge and understanding of childhood and early years/early years education depends very significantly upon the use the student makes of Libraries and learning resources centres.

Visiting Speakers – Students benefit from contact with a wide range of professional activities through direct contact with practitioner specialists.

Mentoring Visits - Throughout the programme students benefit from mentoring visits from the programme team to support them in the workplace, this allows onsite tutorials to take place and involves one to one discussion on their progression within the programme and linking this to specific modules.

Successful completion of the Foundation Degree may lead to increased promotion opportunities within the Early Years sector and may also lead to the ability to work at a level recognised by employers as Senior Practitioner.

Achievement of the Foundation Degree allows progression to the articulated route of BA (Hons) Learning, Development and Support at LJMU or BA (Hons) Top-Up Early Childhood Studies at The City of Liverpool College. The Foundation Degree may also be used as a bridge towards gaining Early Years teacher status working with children from birth to five.

The immediate management and organisation of the FdA Early Years Practice is the responsibility of the Programme Leader and the Programme Team. The team membership will consist of those individuals indicated as module leaders.

The Programme Team comprising of the Programme Leader and all academic lecturing staff involved with the delivery of the programme will supervise the establishment of monitoring procedures, evaluation, academic standards, development of the programme and the organisation of tutorial provision.

Members of the team will be module leaders on the modules that they teach, with responsibility for preparing assignment briefs, module handbooks, and assessment, teaching and academic tutorial support.

The Programme Team consists of members of staff with a wide range of academic and professional practice skills. This diversity of experience and skills provides a strong teaching team thus leading to a varied learning experience for the students. Staff are consequently timetabled to their specialist strengths.

The FdA Early Years Practice is delivered at the Learning Exchange, Roscoe Street, Tuesday and Thursday evenings 4.30pm-8.30pm. Tutorials take place Tuesday and Thursday evening 4.00pm-4.30pm.

Using technology to enhance your learning

The City of Liverpool College uses the Virtual Learning Environment (VLE) for all students to access remotely to help and support them with their studies.

The VLE is used a learning tool. It is structured to allow ease of access for the students and set out with modules listed. The information for each module is populated by the module leader and along with the module information and session information, it includes additional information and guidance to promote independent study and additional reading. Students are introduced to this via the induction process and are encouraged to use this as an enhancement to the class delivery.

All module handbooks, the programme handbook, reading lists, assessment schedule, assessment details and course announcements are accessible via the VLE.

Students submit their assessments via the VLE through Turnitin software. This software is used by the students as a learning tool as well as to highlight academic misconduct and provide both the module tutor and student with a receipt of when the assessment was submitted.

Students can access the VLE both within college and off site and also have access to the online library catalogue. Students are expected to access the VLE minimum once a week, preferably the VLE should be accessed before coming into college on a Tuesday and Thursday to familiarise yourself with modules and any course announcements.

The HE Student Handbook is available on the colleges VLE and can be accessed via this link: <https://my.liv-stu.co.uk/vle/course/view.php?id=309> The HE Student Handbook will provide you with lots of information about being a HE student at The City of Liverpool College including all policies at HE level.

If you have technical issues during the day, such as log in difficulties, you can obtain assistance from the ICT helpdesk on 252 3232.

The contact number for the Learning Resource Centre is 2523769 and under learning resources on 'my college' you can access the LRC help centre if you have difficulties accessing the resources available.

Accessing your LJMU account

In order to access your LJMU email account and webpages on the LJMU intranet, you will need your LJMU Username and Password.

Please be aware that the password expires every 60 days. However, as long as you can remember your old password, even though it has expired, you can update it at <https://myaccount.ljmu.ac.uk/>

Timetabling and attendance

The more effort you put in, the more you will get out of being on your programme. This will be reflected both in your academic marks and your personal and professional development. Please make every effort to attend all of your timetabled activities.

It is your responsibility to attend all your timetabled classes and lectures as well as any tutorials, seminars, fieldtrips or other activities delivered as part of the modules you are studying.

The college expects you to attend all of your lessons and achieve as near as possible 100% attendance. If you are eligible for a progress bursary, you will not receive your weekly payment if you do not achieve 100% attendance. If your attendance falls below an acceptable level you are at risk of not achieving your qualification and may be advised to withdraw from your course or your examinations.

All lessons will start on time so arriving a few minutes early for your lesson will help you prepare yourself for your learning. Punctuality is really important and makes a real difference to the delivery of your lessons. It is expected that you are always on time. If you know of a reason why you may be late for a particular lesson you must inform your tutor or programme leader.

If you are going to be absent you should notify the Programme leader or phone 252 3000 (college absence reporting). Should your family need to contact you in case of an emergency please ask them to call the emergency number of the centre which you attend – The Learning Exchange 0151 703 9263.

FdA Early Years Practice L4 timetable

1st Semester September – January

Tuesday		
4.00-4.30 Tutorials	4.30-6.00 History of Childhood 4504EYCOLC Verity Bambury	4.30-6.00 Technology in the Early Years 4503EYCOLC Louise McCullagh
Thursday		
4.00-4.30 Tutorials	4.30-6.00 PPD (Personal, progression and development) 4501EYCOLC Maureen Evers	6.00-8.30 The Developing Child 4502EYCOLC Verity Bambury

2nd Semester January-May

Tuesday		
4.00-4.30 Tutorials	4.30-6.00 History of Childhood 4504EYCOLC Verity Bambury	6.00-8.30 Working in Partnership 4505EYCOLC Louise McCullagh
Thursday		
4.00-4.30 Tutorials	4.30-6.00 PPD (Personal, progression and development) 4501EYCOLC Maureen Evers	6.00-8.30 Early Years Education 4506EYCOLC Verity Bambury

FdA Early Years Practice L5 timetable

1st Semester September – January

Tuesday		
4.00-4.30 Tutorials	4.30-6.00 Reflection in the Early Years 5501EYCOLC Louise McCullagh	6.00-8.30 Inclusion 5502EYCOLC Elaine OBrien
Thursday		
4.00-4.30 Tutorials	4.30-6.00 Research Enquiry 5504EYCOLC Verity Bambury	6.00-8.30 Health and Well-Being within the Early Years 5506EYCOLC Cheryl King

2nd Semester January-May

Tuesday		
4.00-4.30 Tutorials	4.30-6.00 Reflection in the Early Years 5501EYCOLC Louise McCullagh	6.00-8.30 Leading and Managing in the Early Years 5503EYCOLC Elaine OBrien
Thursday		
4.00-4.30 Tutorials	4.30-6.00 Research Enquiry 5504EYCOLC Verity Bambury	6.00-8.30 Safeguarding Practice within the Early Years 5505EYCOLC Cheryl King

Disclosure and Barring Service

You are registered on a degree programme that brings you into contact with children and/or vulnerable adults. Therefore, you are required to have a DBS. As students are employed/volunteers within the early years sector students should have a current DBS check completed. Responsibility for this check remains with the employer.

Your Personal Tutor

You will have a Personal Tutor whose role is to support and oversee your development and progression through the programme. They will also help you find appropriate support should issues arise that impact on your ability to complete your studies successfully. You will have a scheduled opportunity to meet individually with your Personal Tutor at least twice per year, but you may of course contact them as and when needed.

You will have a Personal Tutor whose role is to support and oversee your development and progression through the programme. They will also help you find appropriate support should issues arise that impact on your ability to complete your studies successfully. You will have a scheduled opportunity to meet individually with your Personal Tutor at least twice per year, but you may of course contact them as and when needed.

Personal tutor contact details:

Level 4: Verity Bambury 252 3569 verity.bambury@liv-coll.ac.uk

Level 5: Cheryl King 252 3735 cheryl.king@liv-coll.ac.uk

The role of the Personal Tutor is to:

- Act as a first point of contact for students on all support issues.
- Provide initial guidance and counselling - follow up to induction procedures.
- Undertake personal tutorials with individual students a minimum of once per semester and more regularly by request.
- Provide guidance with study skills where appropriate.
- Maintain confidential records of all tutorials.
- Provide first line pastoral guidance/support.
- Act as a referral agency where specialist support is required - e.g. personal counselling or financial counselling.
- Consider and advise on any mitigating circumstance, which students may claim should be taken into account at their assessment.

Personal Development Planning

Personal Development Planning (PDP) is a structured process intended to help you become a more effective, confident and independent learner. It will support you in gaining knowledge of your strengths but also of areas in need of further development related to your academic, personal and professional aspirations. You will be enabled to undertake Personal Development Planning through your programme.

Personal development planning is encouraged through the Personal Progression and Development. This module is delivered at level 4 and runs throughout the year (semester one and two) Students are encouraged to reflect on personal, professional and academic skills identified within college and during work based placement. Students are required to develop an ongoing action plan and provide a portfolio of evidence about their journey. This progression is continued at level 5 through the reflection in the Early Years module again a module delivered through both semesters. Students are supported by their personal tutors who support their development on a regular basis. PDP within the college is a structure process with all students participating in these core modules and aims for students to reflect and plan to develop their personal academic and career plans.

Key contacts

LJMU Link tutor: Claire Hennessy

Claire is the programme link tutor employed by LJMU to provide a link between the college and university for students on the Early Years Practice programme.

Contact details:

c.hennessy@ljmu.ac.uk

CoIC Head of HE: Vesna Levi

The Head of HE is responsible for overall management of HE college policy, strategic developments, line-management of HE staff and control of HE resources at the Coty of Liverpool College.

Contact Details:

Clarence St Room 3/09c

vesna.levi@liv-coll.ac.uk

CoLC Head of School: Jason Waldron

They are responsible for representing the School at Faculty and institutional levels.

Contact Details:

Jason.waldron@liv-coll.ac.uk

0151 252 3588

Programme Leader: Verity Bambury

The Programme Leader will be able to give you advice regarding

- Academic programme guidance
- Changing your personal tutor
- Problems or difficulties concerning the programme

Module Leader (see table on page 15)

The Module Leader will lead the teaching and organise the learning for your individual module. They are your first point of contact in all issues related to the module including:

- Queries and difficulties with the module content/assessment
- Approval of assessment deadline extensions

Personal Tutor: Verity Bambury & Cheryl King

You will be assigned a Personal Tutor who will assist you with the development of learning and your progress throughout the course. Your personal tutor is there to help and support you throughout your course. If personal circumstances are affecting your ability to fulfil the demands of the course your personal tutor can refer you to other areas for support.

Mentor co-ordinator:

The mentor co-ordinator will work closely with your workplace mentor to create links between the college and workplace and provide support across the year to the workplace mentor. The mentor co-ordinator will arrange visits to your work place approximately two across the academic year.

School Contacts:

Name	Room	Extension	E-mail @liv-coll.ac.uk
Verity Bambury	LG/24	3569	verity.bambury
Cheryl King	2/18	3735	cheryl.king
Elaine OBrien	2/18	3768	elaine.obrien
Maureen Eysers	1/23	3360	maureen.eysers
Louise McCullagh	2/18	3768	louise.mccuallagh

Modules

Your programme is divided into levels and each level into a series of smaller units of study called modules. Each module explores a subject relevant to your programme of study. What you will learn in each module is described by its intended learning outcomes. These outcomes form the basis for the criteria against which you will be assessed in order to gain credit from the module.

Core and Option Modules

Depending on your programme, modules may be designated as either a Core or an Option:

- Core modules are compulsory. You must complete these in order to proceed to the next level of the programme.
- Where option modules exist they offer choice from within a range of modules to be studied. Choice of modules may enable you to pursue particular areas of interest or to develop particular subject specialisms. In making a choice you may find it useful to think about future study and career aspirations.

All modules on the FdA Early Years Practice are core and compulsory to complete to allow progression onto the next level.

The following modules are offered to students studying in 2019/20:

Level 4	Modules	Semester of Delivery	Module Leader(s)
	Personal Progression and Development (PPD) 4501EYCOLC	1 & 2	Maureen Eyers
	The Developing Child 4502 EYCOLC	1	Verity Bambury
	Technology in the Early Years 4503EYCOLC	1	Louise McCullagh
	History of Childhood 4504EYCOLC	1 & 2	Verity Bambury
	Partnership Working 4505EYCOLC	2	Louise McCullagh
	Early Years Education 4506EYCOLC	2	Verity Bambury
Level 5	Modules		Module Leader(s)

	Reflection in the Early Years 5501EYCOLC	1 & 2	Louise McCullagh
	Inclusion 5502EYCOLC	1	Elaine OBrien
	Leading and Managing in the Early Years 5503EYCOLC	2	Elaine OBrien
	Research Enquiry 5504EYCOLC	1 & 2	Verity Bambury
	Safeguarding Practice within the Early Years 5505EYCOLC	2	Cheryl King
	Health and Well-Being within the Early Years 5506EYCOLC	1	Cheryl King

Full details of each module, can be found in the Module Guides available on the colleges VLE course page. The VLE will also contain current sources. References, policies, information and key documents necessary to support students through each module. Information on accessing the VLE and accessing information will be provided in induction week.

Information regarding academic referencing and the LJMU Harvard referencing guides can be found on the VLE.

You and LJMU

We want you to have the best student experience possible so please don't be afraid to approach LJMU staff if you need any advice. For information on all the student support services, including study skills workshops, go to: www.ljmu.ac.uk/students/supporting-your-study

The University's rules and regulations cover everything from freedom of speech and dealing with difficult personal circumstances to payment of fees and programme information. Their function is not to limit your experiences on your LJMU programme but rather to protect your rights as a student and to define your responsibilities as a member of the University. Alternatively, you'll find more details in the Student Handbook: www.ljmu.ac.uk/students/supporting-your-study/student-policy-and-regulations

LJMU promotes an environment where everyone is treated equally and with dignity and respect. We operate a policy of zero tolerance towards any form of discrimination, harassment or bullying, including cyber-bullying. Any students or staff found to be engaging in this type of activity will be subject to the University's disciplinary procedures.

For more information on what LJMU expects with respect to student behaviour, read the Student Code of Behaviour and Disciplinary Procedures: www.ljmu.ac.uk/about-us/public-information/student-regulations/guidance-policy-and-process

The City of Liverpool College HE Student Handbook

Please make sure you access the HE Student Handbook. The HE Student Handbook is available on the colleges VLE and can be accessed via this link: <http://my.liv-stu.co.uk/vle/course/view.php?id=1694>. The HE Student Handbook will provide you with lots of information about being a HE student at The City of Liverpool College including all policies at HE level.

Libraries

Libraries

The Learning Resource Centre (LRC) is Located: The Learning Exchange, 1st floor, 0151 252 3731. The Learning Exchange LRC holds an extensive stock of books and journals relevant to the programme.

You can also access the LRC via 'my college' on the VLE, click on Learning Resource for the online library catalogue, E books, reserving a book, book a computer, study plus and LRC help centre.

Student Support and Resources

As a collaborative LJMU student, you have access to many of LJMU's electronic library resources.

Details of the resources available can be found at the Electronic library page: www.ljmu.ac.uk/microsites/library/resources/electronic-library. Here you will find a link to Discover, the library search engine, which will enable you to find information quickly.

Another way to access information is through the Off Campus Applications Service. You can log onto this via the webpage: www2.ljmu.ac.uk/ITHelp/software/118551.htm.

If you have a query with using the electronic library, the library staff are always happy to help. You can contact them in person at the Library Hubs, by telephone: (0151) 231 3179 or online: www.ljmu.ac.uk/microsites/library/about-ljmu-libraries/contact-us

If you visit Liverpool, you also have access to the LJMU libraries with your LJMU student card. In each of LJMU's three campuses – IM Marsh, City and Mount Pleasant – you'll find a library. These provide access to many services available to assist you as an LJMU student. Libraries contain general and special collections, study spaces, computing resources as well as specialist staff for academic, administrative and personal support.

For the location, opening hours and further details about the Libraries, please visit the website: www.ljmu.ac.uk/microsites/library

Student Advice and Wellbeing Services

The City of Liverpool College offers a range of support as the college are aware that all students need support whilst they are learning. This may include tutorials as part of the course, general and course-directed support. Achievement Coaches can provide one to one support, a listening ear, help you with study skills and help to improve your grades. Your personal tutor or course tutor can put you in touch with an achievement coach.

Other services available include:

Counselling Service:

Any student at The City of Liverpool College can come and talk to one of our team of counsellors. The service we offer is free and confidential. We can help you to manage any difficulties that you may be experiencing or changes in your life, so that you can focus on your studies, and achieve your goals.

Mental Health Support

For students who feel that their studies may be affected by any mental health problems i.e. depression, anxiety. We offer additional support to overcome any barriers to your studies so that you can successfully complete your course.

Health and Wellbeing

For any issues that arise outside the classroom the Student Health and Wellbeing Officer is a first point of contact that keeps students updated of a range of health and wellbeing services available at the college and beyond. The healthier you are and the better you feel, the more you can focus on your studies and achieve you goals.

Career, Advice and Guidance

Our qualified and experienced Careers Advisers offer professional, confidential advice and guidance interviews or drop in to all on course students.

We will help you to choose the right course, research and choose a career, apply to university and prepare to look for jobs.

This will help you to understand more about course and career choices, to be aware of a range of opportunities and acquire the skills to plan your next step.

Student Services/Advice and Guidance are located at The Learning Exchange, Ground floor, 0151 252 3621.

LJMU students studying at Collaborative Partner institutions are expected to refer to local services at the partner in the first instance. LJMU Student Advice and Wellbeing Services are committed to ensuring that students benefit from their studies by having access to appropriate and timely information, support and guidance, and advice on practical aspects of study. There is a wide range of services available covering all aspects of student life (personal, financial, emotional and academic) and we are here to help if the problem cannot be resolved locally. For further information on the range of support available, check out <https://www.ljmu.ac.uk/discover/student-support>.

If you visit Liverpool, Student Advice and Wellbeing Services are located in the Aquinas building, next door to Aldham Roberts Library. Contact can either be informal (i.e. by dropping in), or by appointment. For further information please visit <https://www.ljmu.ac.uk/discover/student-support>.

How your studies will enhance your career prospects

Work Related Learning

Where will work-based learning take place?

Your own place of work or voluntary organisation will constitute the main learning environment for this element of the programme.

Opportunities for work-based learning are integrated into the teaching strategies for each module in both levels 4 and 5. You will also experience other environments as part of this learning, for example you will have the opportunity to visit the workplace of other students, perhaps those whose employment is with another age group of children within Early Years, or another type of setting within the sector. This will give you the opportunity to experience more than one type of Early Years setting during your programme.

Who will be involved in work-based learning?

During the work-based element of your learning you will be using your normal working hours to develop or enhance particular knowledge, skills and values that are promoted by the course programme. Each module's intended learning outcomes will encapsulate certain aspects of these learning elements and it is the intention that you will be supported in this. You will have a mentor whose role is to support you to maximise your learning and development whilst carrying out work-based learning. Similarly your employer will support you in terms of allocating time for you to discuss issues with your mentor, and in providing resources, documentation and advice in carrying out the given tasks for each module. Employers are thus allowing their employee to best learn from the opportunities that naturally occur in the workplace and can offer essential learning for you.

You will also have one visit from the mentor co-ordinator each semester. This is to offer you and your mentor guidance and maintain links between the workplace, student and college. Records will be kept of visits to your workplace in your Personal Development Planning (PDP) student record file.

The Role of Your Employer in Work-based learning.

Your employer plays a key role in work-based learning and may provide support in various ways. Examples of suggested support are for your employer to ensure that:

- Your needs are met when tasks are allocated for completion in the workplace.
- You have access to resources such as guidance documents, journals and circulars.
- They share their best practice, knowledge and expertise with you.

- You have the opportunity to participate in appropriate managerial activities as and when this is required in module learning.
- You have access to ICT facilities at a convenient time.
- Time is set aside for you to discuss concepts, ideas, issues etc. with their mentor.
- They work in partnership with The City of Liverpool College and LJMU for the benefit of your progression.

The Role of Your Mentor

The nature of the Foundation Degree in Early Years in terms of its work-based learning requires you to have the support and encouragement of a mentor in the workplace. This is important in order for you to make progress. The mentor's key role is to act as a 'professional friend'.

There are other functions that a mentor may carry out:

- To guide you with work-based elements of the programme along with any written or oral elements.
- To support you with continual professional developments within Early Years.
- To undertake observations of you in order to authenticate your practice and encourage reflective practice.
- To contribute to the assessment of work-based competencies (professional and practical skills/key and transferable skills) of the award.
- To suggest strategies for professional development.

As has been stated in the section concerning work-based learning, mentors will not be directly assessing student's competencies in terms of awarding modules; rather they will authenticate the practice in the workplace that has been applied and related to the module assessment.

Who can take a mentor role?

The mentor's role should be taken by someone with the relevant experience and qualifications that will equip them to offer the support and guidance above. For example a mentor may be:

- A peer practitioner within the workplace with more professional experience or additional qualifications.
- A line manager or Local Authority representative.
- A peer practitioner with mentor training.
- Mentors of NQTs or trainee teachers.

Your role in work-based learning

Over the two years of the programme you will complete a learning journal. You will be advised on how to complete this. This journal will include record of meetings with your mentor and specific examples of reflection on academic learning. It is expected that you will make reference to academic learning throughout your journal. Your personal tutor and mentor will monitor the completion of your work based learning journal.

You and your mentor will meet approximately once every half term with an agreed agenda that will cover the following aspects throughout the programme.

- Topics covered in college sessions and their relevance to the work setting
- The planning, implementation and completion of activities related to coursework
- Records in the learning journal

The FdA can enhance career prospects. Successful completion of the Foundation Degree may lead to increased promotion opportunities within the Early Years sector and may also lead to the ability to work at a level recognised by employers as Senior Practitioner. Achievement of the Foundation Degree also allows progression to the articulated route of BA (Hons) Learning, Development and Support at LJMU or BA (Hons) Top-Up Early Childhood Studies at The City of Liverpool College. The Foundation Degree may also be used as a bridge towards gaining Early Years teacher status working with children from birth to five.

Module registration

You will be enrolled as a student at The City of Liverpool College (CoLC). During the induction programme you will be allocated a student person code and membership card. You will also be registered with LJMU. Upon enrolment you are entitled to access the facilities of the whole college, more details are included on the VLE CoLC HE Student Handbook via this link: <https://my.liv-stu.co.uk/vle/course/view.php?id=309>

In addition as a LJMU student you will have access to facilities such as electronic journals and library facilities. As an LJMU student you need to be aware that your password for access to these facilities will need to be changed every 60 days for continued access throughout the programme.

Checking your Details

Prior to the start of the next academic year, you will be invited to complete a Student Registration form to check the personal information that the University holds about you and make any necessary amendments. This process indicates your intention to return to the next level of your programme of study. At this stage you will also be asked to confirm how you will pay tuition fees for the next academic year. You will also be able to view the modules that you will be registered for in the next academic year.

Where to get help

LJMU has a dedicated Student Registration Helpline you can contact should you encounter any problems or have any queries – tel: +44 (0) 151 231 3289 email: studentregistration@ljmu.ac.uk

Submitting coursework

All assessments are submitted through Turnitin. Information on turn it in will be provided within a planned group session.

Turnitin is accessed through the VLE. Support on accessing this will be provided by all tutors. Students can seek advice if unsure through a tutorial. **Students work will not be accepted via email.**

Plagiarism

There are many definitions of what constitutes plagiarism. All of them agree that plagiarism is a form of academic misconduct or, put more simply, a form of cheating. Plagiarism is much more than simple copying from another student, or from books, or from the internet and can be taken to include paraphrasing, subcontracting the work to someone else, submitting the same piece of work for two different purposes, etc. Ultimately, plagiarism is attempting to pass off other people's work and ideas as your own.

Why is plagiarism wrong?

- It is fundamentally dishonest
- Students who commit plagiarism are seeking an unfair advantage over other students
- Students who commit plagiarism are devaluing the value of the qualification they seek
- It is disrespectful to their Assessors, and a betrayal of their trust.

Students requesting an extension must contact the module leader in advance. A 5 day extension may be granted at the module leader's discretion.

The University acknowledges that there may be occasions when a student's performance in assessment may be severely affected by unforeseen or unexpected circumstances. Such events include sudden acute illness or close personal bereavement.

The Extenuating Circumstances procedure operates within specific deadlines following the affected assessment event.

For information about the Extenuating Circumstances process please visit: www.ljmu.ac.uk/about-us/public-information/student-regulations/guidance-policy-and-process

Marking criteria

Marking/Assessment criteria set out the knowledge, understanding and skills that you are expected to demonstrate in the particular assessment task(s). These criteria are based on the intended learning outcomes and should help you in identifying what you need to do in order to achieve a particular mark in the given assessment task. Tutors use these criteria when marking your assignments to determine the mark given and to provide feedback to you on your performance.

GRADING CRITERIA: LEVEL 4 MODULES

Mark	Classification	Grade criteria
80% and above	Pass	<p>The work exceeds the requirements of the assessment brief and...</p> <ul style="list-style-type: none"> • Demonstrates originality, creativity or innovation • Shows a deep level of understanding of nature of, and relationship between, key theoretical concepts • Presents accurate and relevant material • Is logically and coherently structured and presents a persuasive argument • Uses a wide range of relevant references to demonstrate breadth and depth of investigation • Accurately uses the Harvard referencing style • Demonstrates excellent writing skills
70 - 79%	Pass	<p>The work exceeds the requirements of the assessment brief and...</p> <ul style="list-style-type: none"> • Shows a clear understanding of nature of, and relationship between, key theoretical concepts • Presents accurate and relevant material • Is logically and coherently structured and presents an interesting argument • Uses a wide range of relevant references to demonstrate breadth and depth of investigation • Accurately uses the Harvard referencing style • Demonstrates very good writing skills
60 – 69%	Pass	<p>The work exceeds the requirements of the assessment brief and...</p> <ul style="list-style-type: none"> • Shows a clear understanding of nature of key theoretical concepts • Presents accurate and relevant material • Is logically and coherently structured and presents a well balanced argument • Uses a wide range of relevant references to demonstrate breadth or depth of investigation • Accurately uses the Harvard referencing style • Demonstrates good writing skills
50 – 59%	Pass	<p>The work meets the requirements of the assessment brief and...</p> <ul style="list-style-type: none"> • Identifies and demonstrates understanding of the majority of key theoretical concepts • Presents material that is mostly accurate and relevant • Is logically and coherently structured and presents a reasonable • Uses an acceptable range of relevant references to demonstrate breadth or depth of investigation • Accurately uses the Harvard referencing style for the most part • Demonstrates competent writing skills

40 – 49%	Pass	<p>The work meets the requirements of the assessment brief and...</p> <ul style="list-style-type: none"> • Identifies and demonstrates understanding of some key theoretical concepts, but others are less well identified or understood • Uses some inaccurate or irrelevant material • The structure of the work is slightly confused and the argument lacks clarity or is inconsistent • Some relevant references are used • Accurately uses the Harvard referencing style for the most part • Suggests further improvement in writing skills is needed
30 – 39%	Fail	<p>The work partially meets the requirements of the assessment brief, but...</p> <ul style="list-style-type: none"> • There is limited identification and understanding of key theoretical concepts • Material is often inaccurate or irrelevant • The work is poorly structured and the argument is weak • The quantity and range of relevant references is inadequate • Harvard referencing style is used inaccurately • Suggests further improvement in writing skills is needed
Below 30%	Fail	<p>The work <u>does not meet</u> the requirements of the assessment brief, but...</p> <ul style="list-style-type: none"> • There is no real identification or understanding of key theoretical concepts • The majority of material is inaccurate or irrelevant • The structure of the work is haphazard and the argument is confused or non-existent • There are few or no relevant references • Inaccurate use of the Harvard referencing style • Writing style suggests additional study skills support guidance is required

GRADING CRITERIA: LEVEL 5 MODULES

Mark	Classification	Grade criteria
80% and above	Pass with distinction	<p>The work <u>exceeds</u> the requirements of the assessment brief and...</p> <ul style="list-style-type: none"> • Demonstrates originality, creativity or innovation • Shows exceptional ability to critically analyse theory • Systematically applies and evaluates relevant research and literature • The argument is sophisticated and exceptionally well developed. Thorough consideration has been given to recommendations or areas of further research/debate. • Uses an extensive range of relevant references to demonstrate significant breadth and depth of investigation • Accurately uses the Harvard referencing style • Demonstrates excellent writing skills
70 – 79%	Pass with distinction	<p>The work <u>exceeds</u> the requirements of the assessment brief and...</p> <ul style="list-style-type: none"> • Shows very good ability to critically analyse theory • Systematically applies and evaluates relevant research and literature • The argument is persuasive and exceptionally well developed. Consideration has been given to recommendations or areas of further research/debate. • Uses an extensive range of relevant references to demonstrate breadth and depth of investigation • Accurately uses the Harvard referencing style • Demonstrates very good writing skills
60 – 69%	Pass with merit	<p>The work <u>exceeds</u> the requirements of the assessment brief and...</p> <ul style="list-style-type: none"> • Shows above average ability to critically analyse theory • Applies and evaluates relevant research and literature • The argument is well-balanced and competently developed. Some recommendations are made. • Uses a wide range of relevant references to demonstrate breadth and depth of investigation • Accurately uses the Harvard referencing style • Demonstrates good writing skills
50 – 59%	Pass	<p>The work <u>meets</u> the requirements of the assessment brief and...</p> <ul style="list-style-type: none"> • There is some evidence of critical analysis of theory, but this is patchy • Uses relevant research and literature • The argument is clear and adequately developed. Minimal recommendations are offered. • Uses a reasonable range of relevant references demonstrates a reasonable breadth of investigation • Accurately uses the Harvard referencing style • Demonstrates competent writing skills
40 – 49%	Pass	<p>The work <u>meets</u> the requirements of the assessment brief and...</p> <ul style="list-style-type: none"> • Shows a tendency to describe rather than analyse theory • Superficially considers relevant research and literature • The argument is not sufficiently explicit and lacks coherency. No recommendations are offered. • Uses a barely adequate range of relevant references to defend the arguments made • Accurately uses the Harvard referencing style for the most part • Demonstrates adequate writing skills
30 – 39%	Fail	<p><i>The work <u>partially meets</u> the requirements of the assessment brief, but...</i></p> <ul style="list-style-type: none"> • Show little or no evidence of ability to critically analyse theory. • Makes little attempt to consider relevant research or literature. • The argument is vague or contradictory • Uses an unacceptably limited range of relevant references to defend the arguments made

		<ul style="list-style-type: none"> • Makes too many errors in the use of the Harvard referencing style • Suggests that writing skills require further improvement
Below 30%	Fail	<p>The work <u>does not meet</u> the requirements of the assessment brief, but...</p> <ul style="list-style-type: none"> • Offers little or no theoretical basis at all. • No relevant research or literature is discussed • There is no evidence of any attempt to present argument or debate • Uses few or no relevant references • Makes too many errors in the use of the Harvard referencing style • Is very poorly written, suggesting the need for study support

Feedback strategy

Feedback is a critical part of the learning process. The purpose of feedback is not restricted to providing information on your performance on a single assignment but is also to support your development in future assessments.

LJMU's policy on feedback determines that:

- **Student assessment deadlines will be published alongside University feedback deadlines**

Details of assessment submission deadlines and feedback return will be provided in programme and module guides.

- **Feedback will be available 15 working days after the assessment deadline**

Unless otherwise stated, you should expect to receive feedback on assessed written coursework (not examinations or dissertations) 15 working days after the assessment deadline. Feedback may mean marks as well as more detailed written comments; the marks will be subject to moderation, so should not be taken as the final mark.

Working days exclude Saturday and Sunday, bank holidays and any other day on which the University is closed.

- **Feedback will relate to the assessment criteria**

All assessment tasks are marked according to published assessment criteria, as described above. Tutors will use these criteria when providing you with feedback to help you to understand how well you have done and why. In this way, feedback should be helpful to you in subsequent similar assessment tasks in any modules.

- **Students will be entitled to face-to-face feedback on their first piece of assessed work**

Early on in each year of study you will have an opportunity for face to face feedback on a piece of assessed work. This will not necessarily be in a one to one meeting with your tutor but may be done in a group setting, such as a tutorial.

Feedback is provided by the module tutor, feedback is provided as an overall summary and also annotated comments on the electronic submission, guidance is given on how to improve and develop for future assessments.

You will be offered a one-to-one personal tutorial (assessment performance) early in Semester 2 to discuss assessment performance and ways to improve.

All feedback is received electronically 15 working days after it has been submitted through turn it in. Feedback can be accessed via pro portal which is accessible from the 'My College' VLE page.

Fairness, consistency and standards

For every piece of work that is formally marked there will be procedures in place to ensure that the marking is fair, consistent and upholds academic standards. For most assessments, including examinations, there is anonymous marking so that the marker does not know the student who has produced the work. A proportion of the work will be marked by a second member of staff. External examiners, experts in the subject from outside the University, are appointed to every programme and will look at samples of work from across the programme. These procedures will ensure that students work is properly and fairly marked, and any potential bias are removed. Once the marks for all the assessments on your programme have been moderated and finalised a Board of Examiners can meet.

The role of external examiners

The University appoints an external examiner to all its programmes. They will either be from another University or Higher Education Institution, or from industry where that plays a major role in your programme. The role of the external examiner is to provide informative comment and recommendations upon whether or not:

- the University is maintaining the threshold academic standards set for awards in accordance with the frameworks for higher education qualifications and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with the University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions and that programme content is current and up-to-date
- the achievements of students are comparable with those in other UK higher education institutions.
- the external examiner also provides informative comment and recommendations on:
 - good practice and innovation relating to learning, teaching and assessment
 - opportunities to enhance the quality of the learning opportunities.

External examiners report to LJMU annually. This report is discussed and available to student representatives at Board of Study meetings. The External Examiner report will be made available to all students. Please ask your Programme Leader or Student Representative for further information.

External Examiners are appointed to ensure the quality management of HE programmes and it is not part of their remit to communicate with individual students. For this reason, please do not make direct contact with

External Examiners in respect of your assessed work or performance. Any issues should be relayed directly to the Module or Programme Leader.

The external examiner (EE) for the FdA Early Years Practice is:

Kulsoom Yusuf

University of Derby

Kedleston Road

Derby

DE22 1GB

Progression and classification

Grading for Foundation Degrees/Foundation certificates

Students are required to attempt all items of summative assessment at the appointed time as a condition of the award of credit. Failure to do so will be deemed by the Board of Examiners to constitute failure in the module unless a claim for Extenuating Circumstances or Special Mitigation is found valid. See the Undergraduate Academic Framework Regulations, section UG.C4.8 and UG.C4.9 for further details. www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/246.pdf

Award marks determine the grade of the award as follows:

- Distinction – overall mark of 70% or above
- Merit – overall mark between 60 and 69%
- Pass – overall mark between 40 and 59%

For further information, the Undergraduate Academic Framework Regulations are available at www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/246.pdf

If there is a professional body associated with your programme, you need to know if any additional regulations apply to your programme. Where this is applicable further information is available in the Professional Accreditations section of this guide.

If you have not achieved the full amount of credits for your award at the first attempt, you will be allowed a referral in the modules you have failed.

Referrals/deferrals

Referrals and exceptional second referrals

A referral is the opportunity to re-take assessment in a module in which you attained no credit after your first attempt. You only get one referral opportunity in each module. If you fail to gain the credits for a module at the second attempt, you may be eligible for an Exceptional Second Referral (ESR) for up to 20 credits, but in order to be eligible for an ESR you need to have achieved 100 credits at that level. See the Academic Framework Regulations, section C7.14 for further details. www.ljmu.ac.uk/about-us/public-information/student-regulations/guidance-policy-and-process

If you are eligible, you will have a third attempt at the assessment. If you are not eligible for an ESR, you will not be able to progress onto the next level. You will be advised about the options available to you and this may include an opportunity to re-register for a Final Module Attempt (FMA – see C7.13). The maximum mark obtainable from a referral, ESR or FMA is the minimum pass mark for the module.

Some modules may not be eligible for Exceptional Second Referrals or Final Module Attempts. These are usually modules related to professional competency requirements.

At the start of the academic year you will be told the date of the referral week, when referral assessments will take place. A Referral Board of Examiners takes place before the start of the following academic year and your progress is considered again. Students who have not achieved at least 100 credits will not be allowed to progress to the next level. However, there may be an opportunity to re-register for a Final Module Attempt (see UG.C7.13).

Deferral

A deferral is the opportunity to undertake assessment that you missed or in which you were affected adversely by illness or other valid reasons. If this happens you must follow the extenuating circumstances procedure within the specified timeframe - see www.ljmu.ac.uk/about-us/public-information/student-regulations/guidance-policy-and-process

If there is a foreseen event, such as jury service or a hospital operation, that is going to affect an assessment you can ask for deferred consideration of that assessment. Again, see the above link for the correct procedure.

Boards of Examiners

Boards of Examiners meet to consider the progress of every student at least once a year. The Boards make decisions on level completion, progression and awards. The Board ensures the maintenance of appropriate standards of assessment and that all students are assessed fairly in accordance with the approved regulations and procedures.

How you will get your results

Students will receive feedback via the VLE from the turnitin grade report. Results should be available three weeks after the final submission date.

Those students who refer or defer will be provided with information on what to do from their module tutor. Tutorial support will be provided during this time if requested.

Final results and transcripts will be uploaded to the individual students pro portal once received from LJMU.

Students who have a referral or deferral assessment should contact the programme leader for support.

Academic Appeals

All students have the right to appeal against the decision(s) of Boards of Examiners and Academic Misconduct Panels (AMP).

The Boards of Examiners receive individual student assessment profiles (module marks, level progression), make decisions on level completion and progression and make recommendations for awards. In addition, Boards of Examiners determine any requirements for deferred assessments and any referral requirements for students failing module(s) in accordance with the Academic Framework regulations. Boards of Examiners also receive decisions from the Extenuating Circumstances Panels, note any decisions from Academic Misconduct Panels and act accordingly.

The grounds for appeal are strictly limited to the criteria outlined in the Academic Framework Regulations – students cannot submit an Academic or AMP Appeal just because they don't agree with the mark or the decision of the Panel.

Appeals will only be considered on the grounds that there has been a material administrative error, or that assessment was not conducted in accordance with the regulations or that some other material irregularity has occurred. There are also strict time limits for lodging an Appeal – within 10 working days after the publication of the decision of the Board of Examiners or the date of the decision of the Academic Misconduct Panel.

Students on collaborative programmes follow the same appeal procedures as local LJMU students and should ensure that they submit their appeals to the LJMU Student Governance Office. Follow the link below for full details.

Further information about Appeals can be found at: www.ljmu.ac.uk/about-us/public-information/student-regulations/appeals-and-complaints

Complaints

LJMU students studying at Collaborative Partner institutions are expected to refer their complaint to the Partner institution's Complaints procedure in the first instance.

The City of Liverpool College takes any complaint seriously. If you have a complaint you must first speak to your programme leader or personal tutor. Should you wish to take your complaint further then you must follow the complaints procedures.

The City of Liverpool's policy on complaints can be found at: <https://www.liv-coll.ac.uk/course-finder/higher-education/he-policies-and-procedures/>

If the problem cannot be resolved within your institution, then you have the right to refer your complaint to the LJMU Student Complaints procedure, but only once all local procedures have been completed.

Details of the LJMU Student Complaints procedure can be found at:

www.ljmu.ac.uk/about-us/public-information/student-regulations/appeals-and-complaints

If you have any queries about the LJMU Student Complaints procedure then please email the Student Governance Office at: StudentGovernance@ljmu.ac.uk

Academic misconduct

Academic Misconduct is deemed to cover deliberate attempts to gain an unfair advantage in assessments. This includes attempts to cheat, plagiarise, unauthorised collusion or any other deliberate attempt to gain an unfair advantage in summatively assessed work. Summative assessment includes all forms of written work (including in-class tests), e-assessments, presentations, demonstrations, viva voces, recognition of prior learning portfolios and all forms of examination.

Cheating includes:

- (i) any form of communication with, or copying from, any other source during an examination;
- (ii) communicating during an examination with any person other than an authorised member of staff;
- (iii) introducing any written, printed or other material into an examination (including electronically stored information) other than that specified in the rubric of the examination paper;
- (iv) gaining access to unauthorised material in any way during or before an assessment;
- (v) the use of mobile phones or any other communication device during an assessment or examination;
- (vi) the submission of false claims of previously gained qualifications, research or experience in order to gain credit for prior learning;
- (vii) the falsification of research data, the presentation of another's data as one's own, and any other forms of misrepresentation in order to gain advantage;
- (viii) the submission of work for assessment that has already been submitted as all or part of the assessment for another module without the prior knowledge and consent of the Module Leader for the subsequent assessments;
- (ix) the submission of material purchased or commissioned from a third party, such as an essay-writing service, as one's own.

Plagiarism is defined as the representation of the work, artefacts or designs, written or otherwise, of any other person, from any source whatsoever, as the student's own. Examples of plagiarism may be as follows:

- i) the verbatim copying of another's work without clear identification and acknowledgement including the downloading of materials from the Internet without proper referencing of materials;
- ii) the paraphrasing of another's work by simply changing a few words or altering the order of presentation, without clear identification and acknowledgement;
- iii) the unidentified and unacknowledged quotation of phrases from another's work;
- iv) the deliberate and detailed presentation of another's concept as one's own.

Collusion Includes:

- (i) the conscious collaboration, without official approval, between two or more students in the preparation and production of work which is ultimately submitted by each in an identical or substantially similar form and/or is represented by each to be the product of his or her individual efforts;
- (ii) where there is unauthorised co-operation between a student and another person in the preparation and production of work which is presented as the student's own.

The LJMU Penalty Tariff

The University strives to ensure fairness and consistency in the application of penalties to students across all Faculties and has adopted a standard penalty tariff to be used in all cases of proven academic misconduct.

The principle behind the tariff is simple and serves to ensure that all students are aware of the penalties that they will receive if they are found guilty of academic misconduct.

For information about Academic Misconduct please visit

www.ljmu.ac.uk/about-us/public-information/student-regulations/appeals-and-complaints

Student Feedback

We want your feedback

Informal feedback and communication is sought from students on a daily basis. We value your feedback and encourage students to complete any formal surveys you receive.

Student Voice is very important to the college – it helps us to find out what you want so we can meet your needs. To help us do this, every class or group of students will choose someone to represent them. Your tutor will guide this bit.

This 'Student Rep' then helps students to give their opinions, raises problems on their behalf and lets them know what's happening as a result – as well as telling them about things going on in college they can get involved in.

Training on how to be a good Student Rep will be put on by the Student Engagement Team, supported by the Students' Union. Reps will also get a handbook to help them, full ongoing support, and a certificate at the end of the year. It's a very good thing to put on a CV, so if you like helping others, don't forget to put your name forward.

Reps will be invited to the Student Union's big annual meeting and to focus groups with managers to share their experiences of college. It is important to us that we know about anything which we can change in order to help you succeed. If you don't tell us we won't be able to help!

For more information on being a Student Rep just ask your tutor. To get involved with or contact the Students' Union, please visit <https://my.liv-stu.co.uk/information-for-students/>

All HE students take part in providing feedback by responding to the National Student Survey (NSS) questions that are on offer via the college online survey system.

Results of previous student feedback

Student feedback is reviewed and shared at the Board of study and focus group meetings to address ways in which the college can improve.

Student representation and getting involved

We aim to make every one of our courses as good as it can possibly be; for that we need students' help. Every year, each programme elects a Course Reps; fellow students who represent the views of other students on their course. Course reps can influence everything from changes to the course curriculum to improving how the course is organised and supported by lecturers. By working together as equals, Course Reps and Lecturers can have a significant impact on the student experience.

Course Reps are elected at the start of every academic year. They receive continuous support in their role from relevant programme leaders and lecturing staff, as well as from the Link Tutor. If you are interested in becoming a Course Rep contact your Programme Leader.

Course reps have the opportunity to feedback via the social stream on the college VLE page.

What is the Board of Study?

The Board of Study oversees the management and operation of the programme. Membership will consist of all staff teaching on the programme, other staff essential to the running of the programme and student course representatives. The Link Tutor from LJMU may also attend. You can discuss any aspects of your programme with your course representative, in this way you can contribute to the formal running of the programme. Course representatives have an obligation to then feed back to their fellow students. Programme leaders will ensure that Board of Study papers are available to all students via the VLE.

The City of Liverpool College board of studies dates and times are available on the VLE and are planned at a time when students can attend. Meeting minutes are also available on the VLE.

Students can speak to the programme leader for further information.

EQUAL OPPORTUNITIES, DISABILITY AND DATA PROTECTION

Equality and Diversity

Liverpool John Moores University (LJMU) is committed to creating a learning and working environment which values and recognises the full potential of each person.

The University has a comprehensive Equality & Diversity Policy that complies with the national and European Union anti-discriminatory legislation. The policy articulates the rights and respects for every individual and a clear commitment for challenging discrimination and the distress this causes. For example, LJMU will not tolerate any form of unfair discriminatory practice, violence and extremist behaviour, hate crime, terrorism activities, or harassment including offensive remarks, language, graffiti, pin-ups and jokes, which are based upon a person's protected characteristic(s). The nine (9) protected characteristics identified by the Equality Act 2010 are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation and marriage and civil partnership. Unwelcome physical advances also constitute harassment. Students may be disciplined and dismissed where discrimination is proven. You are advised to familiarise yourself with the LJMU Equality & Diversity Policy, including the Equality Objectives and Action Plans by visiting the website.

- To find out more about LJMU's equality and diversity policy, click here: www.ljmu.ac.uk/about-us/public-information/equality-and-diversity
- For the University's Equality Objectives and Action Plans, click here: www.ljmu.ac.uk/~media/sample-sharepoint-libraries/policy-documents/251.pdf?la=en

Data Protection

Liverpool John Moores University (LJMU) needs to obtain and process certain information about our students to allow us to register students, organise programmes, and to carry out other essential university activities. The University cannot exercise its responsibilities and fulfil its education, training and support obligations to its students, without holding and using this personal data. We process your personal data for recruitment, admission, enrolment, the administration of our programmes of study and student support and associated funding arrangements, monitoring performance and attendance, supervision, assessment and examination, graduation and alumni relations, advisory, pastoral, health and safety, management, research, statistical and archival purposes.

The information we collect is stored safely and securely, used fairly, and not disclosed to any other person unlawfully. To do this we comply with the data protection obligations as set out in the Data Protection Act 2018 (The Act) and the General Data Protection Regulation (GDPR).

The University and all staff or others who process or use any personal information must ensure that they follow the University's Data Protection Policy. You can find further information and a copy of the Data Protection Policy at www.ljmu.ac.uk/about-us/data-protection.

If you have any questions about our Data Protection procedures, please contact the Data Protection Officer on 0151 231 3116 or at email: secretariat@ljmu.ac.uk

We also process applicant and student data to meet our statutory and other binding obligations. These may include submission of statistical returns to government or its agencies, including the Office for Students (OfS), and other official bodies, such as the Higher Education Statistics Agency (HESA), the Student Loan Company (SLC), or other equivalent bodies from other countries. **Please read the Student Data Collection Notice at www.ljmu.ac.uk/about-us/data-protection** which will explain how HESA also collect and share your information. As a Tier 4 licensed sponsor we may be required to give information to the UK Visas and Immigration Agency (UKVI) about students with visas to study. Our sponsorship duties include informing the UKVI if a student fails to register, withdraws, or fails to attend classes and hand in work.

We disclose your personal data to other third parties only with your consent, or if requested by an organisation with a statutory function, such as the police, in a case where non-disclosure would prejudice law enforcement; or to meet a statutory or regulatory obligation e.g. a court order; in a medical emergency or otherwise in accordance with the University's Notification with the Information Commissioner's Office (ICO), Registration Number Z5616967, and the terms of the General Data Protection Regulation (GDPR).

Your Rights:

You have the right to:

- Find out what personal data the University holds about you, why it holds it and what it does with it, how long it keeps it and to whom the University discloses it.
- Ask the University to correct inaccurate data.
- Ask the University not to process information about you that causes you substantial, unwarranted damage or distress.
- Request a copy of your personal information held by the University. This is known as a subject access request (SAR). You can find more information on how to do this at www.ljmu.ac.uk/about-us/data-protection. The University has one calendar month to comply with your request after receiving your proof of identity and there will be no charge.

Further Information:

- Contact the Data Protection Officer on 0151 231 3116 or by email: secretariat@ljmu.ac.uk
- Follow the links in the University's Data Protection webpage www.ljmu.ac.uk/about-us/data-protection
- Student data collection: this explains what student data we share with the Higher Education Statistics Agency www.hesa.ac.uk/about/regulation/data-protection/noticesh
- You can access the University's entry in the Information Commissioner's Register of Data Controllers at <https://ico.org.uk/about-the-ico/what-we-do/register-of-data-controllers/>. The University's Registration Number is: Z5616967. This register entry describes, in very general terms, what personal data we process and why, how we obtain personal data and to whom we may disclose it.
- You can find out further information about who we share your information with at www.ljmu.ac.uk/about-us/data-protection or the Data Protection Officer.

The City of Liverpool College recognises its responsibility to promote equality of opportunity. We will provide a safe and supportive environment in which everyone is able to study and work to achieve their goals.

All general College policies and information is accessible via: <https://www.liv-coll.ac.uk/course-finder/higher-education/he-policies-and-procedures/>



Sensory Support and Learning Practitioner Support

- Note taking
- Specialist support
- BSL Communication
- VI and Deaf Awareness
- Adaptation of materials

Autism / Aspersers /ADHD Support

Learning Support Practitioners

- In/Out of class support
- Making sure you understand your work
- Support for concentration, focus and anxiety

Contact 0151 252 4114

Dyslexia/SpLD Support Service Specialist Teachers

- One to one teaching
- Study skills group support sessions
- Training in specialist software
- Access arrangements for exams

Contact: 0151 252 3595

John Moores Students' Union

Get more from your LJMU experience with John Moores Students' Union

As a LJMU student, John Moores Students' Union may be able to provide you with support or guidance if you need it.

Information about what JMSU offers, and how to contact them, is available on the website:

www.jmsu.com

Connect with us:

You can email us at: studentsunion@ljmu.ac.uk

Phone: 0151 231 4900

Have a look at our website: www.jmsu.com

Follow us on Facebook: facebook.com/johnmooreessu

Twitter: [Twitter.com/johnmooreessu](https://twitter.com/johnmooreessu)

Snapchat: johnmooreessu

And Instagram: [Instagram/johnmooreessu](https://instagram.com/johnmooreessu)

Appendix – Programme Specification

The following modules are offered to students studying in 2019/20 (TBC):

Level 4	Modules	Semester of Delivery	Module Leader(s)
	Personal Progression and Development (PPD) 4501EYCOLC	1 & 2	Maureen Eyers
	The Developing Child 4502 EYCOLC	1	Verity Bambury
	Technology in the Early Years 4503EYCOLC	1	Louise McCullagh
	History of Childhood 4504EYCOLC	1 & 2	Verity Bambury
	Partnership Working 4505EYCOLC	2	Louise McCullagh
	Early Years Education 4506EYCOLC	2	Verity Bambury
Level 5	Modules		Module Leader(s)
	Reflection in the Early Years 5501EYCOLC	1 & 2	Louise McCullagh
	Inclusion 5502EYCOLC	1	Elaine OBrien
	Leading and Managing in the Early Years 5503EYCOLC	2	Elaine OBrien
	Research Enquiry 5504EYCOLC	1 & 2	Verity Bambury
	Safeguarding Practice within the Early Years 5505EYCOLC	2	Cheryl King

	Health and Well-Being within the Early Years 5506EYCOLC	1	Cheryl King
--	---	---	-------------

All modules on the FdA Early Years Practice are core and compulsory to complete to allow progression onto the next level.

Full details of each module, can be found in the Module Guides available on the colleges VLE course page <https://my.liv-stu.co.uk/vle/course/view.php?id=338>

The VLE will also contain current sources. References, policies, information and key documents necessary to support students through each module. Information on accessing the VLE and accessing information will be provided in induction week.

Information regarding academic referencing and the LJMU Harvard referencing guides can be found on the VLE.