



Programme Handbook

Foundation Degree in
**WORKING WITH CHILDREN AND
FAMILIES**

2020/21

A University of Cumbria Validated
Programme

This handbook is a guide to the programme you are studying. A concise summary of the programme is contained in the Programme Specification.

This programme is governed by both Lakes College's regulations and the University of Cumbria's Academic Regulations. Lakes College's regulations can be found at <https://www.lcwc.ac.uk/college/college-policies-procedures/> and the University of Cumbria's at <http://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/academicregulations/AcRegs.pdf> .

In the event of any information contained in this handbook conflicting with that in the University's Academic Regulations or their being a conflict between the College's regulations and those of the University, then the University's Academic Regulations should be taken as definitive.

Both the University and Lakes College have taken all reasonable steps to ensure the accuracy of the information contained in this programme handbook. Lakes College will use all reasonable endeavours to deliver programme in accordance with the descriptions set out within the handbook. Nevertheless, circumstances outside the College's reasonable control may arise which limit its ability to deliver the programme as described. Where reasonable and appropriate to do so, Lakes College will make all reasonable endeavours to put in place alternative arrangements to achieve the relevant learning outcomes, and provided that it does so, it will not be responsible to the student for any failure to provide the programme in accordance with the programme handbook.

If you require this document in an alternative format, please contact your Programme Leader in the first instance.

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Section 1 : Programme Details

Welcome by Director of Higher Education

Dear student

I am pleased that you have chosen to study your Foundation Degree Working with Children and Families here at Lakes College. We are confident we can support your progress into a successful career. We are especially happy that this programme is validated by the University of Cumbria because they have a reputation for high standards and a record of excellent student employment. Working closely with their team of experts to develop this programme has been a huge benefit to the College and will benefit you as a student.

Studying at Higher Education level can be difficult and requires your commitment, so do keep in close contact and let us know of how we can help you should you need any assistance at any point. Our excellent teaching team have an open door policy so please do get in touch to get the support you need. I hope that you find the course stimulating and challenging. There is a lot of work to do, the demands will be high, but we have a track record of successfully supporting all of our students towards their chosen aims. This works best if you keep in a close dialogue with us about your needs.

Eliza Tremé-Swales
Director of Further & Higher Education
elizat@lcwc.ac.uk

Welcome by the Programme Leader

Hello

As Programme Leader for this programme, I am delighted to welcome you to study with us here at Lakes College and to let us help you progress and develop in your chosen career.

I manage and lecture on programmes here at the College in the Higher Education Division and I am passionate about teaching, learning and the higher education sector. Our team of tutors are highly qualified and experienced in their field and are excited to be delivering this programme and helping you gain the skills and knowledge you need to further your career and development.

The Programme consists of 12 modules, split equally between Level 4 and Level 5. Academic writing and study skills are covered in detail at the start of your programme and you will be supported to develop these throughout each module, preparing you for your final 'top-up' year should you wish to progress. You will cover the topics you need to pursue your career further including the application of theory to practice, and a clear understanding of frameworks, policies and procedures in your chosen educational field.

We have a history of helping students to achieve their goals and are very much looking forward to working with you to support you to realise yours. If you need to contact me at all for any advice or help please don't hesitate to do so.

Best Wishes and Good Luck with your studies.

Lisa Iredale-Smith
Programme Leader
FD Working with Children and Families

The Programme Team and relevant University Contacts

Name	Professional Role	Course Role	Email
Eliza Tremé-Swales	Director of Further & Higher Education	HE Lead	elizat@lcwc.ac.uk
Lisa Iredale-Smith	Lecturer Early Years & Education	Programme Leader	lisaf@lcwc.ac.uk
Leif Benwiour-jean	Lecturer Access to HE & Foundation Degree	Lecturer	Leif@lcwc.ac.uk
Stuart Williams	Curriculum Operations Leader		stuartw@lcwc.ac.uk
	PAD	01524 590825	padlancaster@cumbria.ac.uk
Gill Noble - Grey	University Collaborative Lead	01524384575	Gillian.noble-grey@cumbria.ac.uk

Data Protection and sharing of information

Please note that Lakes College and University of Cumbria will routinely share information in order to facilitate your studies, including:

- Application and registration details (e.g. name, contact details, date of birth, education etc.).
- Coursework and exam marks.

This information will be kept securely and in line with the Data Protection Act by both Lakes College and the University of Cumbria. Please get in touch if you would like any further details about this.

Communications

The [University of Cumbria](#) is the awarding body for your programme, which is validated by the University but delivered at Lakes College under a validation agreement. This means that you are a student of the Lakes College and your main point of contact will be the College, but you are registered with the University and they will hold some information about you and your progress through the programme.

The Lakes College Teaching Team will contact you by email and also by phone if it is necessary to do so. Certain documents may need to be posted to you and this will also be done when necessary. The College allows you to opt out of non-essential communications if you so wish.

Any communication with you will either be via your College email address, via the College VLE or by phone or post to your number or address as held in the College's management information system. It is important that your contact details are up to date, so please inform the College of any changes as quickly as possible.

It is also worth noting that certificates will be issued in your name as stored in the College's systems. Increasingly, prospective employers are disregarding any qualification where the student's name does not exactly match a job applicant's other proofs of identity (such as passports). We very strongly recommend that you check that your full name is correctly recorded. Please also note that the College allows students to state what they wish to be 'known as'. This name is used on informal internal documents and ID badges, but not in formal communications.

Programme Specific Information

A Foundation Degree Working with Children and Families will start you on your path to working in this challenging and rewarding field. The aim of the foundation degree is to provide you with a knowledge base that will enable you to reflect on the skills you need to be effective practitioners in the Children's Workforce sector. It embeds the key transferable skills and attributes identified as being critical to success in this often challenging sector, including communication and literacy skills, team working, managing self, problem-solving, critical self-reflection and an understanding of the ethical context within which the Children's Workforce and associated voluntary sectors operate. These transferable skills will enhance your employability opportunities and assist you in starting your career in this rewarding sector.

At the end of Level Five (the second year) you will be able to graduate with a higher level qualification. This is a valuable, vocational qualification which will demonstrate to future employers that you have the underpinning theoretical knowledge, academic skills and professional competence to be of value to their organisation. If, however you decide you wish to continue with your studies you will be able to progress to the University of Cumbria and undertake a further year of study to obtain a BA (Hons) Working with Children and Families.

There will be plenty of opportunities to discuss your career options and the routes available to you at key stages within the programme so do not be concerned if you are still unsure at this early stage. We will also ensure that you are aware of any prerequisites for further professional study – like having GCSE Maths and English – so that arrangements can be put in place for you to obtain these should you not already do so when you join the Foundation Degree

Foundation Degrees integrate academic work based learning in a way that is both academically rigorous and employment related and as such they are characterised by close collaboration with the qualification provider and employers. Work Based Learning is therefore a fundamental part of the programme you have chosen and this is achieved by ensuring that all your taught modules require the application of theory to practice and also by the inclusion of two 'Professional Development' modules. These two modules will pull together the theoretical aspects of the programme and ensure that you link them to work or your placement via a Portfolio which you will construct during the two years.

Placements

Because you have decided to study on a Foundation Degree, there is a requirement that you must be already working in a relevant and related role or be willing to undertake a voluntary placement in order to fulfil the distinctive characteristics of this unique degree. There is an expectation that during the first year of the programme you will undertake a placement of 50 hours but in the second year, there is a 70 hour compulsory placement requirement.

For those of you not already working in a relevant role, you will be asked to make your own placement arrangements in the first instance. This is so that you can ensure that it fits in

with any personal circumstances that you may have and once arranged, you must let your Programme Leader or Professional Practice tutor have the details. If you struggle to find a placement opportunity, assistance is available via the College, but you would not have the same flexibility in terms of days, times etc. that you might have with your own sourced placement.

The Placement Handbook contains more information on placement requirements and what you should do if you have difficulties completing this integral part of your programme. Please read this carefully and make sure you discuss it with your tutors if you have any questions.

Modules studied

Level Four:

- Perspectives in Human Development
- Professional Skills with Children, Young People, Families and Communities
- Social and Political Influences on Policy and Practice
- Play and Creative Development in Diverse Contexts
- Cultural and Historical Influences on Children, Young People and Families
- An Introduction to Practitioner Research

Level Five:

- Researching and Evaluating Practice
- Equality, Diversity, Inclusion and Anti Oppressive Practice (with Work Based Learning)
- Crime and Conflict
- The Internet, Media and Society
- Identity, Personality and Social Justice
- Innovative Approaches to Working with Children and Families

Lakes College are proud to be delivering this programme validated by the University of Cumbria. Both organisations have high standards of excellence in the design and delivery of our programmes. The programme has been developed in consultation with the University of Cumbria and industry experts to ensure it is appropriate for the current employability needs of those working within the Children's Workforce sector and to enable those students who wish to progress to further study are fully equipped to do so.

During your studies you will be bound by the policy and procedures of both Lakes College and of the University of Cumbria. In the unlikely event of any conflict between these, those of the University will take precedence but the rules that apply to you as a College student are not necessarily exactly the same as apply to students studying at the University. In this document we have sought to provide links to the relevant information, but if you have other queries about the regulations that apply to you then you should seek information from the College in the first instance.

The Programme Specification for your programme can be located on the College VLE site (Canvas) which gives further details of your programme including Programme Aims and Outcomes.

Your Employability Skills

By studying the Foundation Degree Working with Children and Families you will not only be gaining extensive theoretical knowledge, you will also be developing a range of relevant transferable skills which you can use to gain employment during and after your study. Completion of your programme will contribute to professional development and career progression and this is monitored during the two practice-based modules to ensure you are fully aware of the many options available to you. These valuable employability related skills include:

- written communication developed through writing
- oral communication skills gained through reasoned debates during group discussions, presentations, 1:1's and work based placement, liaising with colleagues, peers and other professionals
- the ability to work as part of a team, through collaborative group work
- research and analytical skills with the ability to judge and evaluate information
- organisational and time management skills by prioritising tasks to ensure academic, social and work commitments are completed on time
- negotiation, informally with peers and formally with staff
- problem solving
- IT skills

Personal Tutor

A Personal Tutor will be allocated to you by the Programme Leader at the start of the programme and it will be their role to monitor your progress and provide support and advice on your studies. You can speak to your personal tutor about your academic development, or about any issues hampering your study, and they can direct you to appropriate support through Lakes Student Services Team. You will see your Personal Tutor on a regular basis during teaching hours and separate appointments can be made outside of these hours should either party need to speak with the other or if you need any extra help or support.

Resources

It is important that you have access to the facilities you need to ensure your success. This includes a positive working environment and somewhere where you can study effectively. Our Learning Resource Centre (LRC) is a newly modernised, large and well-equipped study area, with:

- Computer and laptop access (laptop hire)
- A silent study zone

- Group work areas
- Newspapers, magazines and journals
- Stationery shop
- Book and DVD loans

In addition to the LRC we have various study and work zones where you can study outside of class and ensure you can complete work timely and effectively. The majority of our classrooms have either a suite of computers or access to laptops for research and completion of work.

Student assessment and anonymous marking practices

The College's regulations/ codes of practice relating to assessment can be accessed by visiting <https://www.lwc.ac.uk/college/college-policies-procedures/>

You should take your time to read these documents as they contain vital information that will assist you in your studies.

Presentation of Assessments and Assignments: -

Written assignments (case studies, essays, reports etc.) should be produced in Font Arial size 12 with 1.5 or double line spacing. Page numbers should be placed in the footer and the total word count excluding the reference list and bibliography clearly indicated at the end of an assignment. Please note that, while the word count stated should be accurate, any indicative word counts given for assessments are intended to refer to your original content and not to extensive quotations or other included materials. If you have included extensive materials from external sources staff may adjust word counts to reflect your contribution to the total. Please also note that you may be penalised if your assessments, in terms of your original content, are more than 10% under or over indicated word counts.

Normally, you will be expected to submit your assessments in electronic format through a Turnitin portal on the relevant page of the College VLE by a pre-arranged deadline. Turnitin is an automated system for checking for plagiarism (see below). Should hard-copies of your assignment be requested in the assessment brief these must be handed in directly to your module teacher on or before 4pm on your deadline date. You should attach to the front of the assignment, a covering page identifying your student number and name, programme of study, Unit title, assignment title and unit teacher.

Tutors will second mark a quota of assignments to ensure standardisation and this is done anonymously wherever this is practical.

A definitive assessment schedule will be inserted here when dates are confirmed.

Plagiarism

The purpose of assessment is to discover the extent to which you have learned from your studies. Assessments are set to test your learning and any activity that gives a misleading view of your achievements defeats the object of the assessment. For that reason, all activities that lead to misleading results in assessments are regarded as serious academic misconduct and are subject to disciplinary action.

In addition to avoiding the more obvious types of cheating, you must not use, and present in your assignments, ideas from other sources (including other students work) or information copied from text without acknowledging their source in every instance. If you fail to do this, it will constitute plagiarism. Plagiarism is considered serious academic misconduct and you will be subject to the disciplinary procedure. In order to avoid this, you will be taught how to reference correctly and avoid plagiarism in the induction period at the start of the programme, but also during the early part of Level Four.

Management of the programme, including programme boards and the role of the external examiner

The marks for all summative assessment, the progression through academic levels and the agreement of final award classification are processed through the University's 2-tier assessment board process. The Module Assessment Board (MAB) considers module marks which are then presented to a University Assessment Board (UAB) where decisions about student progress and awards are taken. The MAB also looks at patterns in mark profiles across modules, for example they may identify where a module has a very high average mark, or where a significant number of students may have failed a module and they ensure that appropriate actions are taken to address any issues.

Please note that MABs may revise marks in the light of evidence that initial marking has been too harsh or too generous. For that reason, any marks you may be given by way of feedback before the relevant MAB represent the views of the initial marker(s) only and are not final.

For continuing students, the UAB determines whether students have met the requirements for progression to the next level of study and for completing students it determines the award outcome, including classification (if appropriate).

External Examiners are independent experts appointed from other academic institutions or sometimes from industry or from a professional field. They are suitably qualified to provide advice on the academic standards of the awards, programmes and/or modules to which they have been assigned, and can provide informed guidance on good practice and opportunities to enhance programmes based on comparability of similar awards offered at other higher education institutions of which they have experience.

The name and role of the external examiner, together with his/her position and place of work, will be inserted here on appointment.

External Examiner reports can be found on the front page of your Moodle area. Please ask your tutor if you are unsure where to find these.

Student feedback and evaluation processes

The College operates a 20-day coursework turnaround policy; further details can be found in section 2 of this handbook.

Student evaluation helps us to better understand the needs and expectations of our students and it informs ongoing module and programme developments and enhancements.

Student evaluative feedback is gained in a range of ways, including online questionnaires (covering students' view of the induction process, an evaluation of each module taken and overall views about the programme) and meetings of Programme Committees.

Programme Committees provide an accessible forum for the debate and discussion of issues relating to academic experience across a set of programmes, provide a forum for the discussion of programme level, annual monitoring, rolling action plans and the results/actions arising out of relevant student surveys and evaluations and agree actions as appropriate.

Student Programme Committee Representatives (Reps) volunteer their time to gather feedback from your class and discuss any current issues with tutors, in order to make changes to your programme on a day-to-day basis. Examples could be extensions to deadlines, additional materials/teaching time to strengthen student understanding, additional hands-on opportunities to add to the curriculum and so on. Student Programme Committee Reps are selected from volunteers within a class and chosen democratically by a quick class vote. Each rep will be invited to attend Programme Committee meetings to feed back on the programme on behalf of their peers.

The National Student Survey (NSS) is aimed mainly at final year undergraduates, it gathers opinions about the experience on your course and the institution. The NSS is commissioned by the Higher Education Funding Council for England (HEFCE). The NSS feedback provides institutions with a picture of what the learning experience is like for students, this information can help effect changes designed to improve the student experience for both current and prospective students. Further details can be found on the student survey website: <http://www.thestudentsurvey.com/about.php>

Section 2
Learning and Teaching

A variety of teaching and learning methods and strategies will be used to ensure development and acquisition of key knowledge and understanding. You will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster independent learning. Over the course of your studies, you will be taught in a variety of formats which may include:

- **Lectures:** a formal method of teaching where the lecturer provides a presentation or talk, often to a large group of students, on a specific subject
- **Seminars:** an informal teaching situation which tends to be a mixture of tutor-led and student-led discussion. Students will be expected to make a contribution to the issues being discussed. Seminars are often linked to lectures and offer you an opportunity to apply and discuss the ideas and concepts introduced in lectures
- **Tutorials:** another form of small group, informal teaching that is student-oriented and often student-led. Like the seminar, tutorials involve a two-way relationship between tutor and students
- **Practical Work:** where appropriate, students will be encouraged to familiarise themselves with documentation and paperwork applicable to work-related environments. Relevant trips to law-related organisations are arranged where appropriate
- **Distance learning:** Learning which takes place away from the physical space of Lakes College often within a VLE (Virtual Learning Environment)
- **blended learning** uses a selection of delivery methods and learning approaches, which may include distance learning.
- **FDL (flexible distributed learning)** applies to all forms of learning which take a flexible approach so that you can engage, as far as is practicably possible, with learning at times and in ways which suit you.

Lakes College's Virtual Learning Environment (VLE) is **Canvas**. This is a learning platform designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalised learning environments. You can access Canvas anywhere, either in College, at home or anywhere else you choose to study. There will be a designated area for you to use which will hold a bank of resources, links to useful websites, books and articles, Turnitin along with online elements of the course for you to complete as part of the blended learning approach. At induction you will be shown how to access Canvas and given a personalised user ID and password along with guidance on how to successfully use the site.

You should be aware that the hours allocated to each module are not all necessarily made up of taught sessions. The time you spend in class will be to outline, discuss, debate and clarify the key principles and theories relevant to a particular topic but you must also follow this up with your own independent study and research, as well as reflecting on how these principles inform practice through your work or placement. All of these hours are of equal importance to your overall understanding and success within each module – simply attending classes without this additional work will not guarantee you will achieve your goals and aspirations of working within this field.

What should I do when I am not in class?

With this in mind, one of the factors that can make the transition to Higher Education difficult is not knowing what to do with your time between scheduled classes. For example, you may have a seminar at 10am and then have nothing else on your timetable until 3pm that afternoon. It is essential that you recognise that this is not 'wasted time' but an opportunity for independent study. For example, the time between scheduled teaching sessions can be spent in the library, consolidating your notes from that morning's lecture, completing background reading or reviewing last week's lecture notes before your seminar that afternoon. You may find it helpful to make a 'to do' list for the day so you are clear about how your time is going to be used. Make sure this 'to do' list sets realistic goals, such as 'read one chapter of background material' or 'take notes from one critical source', etc.

Assessment

Throughout your programme of study, you will be required to complete assessments to demonstrate your learning of subject knowledge and transferable key skills. You will experience a range of different types of assessment during your programme which will include some of the following:

- Case studies
- Literature reviews
- Group work
- Presentations
- Portfolios
- Reports
- Time constrained assessments – i.e. open book / pre-released case studies
- Proposals
- Reflections

All of the assessments have been designed to ensure you are being introduced and developing the skills you will require when you move into employment in a demanding and fast paced environment, often dealing with sensitive and challenging issues.

Submission of assessments

Normally submission of assessments will be via a Turnitin link on the module page of our Moodle VLE. Submissions must be made before the stated deadline and late submissions may not be accepted.

Referencing

Referencing your assessments properly is a requirement of both the University and the College and good practice in referencing reduces the risk of committing academic misconduct (Academic Malpractice).

Academic writing and referencing skills will be taught during your induction to the course and will be assessed and supported throughout your studies.

Assignment turnaround policy

The College policy is that all assessments should be turned around within 20 working days (excluding public holidays and College closure days) so you should not have to wait no longer than 20 working days for initial feedback on assessments - in some cases you will receive feedback much sooner, dependent on the type of assessment task. Timely feedback should help you improve on subsequent assessment tasks.

Support available to you

A Personal Tutor will be allocated to you at the start of the programme and it will be his/her role to monitor your progress and provide support and advice on your studies. You can speak to your personal tutor about your academic development, or about any issues hampering your study, and they can direct you to appropriate support through the Lakes student support services.

Students on this programme are subject to both Lakes College policies and Procedures and those of the University of Cumbria. In particular, students are subject to the following University procedures.

- The University's Extenuating Circumstances process
- The University's Academic Malpractice process
- The University's Academic Appeals process

In addition, Lakes College's policies on attendance, conduct and complaints apply to students on this programme and can be found at <https://www.lcwc.ac.uk/college/college-policies-procedures/> where copies of the Universities policies is also available

Lakes College's Student Services supports your learning, teaching and research needs by directing you to pro-active, academically focused services, innovative learning spaces and modern facilities. The service can direct you to College services responsible for libraries, information advice and guidance, careers guidance and employability, learning enhancement, academic skills development, student psychological wellbeing, disability services and student development. The service can also advise students regarding finance worries and can provide advice on student facing policies such as complaints procedures and the Student Progress Review process.

Support Services

The Early Years & Education team alongside the Student Services Section, supports your learning, teaching and research needs by providing pro-active, academically focused services, innovative learning spaces and modern facilities. The Service is responsible for libraries, information advice and guidance, careers guidance and employability, learning enhancement, academic skills development, student psychological wellbeing, disability services and student development. The Service can also advise students regarding finance worries and hardship funds and can provide advice on student facing policies such as complaints procedures and the Student Progress Review process.

For a range of student support requirements please refer to the contact details below:

- Student Services (Clare McGuinness – Student Services Manager - Main Lakes College Building on the ground floor)
- Libraries and learning (Main Lakes College Building first floor learning resource centre)
- Academic skills (Student Success Hub, learning resource centre)
- Psychological Wellbeing Service (Irene Faragher – Student Support Manager - Main Lakes College Building on the ground floor)
- Careers Service (Rachel Melton – Careers Advisor - Student support section - Main Lakes College Building on the ground floor)
- Disability and SpLD (Irene Faragher – Student Support Manager - Main Lakes College Building on the ground floor)
- Money Doctors (Irene Faragher – Student Support Manager - Main Lakes College Building on the ground floor)

