



**Bath Spa
University**

Work-based Learning Handbook

Student/Tutor/Employer Guide

(2011-2012)

**BA (Hons) Early Years Education
(Work-based)**

School of Education

&

Weston College



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Section 1: General

Introduction

This work-based learning handbook is intended as guidance for students, university/college tutors and employers involved in the development of work-based learning on the BA (Hons) Early Years Education (Work-based) programme.

The handbook sets out the minimum work-based learning requirements for students, university/college tutors and employers/work-based mentors engaged on the BA (Hons) Early Years Education (Work-based) programme. The handbook includes useful documents and templates to support work-based learning practice.

This handbook has been developed in accordance with Bath Spa University's Work Based and Placement Learning Policy (June 2008) and the precepts of the QAA Code of Practice Section 9: Work-based and placement learning (Sept 2007). (See Appendix 1).

This handbook has also been developed in respect of the following leading best practice guidance materials on work-based learning:

- ASET - A Good Practice Guide for Placement and Other Work-Based Learning Opportunities in HE (Version 2.1 March 2009)
- The Keynote Project Work Placement Guide (University of Leeds, London Institute and Nottingham Trent University, 2002)
- University & Colleges Employers Association Health and Safety Guidance on Placements for HE Students (June 1999)

You can access these documents in full via Bath Spa University website at:

<http://www.bathspa.ac.uk/services/academic-office/quality-and-standards/public/ugms/default.asp>

For the purpose of this handbook Work-based Learning is defined as '.....any situation where a student works or studies in a non-University location in an approved situation in the UK, and where learning outcomes contribute to the overall aims of their programme of study'. Definition from Bath Spa University's Work Based and Placement Learning Policy (June 2009)

For the purpose of this handbook Work-based Learning is defined as any period within a work environment as part of a degree course.

If you have any queries regarding this handbook please contact Martine Duggan, Programme Leader, BA (Hons) Early Years Education (Work-based) at Bath Spa University on 01225 876357 or email: m.duggan@bathspa.ac.uk

The key benefits of Work-based Learning for Students, Employers and University/College Tutors

Work Based Learning is designed to meet the needs of both employers and employees - and offers many benefits. By using an actual work role as the focus for academic enquiry Work Based Learning is uniquely structured to benefit both the individual, their organisation as well as the university accrediting the programme of study. Therefore, we regard work-based learning as a three-way partnership between employers, students and the university.

The key benefits of an effective Work-based Learning programme for students, employers and university/college tutors are:

Benefits for students:

- Links academic study and theory to real industrial practice.
- Raises self-confidence and the development of transferable skills.
- Learning at work allows employed students to develop skills and knowledge with minimal loss of personal time or workplace time.
- Encourages reflective learning and self development.
- Enhances professional development and future career paths.
- Equips students with management and decision-making skills.
- Engagement in the processes, systems, technology and language of industry.

Benefits for employers:

- Students can bring in fresh enthusiasm and new ideas.
- A means of tackling shelved projects to take them forward.
- Work-based projects may help inform the future development needs of organisations.
- A cost effective solution to an organisation's recruitment needs.
- A good way to test a potential new recruit.
- Increases employee performance and productivity.
- Improves efficiency within the Early Years sector resulting in a better educated and more informed workforce.

Benefits for university/college tutors:

- Maintains contact with the world of industry.
- Enhances the professional/industry expertise of tutors.
- May highlight potential research topics.
- May identify potential sources of sponsorship.
- Enables development of curriculum and supporting materials relevant to industry.
- Provides potential speakers from industry for programmes.
- Better informed course design through feedback from industry.
- Aids progression for students after graduation.
- Helps to support graduate employability targets for universities.

Aims of the BA (Hons) Early Years Education (Work-based) Programme

The aims of the BA (Hons) Early Years Education (Work-based) programme are:

1. to develop learners as reflective practitioners, with an understanding of the need for and commitment to lifelong learning;
2. to build upon the work-based learning principles of the foundation degree by providing learners with management and decision-making skills deemed necessary for career progression within the workplace;
3. to develop learners research and project management skills through the undertaking of the work-based project module;
4. to enable learners to apply application of knowledge and problem-solving skills in a work-based setting;
5. to enable learners to apply research skills whilst adhering to the ethical procedures and practices of the workplace;
6. to enable learners to gain understanding of their subject from a management perspective by undertaking a management module;
7. to enable learners to take responsibility for their personal and professional development.

Section 2: For Students

What will be expected of you during your work-based learning?

- You are first and foremost an employee and will be expected by your employer and by the University, to conform to your employer's requirements.
- At the same time you are still a student and, your learning will need to meet course requirements.
- When starting the course your workplace should offer you an induction (including Health and Safety training) and introduce you to the team you will be working with (if new to the organisation).
- You should have secured a work-based mentor prior to undertaking the BA (Hons) Early Years Education (Work-based) programme whose role it is to provide guidance and support for you during your work-based learning.
- You will be appointed a college-based project supervisor from the BA (Hons) Early Years Education (Work-based) programme team who will support you through your work-based learning and provide guidance for your work-based modules.
- You will be appointed a personal tutor by the College for the purposes of pastoral support and care.
- You must make clear to the work-based mentor any tasks required by the university, particularly when they may conflict with what is required by the employer.
- You are required to attend taught sessions one day a week at Weston College during term time.
- You must inform your employer/work-based mentor of the dates you will be required to attend taught sessions at Weston College.
- You will be provided with a student handbook and module handbooks for each module you undertake on the programme at the start of the programme.
- We expect you to act responsibly and adopt a professional behaviour at all times.

What will you gain from work-based learning on this programme?

During the BA (Hons) Early Years Education (Work-based) programme you will build on skills developed during your Foundation degree (or equivalent qualification) such as reflective practice, action research, report-writing, portfolio development and presentation skills.

You will study innovative approaches to how young children engage in learning by:

- investigating how other international countries approach the Early Years curriculum;
- observing children in their own learning environment;
- gaining advanced research techniques in preparation for a work-based project;
- developing project management skills through carrying out a work-based project relevant to the Early Years sector;

- understanding the principles of leadership and management and looking at effective ways of leading a pedagogical team;
- developing strategies to promote children's literacy and numeracy skills in Early Years settings.

The programme has been designed to develop you as an independent and reflective learner able to critically reflect on your own work practice as a means of self development as an Early Years practitioner. The programme has been developed to enhance your career potential and provides flexible learning opportunities.

Choosing Your Work-based Mentor

The student is essentially responsible for selecting their own work-based mentor, but of course, this is a very important decision and in making such a choice the following should be considered. The work-based mentor should:

- typically be a senior person within the student's employer company, preferably not your direct line manager;
- know the student quite well and hold a 'reasonable' (non-conflictual!) relationship with them; and
- be willing – and have the time – to offer adequate support throughout the student's studies.

The work-based mentor will need to send their CV to the Programme Leader of BA (Hons) Early Years Education (Work-based) programme together with a statement in writing to confirm their willingness to perform the role, prior to the commencement of the student's studies.

The work-based mentor's role is essentially one of helping you through the programme with respect to all work-related matters. Their role is to provide professional advice and guidance for the ED650240 Work-based Project module and complete the **Work-based Assessment Submission Form (Appendix 6)** in order to verify that your work has been developed in accordance with the ethics, practice, systems and procedures of the workplace. You may wish to discuss your chosen topic for your work-based project proposal and report with your work-based mentor. (Please note that the Work-based Mentor should not help you write your work-based report or any of your course assessment as this could incur penalties for you as the student and could ultimately jeopardise the outcome of your degree).

If you intend to visit other settings, or to carry out research with parents or children other than at your own setting, you should seek permission to do so from your line manager and College-based Project Supervisor in discussion with your Work-based Mentor.

The Work-based Mentor will:

- provide professional support and guidance in Early Years Practice;
- establish a regular time to meet with you to discuss progress;
- help you to keep up-to-date with local and national initiatives that impact upon the work of an Early Years practitioner;
- help to identify and arrange for appropriate work-based support, especially relating to the needs of portfolio (experiential) documentary evidence for ED6502-40 Work-based Project module;

- sign off your work-based assessment before submission to the College Project Supervisor for the two work-based learning modules ED6501-20 Planning and Research Methods and ED6502-40 Work-based Project (using the Work-based Assessment Submission Form in Appendix 5);
- provide any signed and validated witness testaments for the reflective portfolio within the ED6502-40 Work-based Project module;
- approve and sign off both your work-based project proposal and action plan for ED6502-40 Work-based Project module;
- approve and sign off the ethical consideration form before you commence writing your work-based report for ED6502-40 Work-based Project module;

Your College-based Project Supervisor

You will be allocated a Project Supervisor from the programme team in the first few weeks of the programme and you will work with that supervisor on an individual basis throughout the duration of your work-based project modules. The Project Supervisor's role is to provide guidance and support for the two work-based modules ED6501-20 Planning and Research Methods and ED6502-40 Work-based Project. Tutorials will be arranged with your College Project Supervisor on your college-based day. The Project Supervisor will mark your work-based project proposal, report (including reflective portfolio) and presentation, but not until you have submitted the final report and presentation. The project research proposal assessed in the ED6501-20 Planning and Research Methods module will need to be approved together with an action plan and signed off by your College Project Supervisor.

Further information on project support and supervision is provided in your module handbooks for ED6501-20 Planning and Research Methods and ED6502-40 Work-based Project modules.

Your Personal Tutor

At the start of the programme you will be allocated a College-based Personal Tutor. You should contact your Personal Tutor if you are ill or unable to get into college for your college-taught days. It is important to make contact with your Personal Tutor.

Issues Affecting Assessment

If you find yourself faced with complications which impact on your ability to undertake and/or complete your work-based learning then you must inform your programme leader and College Project Supervisor as soon as possible who will guide you through the implications regarding assessment and help you to explore your options.

What happens if you can't complete your work-based learning?

The degree of latitude offered by the University in this situation will depend upon the reason that the work-based learning can't be completed on time and to what extent it is the result of your own actions. For example, two of the more common scenarios are:

- sickness**
- being made redundant**

If you are unwell, it's likely that you'll be able to request a **deferral**. Similarly, if you are made redundant, the University will consider such factors as the proportion of the

agreed length of your work-based learning that has already been worked, and the likelihood of being able to making satisfactory alternative arrangements for assessment purposes.

Please note: Any request for a deferral will need to be made in writing and accompanied by supporting evidence of your circumstances.

On the other hand, your behaviour might result in one of three less common scenarios, namely:

- getting fired**
- damaging the reputation of the University**
- breaching University academic regulations (e.g. plagiarism)**

If you are dismissed from your work-based learning setting or do something which potentially, or actually, brings the University into disrepute, then you will normally be deemed to have failed your work-based learning experience and you will receive a 'fail' on your final University transcript.

General Responsibilities for Students

On starting your work-based learning you are required to familiarise yourself with and comply with all legal requirements applicable to the workplace environment (such as Health and Safety), codes of practice (such as dress code), and any reasonable instructions given by the work-based organisation.

It is the university's responsibility to identify the aims of the work-based learning and the assessment requirements as outlined in the module handbooks for the programme. Assessment deadlines for the two work-based modules should be communicated to your work-based mentor.

Whilst the university will take all reasonable measures to ensure that work-based learning providers are able to offer safe, non-discriminatory and appropriate work-based learning, ultimate responsibility in the workplace resides with the workplace organisation.

Health and Safety Information for Students

The main Health and Safety legislation is the Health and Safety at Work Act 1974 (HSW Act), supported by the Management of Health and Safety at Work Regulations 1992 and various subsidiary Regulations. The HSW Act requires employers to ensure the health and safety of their employees at work, so far as is reasonably practicable. There is also a requirement to ensure non-employees are not harmed by the employer's work activities or premises.

The Management of Health and Safety at Work Regulations 1992 and other subsidiary legislation expands on these provisions, by requiring employers to:

- undertake risk assessment of any hazards associated with the student's workplace and work activities.
- provide relevant information, instructions and supervision to the student.
- co-operate and co-ordinate health and safety matters with other employers sharing the workplace.

Whilst in the workplace, you should take reasonable care for your own health and safety and that of others who may be affected by what you do, or fail to do. This will include the disclosure of relevant personal information to your employer/work-based mentor e.g. on disabilities (please note that if you have a disability and this were to result in an accident at work and you had not told your employer about it, you could be held legally responsible).

Whilst the University is insured to cover its legal liability for claims arising from injuries where the negligence of the Institution or its employees can be established, it does not provide personal accident insurance for students or insurance cover for a student's personal effects, who should be strongly encouraged to make their own arrangements in this respect.

Work-based learning providers are required to have current and adequate Employers' Liability insurance and Public Liability Insurance policies in place. These cover their liability for negligence in the event of a student being injured or becoming ill as a result of work-related activities, and people outside of the organisation who might be adversely affected by the work-related activities of the student. The university will ask for confirmation of this from the employer before any work-based learning activity commences. Please see Appendix 3: Health and Safety Checklist.

On starting your work-based learning, it is important that you become familiar with the following aspects of your work-place:

- Your organisation's Health and Safety Policy;
- Fire and Emergency procedures;
- Staff induction and other essential training.

To ensure that you cover all of the important information you should complete an induction checklist, outlined in Appendix 4 of this handbook.

Criminal Records Bureau Check (CRB)

When you are offered a place on the BA (Hons) Early Years Education (Work-based) programme, you will be given information about applying for a CRB 'enhanced disclosure' of any previous convictions that may affect your eligibility to work with children. Once this is completed, CRB will send a copy of your CRB certificate to you and to the University.

You must give the results of the Disclosure to any setting in which you are placed. A setting has the right to refuse to accept a candidate on placement as a result of the Disclosure. Please also note that this institution reserves the right to reject the application of, or withdraw a training place from, any candidate who in the judgement of the institution, may not be suitable for this programme, based on information arising from the Criminal Disclosure process.

Please note that you cannot register as a BA (Hons) Early Year Education (Work-based) student at Bath Spa University unless the Criminal Disclosure process has been undertaken. No exceptions can be made to this. You may not opt out of this procedure. In the interests of child protection any candidates for whom we do not have information from the CRB at the beginning of the programme may be prevented from starting their placement.

It is your responsibility to notify the programme leader of any changes in your personal circumstances which might affect your CRB clearance or your mental and physical fitness to work as an Early Years Practitioner.

Further information about the CRB can be found at its website: www.crb.gov.uk
Information about the Disclosure process can be found at www.disclosure.gov.uk

What action should you take if a problem arises?

If you have any major concerns during your work-based learning you should in the first instance contact your College-based Project Supervisor. If it is an issue of health and safety you should, in the first instance, bring it to the attention of your work-based line manager and the Programme Leader of the BA (Hons) Early Years Education (Work-based). It is important that you let them know of your concerns as soon as possible.

As a Bath Spa University student you are entitled to use the University's support services but may wish to use the College's Support Services instead. The website link for Bath Spa University Student Support Services is provided below:

<http://www.bathspa.ac.uk/services/student-support/>

Equal Opportunities

Whilst carrying out work-based learning you have a right not to be discriminated against in particular on grounds of race, sex, religious belief, sexual orientation, age or disability. You can expect to be treated in accordance with the workplace's equal opportunities policy and you should comply with any training and/or workplace equal opportunities policy in your dealings with other members of the organisation.

Our course recruitment procedures, including marketing, prospectus, selection for inclusion on the programme and guidelines for interviewers do not discriminate against candidates on the basis of sex, ethnicity, age, social class, sexual orientation, disability or childcare commitments. We particularly welcome applications from men and people from minority ethnic backgrounds, who are currently under-represented in the children's workforce.

If you have a disability which may affect your ability to access the early years professional training and assessment programme (e.g. dyslexia) you are advised to register with the Disability Office at the College. You may need to take tests or provide evidence of the disability, information about which will be passed on in confidence to the BA (Hons) Early Years Education (Work-based) Programme Leader. It is also your responsibility to notify tutors/assessors of your disability if you require specific support.

Professional Confidentiality

Whilst carrying out your work-based learning, you will be exposed to sensitive information relating to clients, to other companies, or to your employer. It is very important to maintain strict levels of confidentiality at all times.

Ethical Principles of Data Collection and Management at Work

You will need to take into account a number of ethical considerations when conducting research in a work-based setting, this is summarised as follows:

- Any data collected in a setting must be with the knowledge of a senior member - manager, owner, committee, teacher, head teacher etc.
- Whatever data collection method you use, this must be agreed with your College Project Supervisor and Work-based Mentor before you proceed.
- All those involved in research should give their informed consent and complete the informed consent form.
- Children are unable to give such consent and the consent of their parents will need to be sought. The senior professional in the setting, such as a teacher, will make a decision as to how the consent will be obtained.
- If people take part in your study you must inform them that they can withdraw at any point. This also means that they can withdraw their data from the study.
- Always anonymise the names of professionals and of children and parents in the setting. In particular you must ensure that all names of settings and individuals are completely removed from any documents both within the main body of the study and any appendices.
- Think carefully about using photographs in relation to preserving the anonymity of settings and individuals.
- You must not initiate contact with any other setting without the expressed agreement of your College Project Supervisor and Work-based Mentor.
- The use of 'cold' questionnaires sent to other settings, local education authorities or other educational institutions is not permitted.
- Do not disclose any confidential information you may come across about children or staff.

How you collect, record and analyse data is outlined in the module handbook for the ED650240 Work-based Project Module Handbook. You will need to complete the Ethical principles form for conducting research in an early years setting which is included in your Work-based Project Module Handbook. This form must be completed, signed by you, your College Project Supervisor and Work-based Mentor and handed in with your project action plan.

Plagiarism

Plagiarism is defined in the Oxford English Dictionary as 'the taking and using as one's own of the thoughts, writing or inventions of another'. It does not matter whether the source was an original document, a book or article, or a fellow student.

The University takes plagiarism very seriously. In short, if you submit any work in your name, then ***make sure it is your work*** and, if you've significantly incorporated work originally done by someone else, then ensure that it is referenced properly. Your College Project Supervisor will be able to help you understand best practice.

The University holds a policy on plagiarism/ unfair practice. Further information on plagiarism, including penalties, can be found at:

<http://www.bathspa.ac.uk/services/academic-office/plagiarism-detection/unfair-practice.asp>

Further generic information about academic regulations can be found on the University website at: <http://www.bathspa.ac.uk/regulations/academic-regulations/>

Work-based Assessment Submission Form

You will need to complete a **Work-based Assessment Submission Form** (See Appendix 5) for each piece of assessment you complete for the two work-based modules (ED6501-20 & ED6502-40) in order to acknowledge that the work submitted is your own work and any debts to secondary sources have been fully acknowledged. This form will also need to be signed by your Work-based Mentor to verify the work has been authored wholly by you - the student.

Using email and Internet at work

It is likely that you will have access to the email and Internet at work. Email and Internet should be used for work purposes only. The tone of your emails should reflect your professional status, your emails must always be courteous and professional in tone. You must not download or pass on any material that is not related to work. Please remember that e-mail is not secure and that any e-mails that you send can be retrieved and read by the employer, even if you have deleted them. Please see Appendix 8 which details email etiquette for conducting emails at work.

Notification of absence/illness

If you are ill you must inform your Work-based Mentor/Employer and your personal tutor at the college immediately and find out whether you require a doctor's certificate (this depends on the length of time you are absent).

Student Feedback/Appraisal Form

We welcome your feedback on the BA (Hons) Early Years Education (Work-based) programme for quality assurance monitoring purposes. The quality of this programme is monitored each year through evaluating and listening to the views of students, employers, external examiners and staff.

Therefore, we would be grateful if you could complete the **Student Feedback/ Appraisal Form** at the end of the programme (See Appendix 7). Please note that the **Student Feedback/ Appraisal Form** for the BA (Hons) Early Years Education (Work-based) programme examines the overall quality of the programme and is in addition to module student evaluation forms you will be asked to complete at the end of each module of the programme.

Section 3: For University/College Tutors

University/College Responsibilities

For students engaged on the BA (Hons) Early Years Education (Work-based) programme, it is the University/College's responsibility to:

- Secure assurances from employers about Health and Safety and Employer Liability and Public Liability Insurance by requesting the employer to complete and sign the Health and Safety Checklist outlined in Appendix 3.
- Ensure that the student is satisfied with the work-based learning and the support provided.
- Ensure that students are visited by the College Project Supervisor in the workplace and that progress is monitored by the student and project supervisor.
- Monitor the support provided in the workplace through liaison with the Work-based Mentor.
- Provide appropriately qualified teaching staff to deliver the programme.
- Monitor the student's work-based assessment work in accordance with programme requirements.
- Respond to student queries in a timely manner.

For staff engaged on the BA (Hons) Early Years Education (Work-based) programme, it is the University/College's responsibility to:

- Ensure that policies and procedures are in place for securing, monitoring, administering and reviewing work-based learning.
- Monitor and assure the proficiency of staff involved in developing and delivering work-based learning.
- Provide staff with support in developing and delivering work-based learning programmes.

For employers/ work-based mentors engaged in the BA (Hons) Early Years Education (Work-based) programme, it is the University/College's responsibility to:

- Secure assurances from employers about Health and Safety and Employers' Liability and Public Liability Insurance by requesting the employer to complete and sign the Health and Safety Checklist outlined in Appendix 3.
- Ensure that the Employer/Work-based Mentor is satisfied with the work-based learning and the support provided.
- Ensure that the Work-based Mentor is visited in the workplace by the College-based Project Supervisor.
- Provide support and guidance to the Work-based Mentor where required.
- Provide the Work-based Mentor with contact details of the Programme Team and support staff for the course.
- Provide the Work-based Mentor with the work-based module handbooks for the programme.
- Arrange at least one meeting during the academic year with the Programme Leader.
- Respond to employer/work-based mentor queries in a timely manner.

Role and Responsibilities of the College-based Project Supervisor

The Project Supervisor's role is to provide guidance and support to students for the two work-based modules ED6501-20 Planning and Research Methods and ED6502-40 Work-based Project. Their responsibilities will include the following:

- to provide guidance and support to the student regarding the nature of research and the standards expected, including guidance on the planning of the work-based project, information on relevant literature and sources and research methodologies used;
- to clarify and remind the student about the issue of plagiarism as detailed in the student handbook for the programme;
- to remind the student of the submission dates for their work-based modules;
- to agree with the student tutorial times on the college-based day throughout the duration of the work-based project and undertake tutorial records with the student;
- to be accessible to the student at other appropriate and reasonable times when guidance may be sort. The student must arrange this in advance with the College Project Supervisor and give reasonable notification;
- to advise the student on the ethical procedures and protocols to follow when conducting their work-based research;
- to read a draft of the student's project report. The College Project Supervisor will provide feedback within three weeks of the draft being submitted but he/she will not be expected to make substantial editing or revision to any draft;
- to ensure the student is made aware of the penalties if he/she fails to submit work on time without written exemption;
- to ensure the student is made aware if their work or professional conduct falls below the required standard and that any inadequate progress is highlighted;
- to liaise with the student's Work-based Mentor on monthly basis and set dates and times with the Work-based Mentor in advance to discuss student progress;
- to visit the student's workplace and meet with the Work-based Mentor at least once during the academic year;
- to provide the Work-based Mentor with information on the assessment of the work-based modules and the work-based learning module handbooks;
- to mark the student's final work-based report (including reflective portfolio) and presentation in accordance with the assessment criteria.

Section 4: For Employers/ Work-based Mentors

Thank you for agreeing to take on the role of Work-based Mentor and supporting one of our undergraduate students on the BA (Hons) Early Years Education (Work-based) programme. We hope that you will find the experience satisfying and rewarding.

For full-time students the BA (Hons) Early Years Education (Work-based) programme begins in September 2011 and finishes at the beginning of July 2012.

The BA (Hons) Early Years Education (Work-based) programme validated by Bath Spa University is delivered at Weston College. Weston College is a Partner College of Bath Spa University. For each partnership within the Wessex Partnership, there is a signed Memorandum of Cooperation which covers details of the agreement of procedures between the two institutions and their responsibilities with regard to the joint provision.

Please remember that you can contact the College during working hours if you have suggestions or concerns.

The Programme Leader for the BA (Hons) Early Years Education (Work-based) programme at Weston College is Martine Duggan. Martine can be contacted on 01225 876357 or via email: m.duggan@bathspa.ac.uk

Programme Leader for Education Studies within the School of Education at Bath Spa University is Alan Howe who can be contacted on 01225 875560 or email: a.howe@bathspa.ac.uk

What can be gained from supporting a student on this programme?

- an employee can bring new ideas, specialised knowledge or a fresh approach to business problems;
- an employee's work-based research may help inform the development needs of your organisation;
- an employee who need not take extensive time off work to attend full-time education, as a result of the programme's flexible learning opportunities;
- an employee who is a motivated, highly skilled professional who can perform efficiently;
- an employee who is well-informed about current practice in the Early Years sector.

What do we expect from an employer?

- Students will be allowed time to attend Weston College one day a week during term time for taught sessions on the BA (Hons) Early Years Education (Work-based) Programme.
- If any problem arises which seriously threatens the successful progress of the work-based learning this should be taken up immediately with the Programme Leader of the course and College-based Project Supervisor.
- Provide a Work-based Mentor who will take responsibility for supporting the student on the programme whilst in the workplace.
- Allow the College Project Supervisor access to the student and their Work-based Mentor to discuss progress.

- Provide the opportunity for the student to collect relevant evidence whilst respecting confidentiality and the codes of practice within the Early Years setting.
- Provide access for the student and Work-based Mentor to meet on regular basis to discuss progress.
- Provide challenging, work-based learning which supports the student's career development.

Role and Responsibilities of the Work-based Mentor

The role of the Work-based Mentor is to provide advice and support to the student in their Early Years setting.

We require you to send your CV to the Programme Leader of BA (Hons) Early Years Education (Work-based) programme together with a statement in writing confirming your willingness to perform the role, prior to commencement of the student's studies.

At the start of the programme it would be worthwhile to sit down with the student you are mentoring and establish a framework for the relationship you are about to embark upon. You will want to discuss and agree together the times, frequency, lengths and venues for the meetings that will need to take place.

We value the expertise that you as a mentor bring to the role and would be happy to arrange sessions both with other mentors and with students for mentors to share expertise in particular areas.

The responsibilities of the Work-based Mentor are:

- to provide professional support and guidance in Early Years practice to the student.
- to establish a regular time to meet with the student to discuss progress. We suggest you meet with the student every three weeks throughout the programme. Please ensure that you negotiate with the student a clear agenda for the meeting, choose a venue where you will not be disturbed and keep a concise, dated record of your meetings and ensure you both have a copy. Each meeting should be at least 30 minutes in duration;
- to support the student in keeping up-to-date with professional developments such as local and national initiatives that may impact upon the work of an Early Years practitioner;
- to help to identify and arrange for appropriate work-based support, including resources and materials especially relating to the needs of the portfolio (experiential) documentary evidence for ED6502-40 Work-based Project module;
- to provide advice to the student on career development;
- to sign off work-based assessment before submission to the College Project Supervisor for the two work-based learning modules ED6501-20 Planning and Research Methods and ED6502-40 Work-based Project (using the Work-based Assessment Submission Form in Appendix 5);
- to provide any signed and validated witness testaments for the reflective portfolio within the ED6502-40 Work-based Project module;
- to approve and sign off both your work-based project proposal and action plan for ED6502-40 Work-based Project module;

- to approve and sign off the ethical consideration form before the student commences writing their work-based report for ED6502-40 Work-based Project module.

We will provide you with information on the assessment for the course and the module handbooks for the work-based modules. However, you will not be required to assess the student's work, instead we ask you to guide the student in sourcing appropriate materials for ED6502-40 Work-based Project Module and verify that the student's work has been developed in accordance with the ethics, practice, systems and procedures of the work-based setting.

In order to carry out the work-based mentor role successfully, you will need to:

- agree at the outset the nature of the mentor/mentee relationship;
- be prepared to respond to the needs of the student;
- provide constructive feedback in a non-judgemental way;
- give advice on career development;
- develop an honest and respectful relationship with the student;
- agree to set aside a suitable and regular amount of formal time when you can meet with the student to discuss issues as necessary;
- support and encourage the student as far as possible;
- encourage the student to review, and reflect on, his or her performance;
- encourage the student to consider different perspectives;
- encourage the student to take responsibility for their own development;
- respect confidentiality apart from in very exceptional circumstances e.g. where personal safety could be compromised.

How the university/college supports you in this role

- The student's College Project Supervisor will visit your Early Years setting at least once during the academic year.
- You will be invited to at least one meeting during the academic year with the Programme Leader, where your feedback and input will be welcomed.
- The student's College Project Supervisor will liaise with you on a regular basis and provide support to you and the student for the two work-based modules.
- You will be provided with full contact details of the Programme Team and support staff for the course.
- You will be provided with the module handbooks for the work-based modules.

Please remember that you can contact the University/College at other times if you have any suggestions or concerns regarding the programme.

Role of the College-based Project Supervisor

Students are allocated a Project Supervisor from the programme team at the start of the course. The Project Supervisor's role is to provide guidance and support to students for the two work-based modules ED6501-20 Planning and Research Methods and ED6502-40 Work-based Project. The Project Supervisor marks the work for these two modules and will liaise with the Work-based Mentor on a regular basis regarding the student's progress on these modules. Please contact the student's Project Supervisor if you have any questions about the work-based modules. Further information on project support

and supervision is provided in the module handbooks ED6501-20 Planning and Research Methods and ED6502-40 Work-based Project.

Course Structure for BA (Hons) Early Years Education (Work-based) programme.

Module Title	Credit
ED6005-20 Symbolic Representation: The Foundations of Literacy and Numeracy T	20
ED6501-20 Planning & Research Methods W	20
ED 6502-40 Work-based Project W	40
ED 6004-20 Early Childhood Education: International Perspectives T	20
EP 6117 Leadership, Teamwork and Management T	20

There will be taught sessions at the College Centre one day a week for the modules designated (T) listed in the programme structure above. These will include lectures, seminars, workshops and tutorials.

Modules marked (W) are based in the student's work setting, but with project supervision and tutorial support provided from the College Centre.

There is a module handbook for each of the modules on the BA (Hons) Early Years Education (Work-based) programme. Each module handbook contains detailed information on:

- the aims of the module;
- the content of the module;
- teaching & learning methods used in the module;
- the intended learning outcomes for the module;
- the assessment for the module;
- submission dates for assessed work.

If you would like access to the module handbooks for the programme, then please contact Martine Duggan, Programme Leader BA (Hons) Early Years Education (Work-based) programme at on 01225 876357 or email m.duggan@bathspa.ac.uk

Brief Description of Taught Modules

ED6005-20 Symbolic representation: Foundations of literacy and numeracy

In this module, definitions of literacy and numeracy are examined, within the context of ideas of cultural capital and the power relationships within society. As part of the module, students observe children in familiar environments engaging in literacy and numeracy activities. Students use theoretical models of language, literacy and numeracy learning to examine themes and to reflect on their observations and practical experience. Links will be made throughout the module between different forms of communication, including oral language, and the development of the conventional written forms.

ED6004-20 Early childhood education: International Perspectives

In this module students are introduced to four examples of early years curricula ('Te Whaariki', Scandinavia, Reggio Emilia and Wales Foundation Phase) which have influenced practice in early childhood education and care. During the module students get the opportunity to analyse similarities and distinctive qualities and identify their influences in current early years practice in England. The Reggio Emilia approach to learning and teaching is studied in more detail.

EP 6117-20 Leadership, Teamwork and Management

In this module students are involved in identifying and understanding the principles and theories of leadership and management. Students look at effective ways of leading a pedagogical team. There will be an emphasis on appropriate communication strategies, managing staff, resources and time and working with families and parents/carers. The role of action research in an early years setting is also addressed through this module.

ED6501-20 Planning and Research Methods

In this module students learn how to plan and formulate a research proposal for a work-based learning project. Students develop a critical understanding of different research methodologies and the techniques they can use to collect, analyse and interpret information. The module covers both qualitative and quantitative research as well as practical issues of topic selection, access and data collection. Topics covered will include research design principles, philosophies of research, analysis and interpretation of research, ethical considerations and the impact of different methodological approaches. Students carry out the following assessed work:

Assessment Requirement for Module

- 2,500 word critique of a piece of research conducted on an Early Years subject of your choice 50%
- 2,500 word research proposal including rationale for methodologies chosen 50%

ED6501-20 Planning and Research Methods Intended Learning Outcomes	How assessed*
By the end of this module students will be able to:	
<ul style="list-style-type: none"> • Demonstrate an ability to locate, select and collate appropriate sources of information from a variety of sources. 	Research critique
<ul style="list-style-type: none"> • Demonstrate an ability to critically investigate, analyse and interpret research within the Early Years Sector. 	Research critique
<ul style="list-style-type: none"> • Manage and organise own work time, resources and information to support decision-making. 	Research critique / Research proposal
<ul style="list-style-type: none"> • Use ICT to design a research proposal in a professional and effective manner. 	Research proposal
<ul style="list-style-type: none"> • Demonstrate an awareness of the ethical issues directly 	Research critique/

related to research processes in Early Years practice.	Research proposal
<ul style="list-style-type: none"> • Prepare a research proposal in accordance with the ethics, practice, systems and procedures of the workplace. 	Research proposal
<ul style="list-style-type: none"> • Demonstrate recognition of different research approaches, making appropriate judgments which have informed the planning and design of a research proposal; demonstrating rationale for methodologies chosen. 	Research proposal

ED6502-40 Work-based Project

Students undertake the implementation and management of a research project based upon a topic/issue related to their practice and reflect upon the value of this project to their professional and personal development. The student's research proposal together with an action plan needs to be approved and signed off by the project supervisor and work-based mentor. Students demonstrate project management skills by learning to plan and manage a project within an agreed timescale. Students demonstrate that appropriate ethical issues have been taken into consideration during the formation of their project. The assessment for the work-based project consists of:

Assessment Requirement for Module

- a project report including reflective portfolio of approximately 8,000 words 80%
- a 20 minute presentation to project supervisor and peers 20%

ED6502-40 Work-based Project Intended Learning Outcomes	How assessed*
By the end of this module students will be able to:	
<ul style="list-style-type: none"> • Plan and manage a project within an agreed framework, addressing and solving problems using evidence-based practice. 	Project Report
<ul style="list-style-type: none"> • Present the project report using own ideas and innovative responses, demonstrating effective presentation and report writing skills. 	Presentation
<ul style="list-style-type: none"> • Manage and organise own work time, resources and information to support decision-making. 	Project Report
<ul style="list-style-type: none"> • Use ICT to formulate a work-based project in a professional and effective manner. 	Project Report/ Presentation
<ul style="list-style-type: none"> • Apply appropriate theories, frameworks and principles relevant to the issues/situations addressed in the project. 	Project Report
<ul style="list-style-type: none"> • Conduct a work-based project relevant to the Early Years sector in accordance with the ethics, practice, systems and procedures of the workplace. 	Project Report/ Presentation
<ul style="list-style-type: none"> • Produce a project report evaluating the outcomes of the 	Project Report

project, making recommendations from the research findings of the report to inform the Early Years sector.	
<ul style="list-style-type: none"> • Develop effective project management skills to inform learning and professional development. 	Project Report/ Presentation
<ul style="list-style-type: none"> • Enhance skill, knowledge and career potential through reflective practice. 	Project Report/ Presentation

Work-based Assessment Submission Form

This form (see Appendix 5) should be completed by the student and signed by the work-based mentor for assessed work carried out within the two Work-based modules ED6501-20 Planning and Research Methods and ED6502-40 Work-based Project in order to verify that the work submitted is the student's own.

Health and Safety Information for Employers

Employers/ Work-based Learning providers should:

- Ensure that their organisation complies fully with relevant health and safety legislation, namely the Health and Safety at Work Act 1974.
- Ensure students receive suitable induction training.
- Ensure that students are covered by current and adequate Employers' Liability and Public Liability Insurance. We request proof of this from the employer.
- Complete, sign and date the Health and Safety Checklist detailed in Appendix 3 of the handbook.
- Sign and date the Student Induction Checklist detailed in Appendix 4 of this handbook to ensure that safety and welfare arrangements are in place for students whilst in the workplace.

Employer/ Work-based Mentor feedback form

We welcome your feedback on the BA (Hons) Early Years Education (Work-based) programme for quality assurance monitoring purposes. The quality of this programme is monitored each year through evaluating and listening to the views of employers, external examiners, students and staff.

Therefore, we would be grateful if you could complete the **Employer/Work-based Mentor Feedback Form** (See Appendix 7) at the end of the programme and return the form to ***Martine Duggan, Programme Leader, BA (Hons) Early Years Education (Work-based), Knightstone Campus, Weston College, Knightstone Road, Weston-Super-Mare, BS23 2AL***

Thank you for your support!

Martine Duggan

Appendix 1: QAA Code of Practice: Section 9 The Precepts

Code of practice for the assurance of academic quality and standards in higher education

Section 9: Work-based and placement learning - September 2007

The Precepts

General principles

1 Where work-based or placement learning is part of a programme of study, awarding institutions ensure that its intended learning outcomes are:

- **clearly identified**
- **contribute to the overall and coherent aims of their programme**
- **are assessed appropriately.**

Responsibilities

Responsibilities for academic standards and quality

2 Awarding institutions are responsible for the academic standards of their awards and the quality of provision leading to them, and have in place policies and procedures to ensure that their responsibilities, and those of their partners involved in work-based and placement learning, are clearly identified and met.

Responsibilities of partners

3 Awarding institutions ensure that all partners providing work-based and placement learning opportunities are fully aware of their related and specific responsibilities, and that the learning opportunities provided by them are appropriate.

Responsibilities and entitlements of students

4 Awarding institutions inform students of their specific responsibilities and entitlements relating to their work-based and placement learning.

Information support and guidance

Students

5 Awarding institutions provide students with appropriate and timely information, support and guidance prior to, throughout and following their work-based and placement learning.

Partners

6 Awarding institutions ensure that work-based and placement learning partners are provided with appropriate and timely information prior to, throughout and following the students' work-based and placement learning.

Staff development

7 Awarding institutions ensure that:

- **their staff involved in work-based and placement learning are appropriately qualified, resourced and competent to fulfil their role(s)**
- **where applicable, other educational providers, work-based and placement learning partners have effective measures in place to monitor and assure the proficiency of their staff involved in the support of the relevant work-based and placement learning.**

Monitoring and evaluation

8 Awarding institutions have policies and procedures for securing, monitoring, administering and reviewing work-based and placement learning that are used effectively and reviewed regularly.

Appendix 2

The National Council for Work Experience Code of Good Practice

CODE OF GOOD PRACTICE

A definition of quality work experience:

Quality work experience is temporary employment of a student, usually off campus, within a framework of learning and assessment where the individual student takes control of the learning.

The following represents criteria for good practice based on the experience of practitioners:

- The student is taught by the HEI to identify and recognise potential learning outcomes, including key skills development and subject related skills, where appropriate
- Learning objectives are set by the HEI, employer and student within an agreed structure or framework
- Supervision is by an employer supervisor or mentor who understands the objectives and benefits and learning outcomes for both sides
- Regular feedback is given
- Where possible, academic supervision and visits take place at an agreed frequency
- A project or series of tasks is undertaken and a report is written
- Learning, development and achievements are articulated by the student in written form
- Guidance is provided to integrate this learning into longer term career planning
- An assessment is made of skills development
- Recognition, credit or a certificate is awarded

Employers need, therefore, to know what constitutes good practice on their side:

- Relevant legislation is adhered to, e.g. health and safety at work, employer's liability insurance and equal opportunities legislation
- Students who contribute to the profitability or objectives of the organisation are paid a proper wage for their work
- A job description is given and where appropriate a contract of employment is given
- Induction is given into the organisation and the job
- Learning objectives are set
- Supervision is given by an employer supervisor who understands the objectives, benefits and learning outcomes of the work experience
- Regular feedback is given
- Opportunities for training are given where appropriate
- An appraisal is given during and at the end of the placement by the supervisor
- An assessment is made of achievements and key skills development, with guidance, where necessary from the HEI.
- Access to a visit from the HEI to the workplace is made possible

Appendix 3: Work Based Learning Contact Details Form (to be completed by student)



BA (Hons) Early Years Education (Work-based)

Work Based Learning Contact Details Form

To be submitted to BA (Hons) Early Years Education (Work-based) Programme Leader at the commencement of the course

Copy to: Work-based Learning Provider, Work-based Mentor, College Project Supervisor and Programme Leader

Student Name:	
Employer:	
Company/Organisation (including contact address):	
Work-based mentor/employer name: (Dr/Mr/Mrs/Miss/Ms)	
Work-based mentor/employer job title:	
Work-based mentor/ employer tel no:	Work-based mentor address (if different from company address above)
Work-based mentor/ employer e-mail address:	
Student Home Telephone:	Student Home Address:
Student home e-mail address:	
Student college email address:	
College Project Supervisor's name:	
College Project Supervisor's tel no:	
College Project Supervisor's email address:	

Student's Personal Tutor name:	
Personal Tutor's tel no:	
Personal Tutor's email address:	
Programme Leader's name:	
Programme Leader's tel no:	
Programme Leader's email address:	
Work-based Learning Dates:	
From:	To:

These details are very important so please make an effort to complete the form and **give a copy to the Programme Leader for the BA (Hons) Early Years Education (Work-based) course, your College Project Supervisor and your Work-based Mentor as soon as you can.** Please retain a copy for your own records. Also, please inform the programme leader of the course and your work-based mentor if any of the contact details change during your work-based learning.

Appendix 4: Health and Safety Checklist (to be completed by employer)



Work-based Learning – Health & Safety Checklist

The following minimum amount of health and safety information should be obtained from a prospective employer before working-based learning takes place.

Name of Student **Student No:**.....

Name of Employer

Address

.....

.....

Telephone **Fax**.....

	Yes	No
1. Do you have a health & safety policy		
Is it a written policy? (Legal requirement if over 5 employees)		
2. Will you provide all necessary health & safety information and training for the student?		
3. Insurance		
Do you have Employer Liability Insurance?		
Expiry Date:		
Do you have Public Liability Insurance?		
Expiry Date:		
Will your insurances cover any liability incurred by a work-based learning student as a result of his/her duties?		

	Yes	No
<p>4. Risk Assessment</p> <p>Have you carried out risk assessments of your work practices to identify possible risks, whether to your own employees or others within your undertaking?</p> <p>Are risk assessments kept under regular review?</p> <p>Are the results of risk assessment implemented?</p>		
<p>5. Accidents and incidents</p> <p>Is there a formal procedure for reporting and recording accidents and incidents?</p> <p>Have you got procedures to be followed in the event of serious or imminent danger to people at work in your undertaking?</p> <p>Will you report to the University all recorded accidents involving work-based learning students?</p> <p>Will you report to the University any sickness involving work-based learning students that may be attributable to their work?</p>		

Contact Personnel

Who is the nominated contact for compliance with the requirements of Health & Safety legislation?

Name

Position

Telephone**Fax**.....

Email

Signed for Employer/Work-based Learning Provider.....

Date.....

Please return this form to: Martine Duggan Programme Leader, BA (Hons) Early Years Education (Work-based), Knightstone Campus, Weston College, Knightstone Road, Weston-Super-Mare, BS23 2AL

The above checklist is taken from the Universities UK document "Health and Safety Guidance for the Placement of HE Students"

Appendix 5: Student Induction Checklist (to be completed by Student and Employer/Work-based Learning Provider)



Student Induction Checklist

Name of Student**Student No:**.....

Name of Employer/Placement Provider.....

Start Date

The following items should be included in your induction into the organisation, preferably on your first day. Please check off the items below when they occur and inform your work-based line manager of any items not covered within one week of the start of your work-based learning. This list is not exhaustive and other topics may be covered which you should note in the space provided.

This form should be returned to the College Programme Leader within your first week.

Health and Safety Issues	Date
Introduction to key staff members and their roles explained.	
Work-based Mentor Identified	
Location of Services - Toilet, canteen, rest facilities.	
Rules and Standards - Dress code, Hours of work, car parking, how to answer telephone/ transfer call etc. Post arrangements	
Introduced to person in organisation responsible for the Health and Safety of employees	
View Emergency Procedures incorporating: escape routes, signs, fire alarms call points and assembly points.	
Safety policy received or location made known	
Find Location of First Aid box and signs	
Name/ location of person responsible for providing First Aid	
Be made aware of Accident Reporting and Location of accident book	

Appendix 6: Work-based Assessment Submission Form (to be completed by student and signed Work-based Mentor)



BA (Hons) Early Years Education (Work-based) Programme

Work-based Assessment Submission Form (to be completed for Work-based modules ED6501-20 and ED6502-40 only)

To be completed by Student:

Please give a brief description of the item of assessment and the module for which it is being submitted (e.g. *Project Report for module ED6502-40*) and print name / sign / date where indicated below.

Description.....

.....

I confirm that the work submitted is my own work. Any debts to secondary sources are fully acknowledged.

Signature..... (Student)

Print Name..... (Student)

Date.....

To be completed by Work-based Mentor:

Please read the following statement, amend as appropriate and print name / sign / date where indicated. I hereby confirm that the contents of this literature review/ research proposal/ work-based report/ reflective portfolio / (delete as appropriate) comprise:

1. work researched and authored wholly by the student; and / or
2. items of portfolio evidence that were in some way produced by the student in their day-to-day work activities; and / or
3. that the source of all other content not produced as a result of (1) or (2) above has been duly acknowledged.
4. that the work has been developed in accordance with the ethics, practice, systems and procedures of the workplace.

Print Name..... (Work-based Mentor)

Signature..... (Work-based Mentor)

Date.....

**PLEASE INSERT THIS FORM AT THE FRONT OF YOUR WORK.
PLEASE KEEP THE ORIGINAL**

Appendix 7: Employer Feedback Form (to be completed by Employer/ Work-based Mentor)



BA (Hons) Early Years Education (Work-based) Programme

Employer/ Work-based Mentor Feedback Form

Name: _____ Job Title: _____

Company/organisation name:

Date:

The information provided on this form will help us improve the development of the BA (Hons) Early Years Education (Work-based) programme and the monitoring of the programme for quality assurance purposes. Please circle the number that best describes your level of satisfaction with the programme for each question: 1 = needs major improvement, 2 = needs minor improvement, 3 = satisfactory, 4 = good, 5 = very good.

	1	2	3	4	5
Was the information you received for the BA (Hons) Early Years Education (Work-based) programme adequate?	<input type="checkbox"/>				
Were you satisfied with the level of support you received as work-based mentor for the BA (Hons) Early Years Education (Work-based) programme?	<input type="checkbox"/>				
Were you satisfied with the level of college-based project supervision students received for the work-based learning modules?	<input type="checkbox"/>				
Was your level of involvement in the programme satisfactory?	<input type="checkbox"/>				
Were you satisfied with the student's performance throughout the duration of the programme?	<input type="checkbox"/>				
Was the information included in the Work-based Project Module Handbook a useful way of monitoring student progress?	<input type="checkbox"/>				
How satisfied were you that the programme met the student's professional development needs?	<input type="checkbox"/>				

How satisfied were you with the student's work performance in each of these areas:	1	2	3	4	5
Their communication and presentation skills	<input type="checkbox"/>				
Developing practical solutions to work place problems	<input type="checkbox"/>				
Working as part of a team	<input type="checkbox"/>				
Being creative in response to workplace challenges	<input type="checkbox"/>				
Their planning, time management and organisation skills	<input type="checkbox"/>				

Their project management skills	<input type="checkbox"/>				
Being self-motivated and taking on an appropriate level of responsibility	<input type="checkbox"/>				
Being open to new ideas and learning new techniques	<input type="checkbox"/>				
Using technology and workplace equipment	<input type="checkbox"/>				

On a scale of 1 to 10 how do you rate your overall satisfaction with the BA (Hons) Early Years Education (Work-based) programme?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

If you were dissatisfied with any aspect, please comment further:

How could this programme be improved?

Our aim is to strengthen links with industry. Do you think this programme helps to achieve this?

Are there any additional comments you would like to make about the programme?

Would you consider sending another employee on to the BA (Hons) Early Years Education (Work-based) programme?

Yes

No

Would you recommend the BA (Hons) Early Years Education (Work-based) programme to another organisation?

Yes

No

Please feel free to speak in confidence with the programme team about any aspects of the programme. If you would like staff to contact you to discuss any issues, please provide your contact number.

Phone:

Thank you for taking the time to complete this form.

Please return this form to: Martine Duggan, Programme Leader, BA (Hons) Early Years Education (Work-based), Knightstone Campus, Weston College, Knightstone Road, Weston-Super-Mare, BS23 2AL or email to m.duggan@bathspa.ac.uk

Appendix 8: Student Feedback/Appraisal Form (to be completed by student)



BA (Hons) Early Years Education (Work-based) Programme

Student Feedback/Appraisal Form

Name: _____ full-time/part-time: _____

Date: _____

The information provided on this form will help us improve the development of the BA (Hons) Early Years Education (Work-based) programme and the monitoring of the programme for quality assurance purposes. Please circle the number that best describes your level of satisfaction with the programme for each question: 1 = needs major improvement, 2 = needs minor improvement, 3 = satisfactory, 4 = good, 5 = very good.

	1	2	3	4	5
Was the induction you received for the BA (Hons) Early Years Education (Work-based) programme adequate?	<input type="checkbox"/>				
Was the student handbook you received for the BA (Hons) Early Years Education (Work-based) programme adequate?	<input type="checkbox"/>				
Was the WBL Handbook Guide you received for the BA (Hons) (Work-based) programme adequate?	<input type="checkbox"/>				
Were you satisfied with the quality of the module handbooks you received for the BA (Hons) Early Years Education (Work-based) programme?	<input type="checkbox"/>				
Were you satisfied with the level of support you received from your College-based Personal Tutor for the programme?	<input type="checkbox"/>				
Were you satisfied with the level of support you received from your College-based Project Supervisor for the Work-based Modules?	<input type="checkbox"/>				
Were you satisfied with the level of support you received from your Work-based Mentor for the work-based learning modules?	<input type="checkbox"/>				
Were you satisfied with your performance throughout the duration of the programme?	<input type="checkbox"/>				
How satisfied were you that the programme met your professional and career development needs?	<input type="checkbox"/>				

How satisfied were you with your work performance in each of these areas:	1	2	3	4	5
Your communication and presentation skills	<input type="checkbox"/>				
Developing practical solutions to work place problems	<input type="checkbox"/>				
Working as part of a team	<input type="checkbox"/>				

Being creative in response to workplace challenges	<input type="checkbox"/>				
Your planning, time management and organisation skills	<input type="checkbox"/>				
Your project management skills	<input type="checkbox"/>				
Being self-motivated and taking on an appropriate level of responsibility	<input type="checkbox"/>				
Being open to new ideas and learning new techniques	<input type="checkbox"/>				
Using technology and workplace equipment	<input type="checkbox"/>				

On a scale of 1 to 10 how do you rate your overall satisfaction with the BA (Hons) Early Years Education (Work-based) programme?

1	2	3	4	5	6	7	8	9	10
If you were dissatisfied with any aspect, please comment further:									
How could this programme be improved?									
Did you find the supporting documentation for the programme i.e. student handbook and module handbooks useful, clear and easy to follow?									
Our aim is to strengthen links with industry. Do you think this programme helps to achieve this?									
Are there any additional comments you would like to make about the programme?									
Would you recommend the BA (Hons) Early Years Education (Work-based) programme to another student?						Yes <input type="checkbox"/>		No <input type="checkbox"/>	
<i>Please feel free to speak in confidence with the programme team about any aspects of the programme.</i>									

Thank you for taking the time to complete this form.

Please return the form to: Martine Duggan, Programme Leader BA (Hons) Early Years Education (Work-based), Knightstone Campus, Weston College, Knightstone Road, Weston-Super-Mare, BS23 2AL or email to m.duggan@bathspa.ac.uk

Appendix 9: Email conduct for students undertaking work-based learning

1. Please use your college email address in all professional, work and course-related correspondence.
2. Try not to send bulky attachments; they take ages to download and some ISPs restrict or block them altogether. Only send attachments which are work related. Yahoo and Hotmail accounts are vulnerable to being blocked by the University and company mail scanning software.
3. Never pass on chain letters to people in your address book. Don't send out surveys or questionnaires to people in your address book without permission from your work-based mentor.
4. Don't click the 'Reply to All' button unless you have permission from your work-based mentor/ employer.
5. Don't assume that email is instant. Equally, demanding 'read receipts' and putting 'high importance' tags on everything you send can often cause annoyance to those on the receiving end.
6. Ensure your emails are courteous at all times. Even if someone has made you really cross, a calm, measured response is better than an angry, impetuous message - and you can't recall once you have hit 'send'.
7. Email may not be as formal as letter writing, but that's no excuse to be sloppy, discourteous, rude or impolite.
8. Respect others email privacy. When sending out an email to more than one recipient, send it to yourself and **bcc** all the others. This way email addresses remain confidential.
9. At the end of your period of employment "empty your mailbox", remove personal details and forward any work related information to your successor.
10. Ask permission from your work-based mentor to use email for essential personal and University communications.
11. Have a sensible personal email contact address and ensure that you regularly check this and your university mailbox during your programme.

**Appendix 10: Work-based Learning Agreement (to be signed by Student/
Employer/ Work-based Mentor and College Project Supervisor)**



Work-based Learning Agreement for BA (Hons) Early Years Education (Work-based)

Please confirm that you have read all of the sections of this work-based learning handbook and that you understand and acknowledge your responsibilities as outlined in this handbook.

Student

I confirm that I have read all the sections of the work-based learning handbook for the BA (Hons) Early Years Education (Work-based) programme and that I understand and acknowledge my responsibilities as outlined in this handbook.

Signed: Date:

Name: (please print)

Employer Organisation

I confirm that I have read all the sections of the work-based learning handbook for the BA (Hons) Early Years Education (Work-based) programme and that I understand and acknowledge the employer responsibilities outlined in this handbook.

Signed: Date:

Name: (please print) Position:

Work-based Mentor

I confirm that I have read all the sections of the work-based learning handbook for the BA (Hons) Early Years Education (Work-based) programme and that I understand and acknowledge my role and responsibilities as Work-based Mentor outlined in this handbook.

Signed: Date:

Name (please print) Position:

College-based Project Supervisor

I confirm that I have read all the sections of the work-based learning handbook for the BA (Hons) Early Years Education (Work-based) programme and that I understand and acknowledge my role and responsibilities as Project Supervisor as outlined in this handbook.

Signed: Date:

Name: (please print)

Please return completed form to: Martine Duggan, Programme Leader, BA (Hons) Early Years Education (Work-based), Knightstone Campus, Weston College, Knightstone Road, Weston-Super-Mare, BS23 2AL