

<b>PROGRAMME SPECIFICATION (2014 – 2016)</b>	
<b>1. Awarding Body</b>	University of Surrey
<b>2. Teaching Institution (if different)</b>	University Centre Farnborough College of Technology
<b>3. Final Award</b>	BA (Hons) Early Years Education and Practice (top up)
<b>4. Programme title/route/pathway</b>	
<b>5. Subsidiary award(s) and title(s)</b>	BA Early Years Education and Practice (top up) (Ordinary Degree)
<b>6. FHEQ Level</b>	Level 6
<b>7. Credits and ECTS credits</b>	120 UK credits/60 ECTS credits
<b>8. Name of Professional, Statutory or Regulatory Body (PSRB)</b>	
<b>9. Date of last accreditation (if applicable)</b>	Revalidation May 2009 Interim Review May 2012
<b>10. Mode of study</b>	Full-time (work-based 1 day per week)
<b>11. Language of study</b>	English
<b>12. UCAS Code</b>	XL15
<b>13. QAA Subject Benchmark Statement (if applicable)</b>	Early Childhood Studies 2007, Draft Early Childhood Studies Benchmark 2014 Educational Studies 2007
<b>14. Other internal and / or external reference points</b>	Early Years Teacher Status criteria Common Core of Skill and Knowledge CCLD National Occupational Standards
<b>15. Faculty / Department</b>	Applied and Health Sciences
<b>16. Programme Director</b>	Deborah Stephenson
<b>17. Date of Production / Revision of the specification</b>	May 2014
<b>18. Educational aims of the Programme</b>	
<p>1. provide a comprehensive and well-balanced programme of academic and vocationally-focused education at honours degree level by</p> <ul style="list-style-type: none"> <li>• exploring underpinning theories for work within the early years education and practice sector</li> <li>• exploring the context in which Early Years Education and Care has evolved, nationally and globally</li> <li>• analysing issues and concerns relating to the education and care of children</li> <li>• evaluating how practice in the workplace can be improved</li> </ul> <p>2. provide opportunities to</p> <ul style="list-style-type: none"> <li>• develop critical and reflective skills</li> <li>• formulate and articulate personal and professional perspectives</li> <li>• encourage independent and cooperative learning</li> </ul> <p>3. prepare students for career progression in the care and education of children or progression to postgraduate studies</p> <p><b>Intended Learning Outcomes</b> – The programme provides opportunities for students to achieve and demonstrate the following learning and educational outcomes, which have references to the benchmark statement for degrees in Early Childhood Studies (ECS) and Educational Studies (E)</p>	
<b>19. Programme learning outcomes</b> – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:	

<p><b><u>Knowledge and Understanding</u></b></p> <p>K1. The ethical considerations and issues related to research with children (ECS)</p> <p>K2. aspects of children’s social, emotional and mental health and development &amp; influences on behaviour (ECS)</p> <p>K3. The health priorities for children(ECS)</p> <p>K4. Leadership and management in the early years.(ECS)</p> <p>K5. Historical concepts of early childhood and education (ECS) (E)</p> <p>K6. international perspectives &amp; their impact on UK policy development (ECS)</p> <p>K7. The social context of Early Childhood Education and Care (ECS) (E)</p> <p>K8. Equality, diversity, gender, race, socio-economic status and variable outcomes of children (ECS)</p> <p>K9. models of reflective practice (ECS)</p> <p>K10. Research with young children (ECS)</p> <p>K11.dissertation: information sources &amp; analysing data</p> <p>K12. personal &amp; professional management (ECS)</p>	<p><b><u>Teaching and learning strategies</u></b></p> <p>i. lecture based presentations</p> <p>ii. practical sessions including role play and observation</p> <p>iii. individual and group project work</p> <p>iv. individual presentations</p> <p>v. Use of the VLE</p> <p>vi. Guest speakers</p> <p><b><u>Assessment</u></b></p> <p>i. formal examination</p> <p>ii. assessed coursework / assignments</p> <p>iii. assessed oral presentations</p> <p>iv. poster presentations</p> <p>v. professional discussions</p>
<p><b><u>Skills and other attributes - <i>Intellectual / cognitive skills</i></u></b></p> <p>I1. critically analyse and problem solving(E)</p> <p>I2. literature searches to produce fully referenced written, oral &amp; visual reports(E)</p> <p>I3. use and interpret a range of data sources(E)</p> <p>I4. integration of knowledge through reflection of own and others practice(ECS)</p> <p>I5. communicate and present information(ECS)</p>	<p><b><u>Teaching and learning strategies</u></b></p> <p>i. promoted through lectures,</p> <p>ii. practical work,</p> <p>iii. report writing</p> <p>iv. directed reading</p> <p>v. Data base use and literature searching</p> <p>vi. Critiquing literature</p> <p>vii. using work-based professional knowledge</p> <p><b><u>Assessment</u></b></p> <p>i. a mix of formal examination,</p> <p>ii. coursework assignments</p> <p>iii. reports</p> <p>iv. Reflective logs</p> <p>v. Professional discussion</p>
<p><b><u>Skills and other attributes - <i>Professional practical skills</i></u></b></p> <p>P1. develop competence in working with children, parents and agencies (ECS)</p> <p>P2. assess child’s needs and analyse data (ECS)</p> <p>P3. possess appropriate communication skills (ECS)</p> <p>P4. familiarity with IT and use of Internet ((ECS)</p> <p>P5. research information to support ideas (ECS)</p> <p>P6. establishing a safe environment for children(ECS)</p> <p>P7. leading and working collaboratively with others</p> <p>P8. Leading and managing change and quality assurance</p>	<p><b><u>Teaching and learning strategies</u></b></p> <p>i. Case study analysis</p> <p>ii. Role play</p> <p>iii. Use of ICT</p> <p>iv. Formative presentations</p> <p>v. Data handling exercises</p> <p><b><u>Assessment</u></b></p> <p>i. direct observation</p> <p>ii. virtual learning environment (e- assessment)</p> <p>iii. Reflective logs</p> <p>iv. Observations and evaluations</p>
<p><b><u>Skills and other attributes – <i>Graduate attributes</i></u></b></p> <p>G1. use of evidence and logical thought in the presentation of ideas (ECS)</p> <p>G2. communication &amp; presentation by effective oral and written skills (ECS)</p> <p>G3. use of ICT (ECS)</p> <p>G4. evaluating information from numerical formats (ECS)</p> <p>G5. teamwork and collaboration (ECS)</p> <p>G6. improving own learning &amp; performance through reflection (ECS)</p>	<p><b><u>Teaching and Learning strategies</u></b></p> <p>i. development of transferable skills permeates the programme at all levels</p> <p>ii. oral seminar presentations</p> <p>iii. tutorial and practical activities promoting interaction at peer and tutor level</p> <p>iv. group work</p> <p><b><u>Assessment</u></b></p> <p>i. Data handling</p> <p>ii. Professional discussions</p> <p>iii. Reflective reports</p> <p>iv. Presentations</p> <p>v. Included as part of the overall assessment for appropriate</p>

	modules
--	---------

**20. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.**

All students are initially registered for the BA (Hons) Early Years Education and Practice. The Programme is modular and is offered as a full time programme with the opportunity to gain 120 credits over one year. There is recognition of work based learning and therefore attendance at college is one day a week (6½ hours including tutorial).

Consideration has been given to the Early Years Teacher Status criteria to ensure the programme develops the skills, knowledge and understanding required in the sector and to allow progression on to Early Years Teacher Status or QTS if desired.

The Programme is divided into modules. All taught modules are worth 15 credits in line with University of Surrey requirements. This is indicative of 150 hours of learning, comprising of student contact, private study and assessment.

In order to achieve the award: BA (Hons) Early Years Education and Practice (top up) students must achieve 120 credits at Level 6. Level 6 credits provide the overall classification for the Honours degree.

**Programme variances (if applicable)**

N/A

**Programme pathways and variants**

N/A

FHEQ Level 6: Potential awards –  
 BA (Hons) Early Years Education and Practice (top up),  
 BA Early Years Education and Practice (top up) (Ordinary Degree)

Module code	Module title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements
EYE6001	Research with Young Children	Compulsory	15		120 credits are needed in order to progress to achieve the principal award. 60 credits are required for the award of BA Early Years Education and Practice (top up) (Ordinary Degree)
EYE6002	Promoting Health and Wellbeing	Compulsory	15		
EYE6003	Leadership and Management	Compulsory	15		
EYE6004	Comparing Early Childhood Education and Care	Compulsory	15		
EYE6005	Early Childhood Education and Policy – the Social Context	Compulsory	15		
EYE6006	The Reflective Practitioner	Compulsory	15		
EYE6007	Dissertation	Compulsory	30		

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?

There are no optional modules.

**21. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme**

External / guest teaching with be used to provide professional expertise where required to supplement lectures in modules

Student placement: Students are work-based learners and will be expected to use their

setting experiences to enhance their learning. .

### Further information

## 22. Criteria for admission

As specified by the University of Surrey Regulations, applicants will be expected to provide satisfactory evidence of ability to pursue successfully the BA (Hons) programme.

Requirements for enrolment are:

- a. Students will be expected to have achieved GCSE English and have achieved or be working towards GCSE Maths at grade C or above.
- b. A Foundation Degree in an appropriate subject with 240 credits achieved at Level 4 and 5 (average weighting at Level 5 50%)
- c. To have studied modules related to reviewing literature, leadership and management and personal skills
- d. Have the competency in English required by the University of Surrey

The expected applicants would normally have a Foundation Degree in Early Years: Education and Practice. Exceptional entry applications will be judged on individual merits to ensure they provided the underpinning content required to progress on to a BA (Hons) in Early Years Education and Practice (top up).

Applications will be subject to interview where the candidate will be asked to provide evidence of qualifications and an appropriate mentor and work placement. This is ensure suitability for the programme. Students will also provide with guidance as to the expectations of the programme and the assessment involved.

## 23. Assessment regulations

All programmes within the University of Surrey adhere to the Assessment Regulations. All taught programmes also reference and follow the *Code of Practice on the Assessment of Students' Work within Taught Programmes*.

## 24. Support for students and their learning

- ◆ Short induction programme for course orientation and module introduction
- ◆ Student handbook, Reading List
- ◆ Access to student support and learning services via the College Study Skills Centre. This provides support and guidance for students when required e.g. dyslexia
- ◆ Advice re Disabled Student Allowance
- ◆ Library Induction and research orientation, virtual package available.
- ◆ Extensive Library facilities, multiple copies and a range of loan services available for key texts.
- ◆ Well equipped specialist rooms
- ◆ Extensive support from a wide range of practitioners in the field of childcare and early years education
- ◆ Dedicated management team for the degree programme.
- ◆ All students are allocated personal tutors whose role it is to assist them with personal problems and advise on pastoral problems. When necessary students are introduced to the College counselling service.
- ◆ Access to HE Careers service
- ◆ Support for personal development planning
- ◆ Open access to all lecturing and administrative support staff members via e-mail for immediate contact and VLE (MOODLE).
- ◆ Support materials and online assessments via the virtual learning environment

## 25. Quality management – indications of quality and the methods for evaluating and improving quality

*Mechanisms for review of teaching and learning standards, curriculum content and assessment*

- ◆ Student programme review
- ◆ Course programme board, a staff /student board to review, evaluate and recommend action for course of study
- ◆ Classroom observation by School management team
- ◆ Revalidation Panels (quinquennial & interim review) involving University and external members
- ◆ External examiner's report
- ◆ Annual Quality Improvement Plan (QIP), School and Course Self Assessment reports (SAR)
- ◆ Practitioners Forum
- ◆ HE College Forum

2.2 *Committees with responsibility for monitoring and evaluating quality and standards*

- ◆ Course Programme Board
- ◆ Course Examination Board
- ◆ College Examination Board
- ◆ College Internal Validation Committee
- ◆ College Academic Standards Committee
- ◆ College Teaching and Learning Committee
- ◆ College Student Services Committee
- ◆ College Academic Board
- ◆ Validation Panels

2.3 *Mechanisms for gaining student feedback on the quality of teaching and learning experience*

- ◆ Student representatives elected for each year of the course
- ◆ Student programme review
- ◆ Course Programme Board
- ◆ Student questionnaires; induction and entry, programme review, destination survey

2.4 *Staff Development priorities*

- ◆ All staff must attain a recognised teaching qualification
- ◆ College staff development courses
- ◆ Conferences, courses, seminars to update specific knowledge on related issues
- ◆ All staff must be DBS checked

**26. Further information**

Further information can be found on our webpages at <http://www.farn-ct.ac.uk/higher-education> (for example the Key Information Set), and within the Programme Handbook, which is provided on entry to the Programme.

The General Regulations and Codes of Practice for taught programmes can be found at <https://www.surrey.ac.uk/learningandteaching/regulations/>

**PROGRAMME SPECIFICATION (from September 2016 onwards)**

<b>1. Awarding Body</b>	University of Surrey
<b>2. Teaching Institution (if different)</b>	University Centre Farnborough College of Technology
<b>3. Final Award</b>	BA (Hons) Early Years Education and Practice (top up)
<b>4. Programme title/route/pathway</b>	
<b>5. Subsidiary award(s) and title(s)</b>	BA Early Years Education and Practice (top up) (Ordinary Degree)
<b>6. FHEQ Level</b>	Level 6
<b>7. Credits and ECTS credits</b>	120 UK credits/60 ECTS credits
<b>8. Name of Professional, Statutory or Regulatory Body (PSRB)</b>	
<b>9. Date of last accreditation (if applicable)</b>	Revalidation May 2009 Interim Review May 2012
<b>10. Mode of study</b>	Full-time (work-based 1 day per week)
<b>11. Language of study</b>	English
<b>12. UCAS Code</b>	XL15
<b>13. QAA Subject Benchmark Statement (if applicable)</b>	Early Childhood Studies 2007, Draft Early Childhood Studies Benchmark Statements 2014 Educational Studies 2007
<b>14. Other internal and / or external reference points</b>	Early Years Teacher Status criteria Common Core of Skill and Knowledge CCLD National Occupational Standards
<b>15. Faculty / Department</b>	Applied and Health Sciences
<b>16. Programme Director</b>	Deborah Stephenson
<b>17. Date of Production / Revision of the specification</b>	May 2014

**18. Educational aims of the Programme**

1. provide a comprehensive and well-balanced programme of academic and vocationally-focused education at honours degree level by
    - exploring underpinning theories for work within the early years education and practice sector
    - exploring the context in which Early Years Education and Care has evolved, nationally and globally
    - analysing issues and concerns relating to the care and education of children
    - evaluating how practice in the workplace can be improved
  2. provide opportunities to
    - develop critical and reflective skills
    - formulate and articulate personal and professional perspectives
    - encourage independent and cooperative learning
  3. prepare students for career progression in the care and education of children or progression to postgraduate studies
- Intended Learning Outcomes** – The programme provides opportunities for students to achieve and demonstrate the following learning and educational outcomes, which have references to the benchmark statement for degrees in Early Childhood Studies (ECS) and Educational Studies (E)

- 19. Programme learning outcomes** – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

<p><b><u>Knowledge and Understanding</u></b></p> <p>K1. The ethical considerations and issues related to research with children (ECS)</p> <p>K2. aspects of children's social, emotional and mental health and development &amp; influences on behaviour (ECS)</p> <p>K3. The needs of young children aged 0 - 2 (ECS)</p> <p>K4. Leading and managing quality and change.(ECS)</p> <p>K5. Comparative education and Early Childhood Educational and Care systems (ECS) (E)</p> <p>K6. international perspectives &amp; their impact on UK policy development (ECS)</p> <p>K7. The social context of Early Childhood Education and Care (ECS) (E)</p> <p>K8. Equality, diversity, gender, race, socio-economic status and variable outcomes of children (ECS)</p> <p>K9. models of reflective practice (ECS)</p> <p>K10. Research with young children (ECS)</p> <p>K11.dissertation: information sources &amp; analysing data</p> <p>K12. personal &amp; professional management (ECS)</p>	<p><b><u>Teaching and learning strategies</u></b></p> <p>vii. lecture based presentations</p> <p>viii. practical sessions including role play and observation</p> <p>ix. individual and group project work</p> <p>x. individual presentations</p> <p>xi. Use of the VLE</p> <p>xii. Guest speakers</p> <p><b><u>Assessment</u></b></p> <p>vi. formal examination</p> <p>vii. assessed coursework / assignments</p> <p>viii. assessed oral presentations</p> <p>ix. poster presentations</p> <p>x. professional discussions</p>
<p><b><u>Skills and other attributes - <i>Intellectual / cognitive skills</i></u></b></p> <p>I1. critically analyse and problem solving(E)</p> <p>I2. literature searches to produce fully referenced written, oral &amp; visual reports(E)</p> <p>I3. use and interpret a range of data sources(E)</p> <p>I4. integration of knowledge through reflection of own and others practice(ECS)</p> <p>I5. communicate and present information(ECS)</p>	<p><b><u>Teaching and learning strategies</u></b></p> <p>viii. promoted through lectures,</p> <p>ix. practical work,</p> <p>x. report writing</p> <p>xi. directed reading</p> <p>xii. Data base use and literature searching</p> <p>xiii. Critiquing literature</p> <p>xiv. using work-based professional knowledge</p> <p><b><u>Assessment</u></b></p> <p>vi. a mix of formal examination,</p> <p>vii. coursework assignments</p> <p>viii. reports</p> <p>ix. Reflective logs</p> <p>x. Professional discussion</p>
<p><b><u>Skills and other attributes - <i>Professional practical skills</i></u></b></p> <p>P1. develop competence in working with children, parents and agencies (ECS)</p> <p>P2. assess child's needs and analyse data (ECS)</p> <p>P3. possess appropriate communication skills (ECS)</p> <p>P4. familiarity with IT and use of Internet ((ECS)</p> <p>P5. research information to support ideas (ECS)</p> <p>P6. establishing a safe environment for children(ECS)</p> <p>P7. leading and working collaboratively with others</p> <p>P8. Leading and managing change and quality assurance</p>	<p><b><u>Teaching and learning strategies</u></b></p> <p>vi. Case study analysis</p> <p>vii. Role play</p> <p>viii. Use of ICT</p> <p>ix. Formative presentations</p> <p>x. Data handling exercises</p> <p><b><u>Assessment</u></b></p> <p>v. direct observation</p> <p>vi. virtual learning environment (e- assessment)</p> <p>vii. Reflective logs</p> <p>viii. Observations and evaluations</p>
<p><b><u>Skills and other attributes – <i>Graduate attributes</i></u></b></p> <p>G1. use of evidence and logical thought in the presentation of ideas (ECS)</p> <p>G2. communication &amp; presentation by effective oral and written skills (ECS)</p> <p>G3. use of ICT (ECS)</p> <p>G4. evaluating information from numerical formats (ECS)</p> <p>G5. teamwork and collaboration (ECS)</p> <p>G6. improving own learning &amp; performance through reflection (ECS)</p>	<p><b><u>Teaching and Learning strategies</u></b></p> <p>v. development of transferable skills permeates the programme at all levels</p> <p>vi. oral seminar presentations</p> <p>vii. tutorial and practical activities promoting interaction at peer and tutor level</p> <p>viii. group work</p> <p><b><u>Assessment</u></b></p> <p>vi. Data handling</p> <p>vii. Professional discussions</p> <p>viii. Reflective reports</p> <p>ix. Presentations</p> <p>x. Included as part of the overall assessment for appropriate</p>

	modules				
<b>20. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.</b>					
<p>All students are initially registered for the BA (Hons) Early Years Education and Practice. The Programme is modular and is offered as a full time programme with the opportunity to gain 120 credits over one year. There is recognition of work based learning and therefore attendance at college is one day a week (6½ hours including tutorial).</p> <p>Consideration has been given to the Early Years Teacher Status criteria to ensure the programme develops the skills, knowledge and understanding required in the sector and to allow progression on to Early Years Teacher Status or QTS if desired.</p> <p>The Programme is divided into modules. All taught modules are worth 15 credits in line with University of Surrey requirements. This is indicative of 150 hours of learning, comprising of student contact, private study and assessment.</p> <p>In order to achieve the award: BA (Hons) Early Years Education and Practice (top up) students must achieve 120 credits at Level 6. Level 6 credits provide the overall classification for the Honours degree.</p>					
Programme variances (if applicable)					
N/A					
Programme pathways and variants					
N/A					
<p>FHEQ Level 6: Potential awards –  BA (Hons) Early Years Education and Practice (top up)  BA Early Years Education and Practice (top up) (Ordinary Degree)</p>					
Module code	Module title	Core /compulsory /optional	Credit volume	Semester (1 / 2)	Award requirements
EYE6001	Research with Young Children	Compulsory	15		120 credits are needed in order to progress to achieve the principal award. 60 credits are required for the award of BA Early Years Education and Practice (top up)(Ordinary Degree)
EYE6002	Early Intervention Setting Firm Foundations for Learning 0 - 2	Compulsory	15		
EYE6003	Leading Quality and Change	Compulsory	15		
EYE6004	Comparing Early Childhood Education and Care	Compulsory	15		
EYE6005	Early Childhood Education and Policy – the Social Context	Compulsory	15		
EYE6006	The Reflective Practitioner	Compulsory	15		
EYE6007	Dissertation	Compulsory	30		
How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?		There are no optional modules.			
<b>21. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme</b>					
External / guest teaching with be used to provide professional expertise where required					



to supplement lectures in modules	
Student placement: Students are work-based learners and will be expected to use their setting experiences to enhance their learning. .	
<b>Further information</b>	
<b>22. Criteria for admission</b>	
<b>As specified by the University of Surrey Regulations, applicants will be expected to provide satisfactory evidence of ability to pursue successfully the BA (Hons) programme.</b>	
Requirements for enrolment are:	
<ul style="list-style-type: none"> <li>a. Students will be expected to have achieved GCSE English and have achieved or be working towards GCSE Maths at grade C or above.</li> <li>b. A Foundation Degree in an appropriate subject with 240 credits achieved at Level 4 and 5 (average weighting at Level 5 50%)</li> <li>c. To have studied modules related to reviewing literature, leadership and management and personal skills</li> <li>d. Have the competency in English required by the University of Surrey</li> </ul>	
<p>The expected applicants would normally have a Foundation Degree in Early Years: Education and Practice. Exceptional entry applications will be judged on individual merits to ensure they provided the underpinning content required to progress on to a BA (Hons) in Early Years Education and Practice (top up). Applications will be subject to interview where the candidate will be asked to provide evidence of qualifications and an appropriate mentor and work placement. This is ensure suitability for the programme. Students will also provide with guidance as to the expectations of the programme and the assessment involved.</p>	
<b>23. Assessment regulations</b>	
All programmes within the University of Surrey adhere to the Assessment Regulations. All taught programmes also reference and follow the <i>Code of Practice on the Assessment of Students' Work within Taught Programmes</i> .	
<b>24. Support for students and their learning</b>	
<ul style="list-style-type: none"> <li>◆ Short induction programme for course orientation and module introduction</li> <li>◆ Student handbook, Reading List</li> <li>◆ Access to student support and learning services via the College Study Skills Centre. This provides support and guidance for students when required e.g. dyslexia</li> <li>◆ Advice re Disabled Student Allowance</li> <li>◆ Library Induction and research orientation, virtual package available.</li> <li>◆ Extensive Library facilities, multiple copies and a range of loan services available for key texts.</li> <li>◆ Well equipped specialist rooms</li> <li>◆ Extensive support from a wide range of practitioners in the field of childcare and early years education</li> <li>◆ Dedicated management team for the degree programme.</li> <li>◆ All students are allocated personal tutors whose role it is to assist them with personal problems and advise on pastoral problems. When necessary students are introduced to the College counselling service.</li> <li>◆ Access to HE Careers service</li> <li>◆ Support for personal development planning</li> <li>◆ Open access to all lecturing and administrative support staff members via e-mail for immediate contact and VLE (MOODLE).</li> <li>◆ Support materials and online assessments via the virtual learning environment</li> </ul>	
<b>25. Quality management – indications of quality and the methods for evaluating and improving quality</b>	
<i>Mechanisms for review of teaching and learning standards, curriculum content and assessment</i>	
<ul style="list-style-type: none"> <li>◆ Student programme review</li> <li>◆ Course programme board, a staff /student board to review, evaluate and recommend action for course of study</li> <li>◆ Classroom observation by School management team</li> <li>◆ Revalidation Panels (quinquennial &amp; interim review) involving University and external members</li> <li>◆ External examiner's report</li> <li>◆ Annual Quality Improvement Plan (QIP), School and Course Self Assessment reports (SAR)</li> <li>◆ Practitioners Forum</li> <li>◆ HE College Forum</li> </ul>	

- 2.2 *Committees with responsibility for monitoring and evaluating quality and standards*
- ◆ Course Programme Board
  - ◆ Course Examination Board
  - ◆ College Examination Board
  - ◆ College Internal Validation Committee
  - ◆ College Academic Standards Committee
  - ◆ College Teaching and Learning Committee
  - ◆ College Student Services Committee
  - ◆ College Academic Board
  - ◆ Validation Panels
- 2.3 *Mechanisms for gaining student feedback on the quality of teaching and learning experience*
- ◆ Student representatives elected for each year of the course
  - ◆ Student programme review
  - ◆ Course Programme Board
  - ◆ Student questionnaires; induction and entry, programme review, destination survey
- 2.4 *Staff Development priorities*
- ◆ All staff must attain a recognised teaching qualification
  - ◆ College staff development courses
  - ◆ Conferences, courses, seminars to update specific knowledge on related issues
  - ◆ All staff must be DBS checked

## **26. Further information**

Further information can be found on our webpages at <http://www.farn-ct.ac.uk/higher-education> (for example the Key Information Set), and within the Programme Handbook, which is provided on entry to the Programme.

The General Regulations and Codes of Practice for taught programmes can be found at <https://www.surrey.ac.uk/learningandteaching/regulations/>