PROGRAMME QUALITY HANDBOOK 2024-25

BA (Hons) Childhood and Youth Studies

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Welcome and Introduction to BA (Hons) Childhood and Youth Studies.

1.1 Welcome

Welcome to the BA (Hons) Childhood and Youth Studies programme, awarded by the University of Plymouth. It is the Level 6 top-up bachelor's degree for students who have already attained a Level 5 qualification such as a Foundation Degree or Level 5 Diploma delivered at the University Centre South Devon (UCSD), or from another higher education provider. We are delighted that you have chosen to top-up your Level 5 qualification to a Bachelors Honours Degree with us. As students with diverse qualifications and experience working with children and young people, you will be supported to achieve your degree and progress into further study or your chosen career.

Highlights of the BA (Hons) Childhood and Youth Studies programme

- The programme has been designed with local employers in education, and social, community and youth settings to provide opportunities for you to extend and apply your existing knowledge and experience ready for graduate level employment[1] or further study.
- You will be studying in small groups (usually between 15-20 students) alongside peers from a range of academic and practice backgrounds. We will encourage you to work together and share your experiences to develop academic skills, personal and professional attributes, and work-ready skills and behaviours.
- The University Centre prides itself on excellent teaching, learning and assessment practices. The teaching team are experienced teachers with professional experience in all sections of education, and the voluntary and public sectors. We also maintain our professional practice and currency through voluntary work and engagement with employers so you can be sure your course is up to date.
- The teaching and dissertation supervisor team are all involved in higher academic study and/or research. We recently jointly wrote a textbook to support our students https://www.routledge.com/Challenges-in-Early-Years-and-Primary-Education-Employing-critical-thinking/Tarry/p/book/9781032139852

[1] Please note this is not a JNC (Joint Negotiating Council) National Youth Agency accredited programme.

- All the UCSD and wider South Devon College staff are dedicated to ensuring that you receive the support you need to achieve.
- Your voice and feedback are important, and we pride ourselves on our ability to listen and learn, thus enabling you to influence your higher education experience, and that of future students on the course.

We look forward to welcoming you to the BA (Hons) Childhood and Youth Studies programme and ultimately celebrating your graduation and progression into employment and/or further study.

This is your Programme Quality Handbook (PQH), the PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH, our website contains our online Handbook to support you with studying at UCSD. A link is available here https://www.ucsd.ac.uk/student-life/student-handbook It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

1.2 Programme Management

Role	Person	Email address
Personal Tutor and Programme Lead	Sarah Kettle-Buchanan	skettlebuchanan@southdevon.ac.uk
Programme Coordinator	Lisa Rogers	lisarogers@southdevon.ac.uk
Higher Education Coordinator	Lisa Rogers	lisarogers@southdevon.ac.uk
Curriculum Head	Hannah Davies	hannahdavies@southdevon.ac.uk
Assistant Principal	Maria Woodger	mariawoodger@southdevon.ac.uk

1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.

Your personal tutor will be **Sarah Kettle-Buchanan**

Sarah has been working in primary and higher education for over ten years. She has post-graduate qualifications in teaching post-16 students and in supporting learners with literacy-related difficulties.

In addition to her teaching and programme leadership responsibilities, Sarah is the Higher Education Academic Quality Coordinator and is based on the second floor of the University Centre.

1.4 Tutoring at UCSD

UCSD aims to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality, and the University of Plymouth Student's Union for students on UoP programmes.

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and can access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section Student Support Hub below for more information.

The tutorial and personal development curriculum is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

More information about the UCSD tutorial commitment and the Learning Outcomes covered by the tutorial and personal development curriculum at Level 4 and above are available on the UCSD website at https://www.ucsd.ac.uk/student-life/support/tutorial/

1.5 Course Contact List

Details of your module leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this: https://www.ucsd.ac.uk/research-and-expertise/childhood-and-youth/

If you have questions about a module, please contact the appropriate module leader. If you have any questions about the programme or your pastoral needs please contact your personal tutor. If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

Module Leader	Modules	Contact	Days/hours worked
Sarah Kettle-Buchanan	Tutorial SOUD3097 Children and young people who flourish	skettlebuchanan@southdevon.ac.uk	Full-time
Kelly Smith	**SOUD3088** Representations of Childhood and Youth	kellysmith@southdevon.ac.uk	Part-time working Monday, Thursday, Friday
Dr Ezekiel Chattell	SOUD3089 Compassionate Practitioners and Leaders SOUD3104 Research Dissertation SOUD3103 Research investigation (PT/Y2) SOUD3102 Research Preparation (PT/Y1)	ezekielchattell@southdevon.ac.uk	Full-time
Caroline Knight	SOUD3090 Contemporary Issues in Childhood and Youth	carolineknight@southdevon.ac.uk	Part-time, working Mondays, Tuesdays, Wednesdays

1.6 Preparing for your programme

At UCSD, we understand that Level 6 Bachelors degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: https://www.ucsd.ac.uk/the-first-year-at-university/.

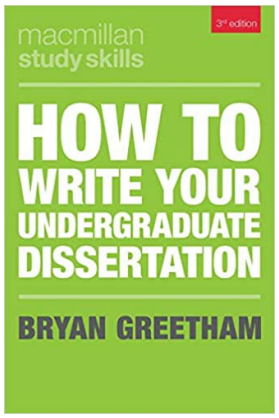
The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Preparatory activities and reading

If you are joining the BA (Hons) Childhood and Youth Studies as a full-time or year-one part-time student, or re-joining us as a second year part-time student, the most important preparation you can make is to focus on your dissertation. We suggest you do the following:

- Purchase and read the dissertation textbook:



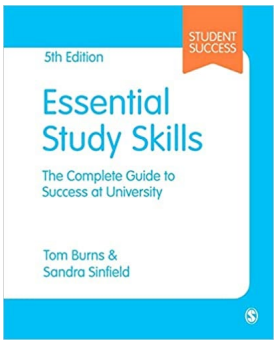
Greetham, B. (2019). How to write your undergraduate dissertation. London: Red Globe Press

(Earlier editions of this text are available cheaply online)

- Consider the broad topic areas that you are interested in within the field of children and young people.
- Do some reading about the topic areas you are interested in – book chapters are a useful starting place but then read some online research journal articles about the topic.
- Identify what you don't know about the topic but would like to find out. This is known as the research question. Eventually, your research question should be specific, but at this stage have several potential lines of enquiry that you can discuss with the team in September.
- Attend the Induction and Dissertation workshop sessions in September to discuss your idea. Ideally you will have two or three ideas that you have read some research about, and identified what you want know more about.
- If you want to discuss your ideas before September, please contact Sarah or Ezekiel skettlebuchanan@southdevon.ac.uk or ezekielchattell@southdevon.ac.uk

Additional preparation

- Purchase and read the study skills textbook:



Turns, T. and Sinfield, S. (2022). *Essential Study Skills: The Complete Guide to Success at University*. London: Sage.

(Earlier editions of this text are available cheaply online)

- Undertake the practical activities in the book to practice reading and writing for university study.
- Attend the Stepping up to HE workshops in the summer before your course starts.
- Book an appointment with the HE Study team at UCSD before you commence your course so that you can review your skills and develop some good study habits before you start.

1.7 Curriculum design principles

Programme Rationale

The BA (Hons) Childhood and Youth Studies programme is a Level 6 top-up degree for students who have successfully achieved a Level 5 qualification in a related subject, for example UCSD's FdA Education and Childhood, FdA Working with Children, Young People and Families or Diploma in Education and Training, or a similar programme from another university. The programme aims to facilitate your professional and academic development, preparing you for a career working with children and/or young people in education, social care, youth or community work. You will develop the critical thinking and reflection skills, alongside the subject knowledge.

Context

The curriculum of the BA (Hons) Childhood and Youth Studies has been designed to build on and extend your Level 4/5 studies and work experience with children and young people. Although you do not have to be in practice during the programme, you must have at least one-year of experience working or volunteering in education, social, youth or community work. You will draw on this experience throughout your classroom learning and assessments. However, please note this is not a JNC (Joint Negotiating Council) National Youth Agency accredited programme.

The programme teaching team are part of the wider Children and Young People curriculum team at South Devon College encompassing higher education degree courses in FdA Education and Childhood, FdA Working with Children, Young People and Families, FdA Youth Justice, and BA (Hons) Childhood and Youth Studies. We work in partnership with our South Devon College further education colleagues delivering a range of Level 1, 2 and 3 Children and Young People courses, and our colleagues teaching social science courses from Levels 1 to 6.

The Children and Young People curriculum team works with employers across the Torbay and south Devon area to facilitate student placements, apprenticeships and curriculum development. Feedback from employers and students' mentors about the curriculum is gathered through individual meetings during the academic year and events such as the Children and Young People Conference held during Research Showcase in May each year.

This employers' feedback, together with students' feedback and academic sector developments identified by teaching staff, help to inform and develop the programme curriculum, assessments and enrichment activities.

Content

The BA (Hons) Childhood and Youth Studies programme consists of four 20 credit modules, one 40 credit module to complete your dissertation (for new part-time students the dissertation is split into two 20-credit modules), and the tutorial programme to support your academic and professional development. The sequencing of your programme allows you to develop the knowledge, skills and behaviours ready for graduate employment with children and young people. Although the modules stand-alone, the knowledge and understanding you develop within the modules will build as you progress through the programme and you will be able to apply it to your future module learning and assessments.

The Research Dissertation module involves independent primary or secondary data collection on a topic of your choice, negotiated with your dissertation supervisor. Any previous research experience you have gained through employment, voluntary work or your earlier studies will be valuable in helping you to plan and undertake your dissertation. However, the preparatory activities outlined in section 1.6, pre-programme activities (either as part of your Stepping Up to Level 6 within your Foundation Degree, or direct-entry student induction in September), module teaching for Research Dissertation and the support of your dissertation supervisor will give you all the knowledge and skills you need to successfully undertake your research project and write up your dissertation.

1.8 Teaching and Learning Strategy

The BA (Hon) Childhood and Youth Studies (top-up) programme is designed to be delivered with weekly face-to-face scheduled learning activities, asynchronistic learning opportunities and resources on our online learning platforms, guided independent learning in preparation for schedule learning activities, and independent study towards assessments. Students can access their timetables on OnTrack and SDConnect.

Notification of amendments will be issued via Moodle/email/MS Teams. Modes of delivery will include:

Scheduled Activities	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	At UCSD, lectures describe classroom teaching and are used to introduce the key concepts and issues using interactive teaching and learning methods.
Seminars	Seminars provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture. Seminars are often integrated into classroom teaching following or within lectures.
Tutorials	One-to-one tutorials are used for draft assessment feedback. You will have one draft tutorial for each assessment.
Guided distance learning activities	Students are expected to prepare for scheduled learning activities by undertaking pre-reading, flipped learning activities or other guided distance learning activities.
Guided independent study	Students are provided with a comprehensive reading list and other resources via Moodle and MS Teams to support independent learning and work towards assessment.

The teaching and learning strategy builds on the UCSD Teaching, Learning and Scholarship Policy and South Devon College Teaching and Learning Framework. The framework is underpinned by five core principles: the evidence-informed teacher, the evidence-informed learner, the ambitious and inclusive curriculum, the responsive teacher, and the confidence and employable learner.

As evidence-informed teachers, our practice is based on research applying cognitive psychology in the classroom (Rosenshine, 2012), to create learning cultures where students are secure in the key concepts, skills and behaviours. In practice, our schemes of learning are designed to embed daily review, introducing new topic in small steps, using

probing questions, offering guided practice, scaffolding new skills development, and opportunities for independent practice and regularly reviews.

We support our students to be evidence-informed learners by prompting the development of study and academic skills, through scaffolding of skills and guided practice in the classroom, and study skills support from the dedicated HE Study team at the University Centre. We encourage students to learn the metacognitive skills to reflect on their learning, gather feedback, plan and apply strategies for their learning to promote motivation and persistence in their studies.

The ambitious and inclusive curriculum is designed in response to the needs of our diverse student population, employers and the local community. The modules and assessments allow students to extend their prior knowledge and experience, explore new and emerging topics, and investigate in depth an area of academic and/or professional interest. Creating a flexible and holistic curriculum allows a degree of personalisation for students. Inclusive teaching and learning practices, and the importance of our personal development programme embedded within the tutorial curriculum are designed to enable all students to thrive in their chosen area and develop their employability.

As responsive teachers, we seek to create a learning culture that empowers staff to deliver a curriculum that is student-centred and responsive to prior knowledge, skills and behaviours, and the progress made by individual students. Collaborative learning and group work are incorporated into schemes of learning, enabling students to learn from and with their peers, and practice their thinking for formative feedback.

The final element of the teaching and learning framework champions the need for students to develop confidence, resilience, and independence. Although there is no requirement for students to be in practice, or on a placement, during the BA (Hons) Childhood and Youth Studies, it is anticipated that most students will be or have been in recent practice. Therefore, students will be able to apply their developing knowledge and understanding in their practice, and draw on this experience to support their learning and assessments. Alongside this professional experience, students will be supported to explore alternative and advanced career paths through the tutorial curriculum and module teaching. The tutorial curriculum also includes opportunities for students to recognise and value their developing employability skills including digital skills, citizenship, enterprise, professional behaviours, and networking.

Scheduled learning activities in the classroom are supplemented with online learning opportunities on Moodle and MS Teams. Teaching resources are available to students on Moodle at least 48 hours in advance of lessons, with supplemental reading and audio-visual resources to enable deeper exploration of topics. UCSD uses MS Teams as our online collaboration tool, with students able to interact with their peers and module leader on the chat function, scheduled learning activities recorded and transcribed within the module channels, and module leaders able to give summaries, notices and remind students in an asynchronistic manner. In addition to scheduled learning activities, students are expected to undertake considerable self-directed learning to prepare for classroom seminars and in preparation for assessments.

1.9 Research and employment-informed teaching and learning

UCSD supports academic teaching staff to develop their subject knowledge, professional practice and keep currency in their academic field through investment in continuous professional development through a variety of mechanisms.

All the teaching and dissertation supervision team are involved in professional development to support their teaching practice, subject knowledge development and academic skills. Everyone is a qualified teacher, most specialising in teaching adults, and all engage in the college's continuous professional development to improve and develop teaching practice in-line with the evidence-informed teacher programme. Several of us are involved in the British Psychological Society's Division of Academics, Researchers and Teachers of Psychology, gaining valuable insights from across the UK higher education sector about improving our pedagogy in the subject area.

Everyone undertakes numerous research and scholarly activities each academic year to maintain currency in our academic field and advance our own academic skills. This includes undertaking academic study for higher qualifications, attending and presenting at conferences, taking short vocational course such as mental health or Forest School, writing and publishing academic research, and collaboratively writing text books. Our first book, 'Challenges in early years and primary education: Employing critical thinking skills during turbulent times', edited by Estelle Tarry, was published in 2022 and a follow-up text is currently being written.

As university lecturers in college Higher Education, we are all dual professionals, having worked for many years in the sector we teach about. Members of the team have worked as teachers and support staff in early years, primary, secondary and special schools. We have specialists in literacy-related difficulties, children's mental health and wellbeing, safeguarding, early years care, and community and social care, as well as members of the team who have worked in the police, social services and the voluntary sector. We bring this knowledge and experience into our classroom teaching. We also maintain currency in our sector through employer liaison and engagement activities such as our annual conference, working with employers and placement mentors, and volunteering as school governors.

The depth of research, scholarly activity and employment-related engagement that the team undertake is a particular strength of the programme. We bring all this into the classroom, ensuring your teaching and learning experience is excellent.

1.10 Resources to support outstanding teaching and learning

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help develop students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching spaces in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

As a UCSD student you will have access to the following resources:

- Microsoft Office applications and OneDrive via your southdevon.ac.uk account
- MS Teams for online learning and communication with your peers and teaching team
- Moodle, South Devon College and the University Centre's virtual learning environment
- The South Devon College Library in the main college building. The library hosts thousands of hard copy textbooks.

- The South Devon College online library, via Moodle, which hosts thousands of ebooks and online journals specifically selected for courses related to children and young people.
- The University of Plymouth online library, Primo, which hosts hundreds of thousands of ebooks and online journals.

You will be issued with a reading list of textbooks and additional reading for each module, you do not have to purchase the books as they are available in the South Devon College and/or Primo library as either hardcopy textbooks or ebooks. If you wish to purchase any of the textbooks recommended, you can often get earlier editions of the books cheaper from online shops.

1.11 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ and the assessment guidance on the UCSD website https://www.ucsd.ac.uk/student-life/support/assessment-guidance/

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on https://www.ucsd.ac.uk/student-life/support/assessment-guidance/ and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

Your assessment timetable will be available on Moodle at the start of your course. There are broadly three types of assessment and feedback at UCSD:

- **Formative assessment and feedback** opportunities are embedded into module teaching and assessment for learning. This means your teachers will be continuously assessing you learning progress towards the module's learning outcomes and giving you verbal feedback, for example in answers to questions, and in response to group activities and your assessment plans.

- **Draft assessment and feedback** are a set time within your module when you can submit a draft version of your assessment for formal feedback. The feedback could be verbal and/or written feedback.
- **Summative assessment and feedback** are the final stages of the assessment cycle. You will formally submit your final assessment task, and receive summative developmental feedback and a grade for the task within 20-working-days.

Assessment within the BA (Hons) Childhood and Youth Studies

Assessments are designed to enable students to meet the learning outcomes of modules. Assessment of learning outcomes is guided by the University of Plymouth and UCSD assessment policies and affords students the opportunity to undertake a range of different summative tasks including policy reviews, case studies, problem solving activities, articles, research reports, literature reviews and practical assessments including presentations and debates throughout their programme of study. All modules require an overall pass mark of 40%. Assessment briefs are published as part of the module guides ahead of the commencement of module teaching. Each assessment brief outlines how student can meet the learning outcomes through the assessment task, including a breakdown of what is expected, the marking criteria for the assessment task and the generic grading criteria for Level 6.

There is a diverse mix of assessment methods which ensure that specific students are not disadvantaged by specific forms of assessment, varying assessment activities has also helped develop a broader range of personal and employability skills. Student engagement is improved by using real life contexts in assessments which include analytical case studies and the writing of articles with current and relevant news associated with their area of specialism or topic choice. Staff will provide exemplar assessments, where appropriate, that allow students to visualise what the task is and independently or under direction to practise equivalent assessment tasks in advance of ‘the real thing’ and/or utilise these as formative tasks and discuss openly in taught sessions.

The use of an early, lower weighted assessment and feedback allows students and academic staff to identify areas for development and put in place support mechanisms to enable students to transition into Level 6 effectively. This early assessment is particularly

important for direct-entry or non-Foundation Degree progressing students who need reassurance and guidance early in the programme.

A range of formative learning activities are included throughout the module teaching to enable students to assess their progress, areas of strength and further development needs. Draft tutorials are planned into the scheme of learning to discuss assessments in a full and detailed approach. Students typically receive written feedback on their draft submission, verbal feedback during their draft tutorial, and generic feedback of common themes identified during the draft tutorial period.

Summative coursework submissions are via Turnitin. This allows students the opportunity to submit their assessment and receive similarity report feedback, thereby enabling them to develop the integrity of their academic writing for final summative submission. Students are offered a range of practical assessment modes, potentially including the development of poster presentations, training videos or vlogs/blogs. Practical assessments are marked in the moment, but a Turnitin submission of a reference list or presentation slides enables all feedback to be given via Turnitin for a consistent assessment feedback experience.

All assessment briefs are internally moderated and available to External Examiners before they are distributed to students, and assessment marking is internally moderated in line with the UCSD policy before summative feedback is released to students. The annual programme monitoring alongside early/end of module reviews allow staff to monitor the success of assessment type against learning outcomes. Student involvement in programme and assessment reviews helps monitor inclusive practice. Assessment audits enable the team to carry out and share good practice. All assessments will be subject to a rigorous moderation process both internally, and where required by University regulations, externally. Assessments will be reviewed annually through Programme Monitoring with input from students via module reviews and programme level student data.

Feedback

Students will be given information in tutorial and each module about what types of formative, draft and summative feedback they will receive. Students are provided with verbal formative feedback throughout the teaching and learning experience, and written and verbal feedback on a draft submission. Draft feedback highlights how students can develop their work to meet the learning outcomes and improve their assessments. Summative

feedback is digital through Turnitin. This encompasses narrative commentary through continuous prose, the use of Quickmarks to highlight positive work and areas for improvement, audio recorded feedback and a breakdown of marks allocated to different assessment marking criteria. The narrative comments highlight what the student did well, how they can improve their work and targets for them to work towards, including recommendations to seek support from the HE Study team.

The feedback process is clearly communicated to students as part of their induction and tutorial programme. It is explained that summative feedback is released 20-working days after summative submission date, with dates published in the Module Guides and on Turnitin. Occasionally, summative feedback is released early if it has been marked and moderated, and early release would support subsequent assessment. As there are two pieces of assessed work in a module, feedback from the first piece will be made available prior to the submission date for the subsequent piece(s). The teaching team will inform students of their processes and policies relating to feedback, and publicise the principles of feedback in the module guides. In exceptional circumstances, when summative feedback release is delayed, students will be told why and given a new due date.

Feedback quality is maintained through benchmarking and moderation processes within the section to ensure it is fit for purpose and appropriate. Staff awareness is raised through CPD, ensuring that levels of feedback are sustainable for staff to deliver and staff are actively sharing existing good practice. The teaching team will check that feedback is fit for purpose and that it enhances learning at module, programme and section level, as part of on-going annual review processes. This is specifically to ensure that feedback genuinely supports student learning. Monitoring of feedback will also take place to ascertain consistency of quality and appropriateness of type of feedback offered and mode of delivery.

1.12 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole UCSD student body, chairs the

Student Consultative Forum and works with the UCSD leadership team to act on student feedback. Additionally, a Higher Education Student Governor is nominated from the student body to represent your views in South Devon College's governance structures. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	**We did:**
Make the resources easier to find on Moodle, within the research module, 2023-24	The resources have been themed and are easier to locate on Moodle within the research tile ready for 2024-25
Time to practice practical assessments e.g. seminar debates and presentations before the summative.	Time has been embedded within the module teaching schedule and in tutorial time to practice practical assessments.

1.13 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/

The UCSD Student Support Hub https://www.ucsd.ac.uk/student-life/support/ is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but we are here to help and can support you to make the right decisions for you and your studies. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas), so that you can be supported to thrive:

HE Study Team

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge, we are here to support everyone. The team can support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better, and those for whom learning is more challenging. There is a wealth of resources on the UCSD website https://www.ucsd.ac.uk/student-life/support/study-skills/ and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

HE Disability Team

If you have a disability or difficulty, whether that is physical, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to study. If you are unsure whether your needs would be categorised as a disability or difficulty we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit https://www.ucsd.ac.uk/student-life/support/disability-support

HE Wellbeing Team

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be

afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see https://www.ucsd.ac.uk/student-life/support/wellbeing-support/ or contact HEwellbeing@southdevon.ac.uk

HE Employability

The Employability team are available to support you as your career plans develop. They support you to search for placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see https://www.ucsd.ac.uk/employability-and-next-steps/ or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the online resources on our website https://www.ucsd.ac.uk/stepping-up-to-higher-education/ and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.14 Becoming a South Devon Graduate

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a

South Devon Graduate. To find out more, visit https://www.ucsd.ac.uk/south-devon-graduate/

Higher-level academic skills

Alongside excellent programme design, and outstanding teaching, learning and assessment on your course, tutors will help you to identify and address any gaps in your academic knowledge, skills and behaviours. This starts before your course begins with preparation activities online and in-person to help you develop foundational academic skills, the tutorial curriculum then scaffolds new and developing knowledge and skills with your peers throughout your course, and you can access one-to-one support from the UCSD Student Support Hub.

As a Level 6 student you will have already developed strong academic skills, but there is always room for improvement, and we want to you to graduate with the highest degree classification you can. Employers often consider a grade of more than 60% (an upper second class, 2:1) a 'good' degree. Therefore, we will continue to re-visit core academic skills and improve studying and academic habits through the tutorial programme and module teaching. You will have an early assessment in Semester 1 designed to give you detailed developmental feedback on your Level 6 academic skills and sign post you to places you can get extra support.

Positive personal attributes for your future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment though initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

The BA (Hons) Childhood and Youth Studies programme draws students together from a range of prior courses. During tutorial and your modules we will encourage participate in

group work so that you can build a wider network of peers and experience, and enhance your confidence, resilience and integrity. The personal development and Ready, Respect and Safe agenda will be embedded throughout our tutorials and module teaching as they reflect the content, ethos and relationship-based approach of the programme and teaching team.

Work-ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready though work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

As a Level 6 student many of you will be thinking about 'what next' alongside your assessments. The team have considerable experience supporting students into work or further study, and getting you ready for this next step. During tutorial and module teaching we will explore your strengths and values, and how you can use these to build a career plan. We will also investigate different roles and career paths with vacancies promoted on our Facebook group https://www.facebook.com/groups/350017548962422. You can also access support for personal statements and CV from the Student Support Hub as well as through tutorial. See section 1.14 Preparation for employment and further academic study below for more details.

Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

1.15 Preparation for employment and further academic study

Preparation for employment and personal development are central to the programme as it is the final year of undergraduate study. It is delivered as part of the module teaching and assessment, weekly tutorial, employability and enrichment activities, and UCSD

opportunities. As much as practicable, these activities will be organised to enable students to work with students from across the University Centre, widening their social and professional network, and fostering a sense of belonging to UCSD and the University of Plymouth.

Module teaching and assessments contextualise professional, personal and employability development throughout the schemes of learning. For example, in the Compassionate Practitioners and Leaders module, students will be reflecting on their own professional practice and group work. In other modules, assessments will be authentic to enable students to develop behaviours and skills applicable to the education. Where appropriate, students will observe how their developing skills match professional standards, such as Teachers' Standards.

Weekly tutorials for BA (Hons) Childhood and Youth Studies students take place following the UCSD Tutorial Curriculum, with a focus on advanced academic skills, personal development and employability. All students have the same personal tutor who leads weekly tutorials, supports the pastoral and academic development of students one-to-one, and facilitates employability and enrichment opportunities. Different post-graduate training, graduate employment and work and life experience opportunities will be introduced, explored and discussed throughout the academic year. The tutorial curriculum embeds advanced academic skills to meet the requirements of Level 6, whilst acting as booster session for students whose skills are still emerging. The booster sessions are particularly important for direct-entry students, and are supplemented by an enhanced tutorial package of online resources, referral to HE Study and one-to-one support from the personal tutor.

The personal tutor and teaching team will deliver a package of employability and enrichment activities for students. This may include exchange visits to different students' workplace settings; guest speakers; local, national and/or international visits to explore module and/or employability relevant sites; research dissemination opportunities; vocational training courses, e.g. Forest School, Mental Health First Aid; and acting as an advocate for the programme at open events, with employers or with students on other levels of study. As much as possible these activities will be co-ordinated to enable students to work with their peers from other Level 6 courses, and those studying the BA (Hons) Childhood and Youth Studies Level 4/5 feeder programme.

UCSD also organises a range of professional development and employability opportunities that BA (Hons) Childhood and Youth Studies students can engage in. These include CV writing or personal statement writing workshops or one-to-one support; advance academic skills support; contributing to UCSD as a Student Rep or Ambassador; support with wellbeing or disabilities needs; and exploration of local and national employment and study opportunities.

The teaching team work with employers through Torbay and south Devon, including those who are hosting students on Level 4 and Level 5 work-based learning placements. Employers are invited to our annual Research Showcase and student celebrations, to continuous professional development (CPD) events the team organise and we visit them both individually for our own CPD and with student groups. This enables us to maintain currency in our teaching and draw links from the academic theory to practice in the workplace. Module teaching and tutorial, and any work-based learning students do alongside their studies, will foster students' growing professional identities. As students will be entering a range of employment and further studies, sharing work experience and discussing how different sectors and occupations view topics will contribute to students' holistic understanding of childhood and youth issues.

1.16 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	PA1/ 2	SOUD3097: LO1/3 SOUD3088: LO1/2 SOUD3089: LO2/3 SOUD3090: LO3/4 SOUD3104: LO1/2/3/4 SOUD3102: LO1/2/3/4	SOUD3097: A1 Briefing paper, A2 Patchwork SOUD3088: A1 Trade article, A2 Case study report SOUD3089: A1 Group presentation, A2 Reflection SOUD3090: A1 Report, A2 Presentation/Vlog SOUD3104: A1 Proposal, A2 Dissertation SOUD3102: A1 Literature Review, A2 Proposal SOUD3103: A1 Dissertation, A2 Poster	SOUD3088: Visit to special school SOUD3104/ SOUD3103: Present at Research Showcase	UCSD HE Study Skills support
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	PA3/4/5	Tutorial SOUD3097: LO2/4 SOUD3088: LO3/4 SOUD3089: LO1/2/3/4 SOUD3090: LO1/2 SOUD3104: LO3/4 SOUD3102: LO3/4 SOUD3103: LO4	SOUD3097: A1 Briefing paper, A2 Patchwork SOUD3088: A2 Case study report SOUD3089: A1 Group presentation, A2 Reflection SOUD3090: A1 Report, A2 Presentation/Vlog SOUD3062: A2 Dissertation SOUD3102: A2 Proposal SOUD3103: A1 Dissertation and A2 Poser	SOUD3104/ SOUD3103: Present at Research Showcase	Engagement in UCSD Student Voice activities

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	PA3	SOUD3089: LO1 SOUD3104: LO2/3 SOUD3103: LO1/2/3/4	SOUD3097: A1 Briefing paper, A2 Patchwork SOUD3088: A1 Trade article SOUD3089: A1 Group presentation SOUD3090: A2 Presentation/Vlog SOUD3104: A1 Proposal, A2 Dissertation SOUD3103: A1 Dissertation, A2 Poster	SOUD3104/ SOUD3103: Present at Research Showcase	Accessing and managing Moodle, MS Teams, Library, OneDrive, email etc.
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations and within career-relevant contexts.	PA2/3	SOUD3097: LO3/4 SOUD3089: LO1/2/3/4 SOUD3104: LO1/2/3/4 SOUD3102: LO1/2/3/4 SOUD3103: LO1/2/3/4	SOUD3097: A1 Briefing paper SOUD3089: A2 Group presentation SOUD3090: A1 Report, A2 Presentation/Vlog SOUD3104: A1 Proposal, A2 Dissertation SOUD3102: A2 Proposal SOUD3103: A1 Dissertation and A2 Poser	SOUD3104/ SOUD3103: Present at Research Showcase	SDC & UCSD Career Events
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	PA4/5	Tutorial SOUD3089: LO1/2/3/4	SOUD3089: A1 Group presentation, A2 Reflection	Group and individual tutorial discussions about career and course opportunities	UCSD Employability Support and Personal Tutor Support
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not					

Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
	have to, lead to venture creation.					
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.		SOUD3089: LO1/2	SOUD3089: A1 Group presentation		UCSD HE Study Skills Support Personal Tutor support
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	PA2/3/4/5	Tutorial SOUD3097: LO3 SOUD3089: LO1/3/4 SOUD3088: LO4 SOUD3090: LO3/4	SOUD3097: A2 Patchwork SOUD3088: A2 Case study report SOUD3089: A2 Reflection	SOUD3088: Visit to special school	Engagement with Personal Tutor and Programme Staff
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	PA3/4/5	Tutorial SOUD3097: LO4 SOUD3088: LO2/3 SOUD3089: LO1/3/4 SOUD3104: LO2/3/4 SOUD3090: LO3/4	SOUD3104: A2 Dissertation SOUD3089: A1 Group presentation, A2 Reflection SOUD3090: A1 Report, A2 Presentation/Vlog	Group and individual tutorial discussions about professional behaviours and values	Linkedin
Further information: Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards. Students can record their employability and work-related activity on their Personal Development Plan on Moodle.						Extra employability-related activity will be recorded on the Employability Activity Form.

1.17 Applicable Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information Student Handbook | University Centre South Devon (ucsd.ac.uk)

Policy/Procedure/Regulation	Provision	Comments
Regulations	Regulations for both UCSD and UoP can be found here	
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	Policy for both UCSD and UoP can be found here	Depending on the awarding body
Extenuating Circumstances Policy	UCSD	
Academic Appeals	Regulations for both UCSD and UoP can be found here	Depending on the awarding body
Assessment Policy	UCSD	
Other – please stipulate		

2. Programme Specification

2.1 BA (Hons) Childhood and Youth Studies (top-up)

Final award title BA (Hons) Childhood and Youth Studies (Top-Up)

UCAS code Institution Code: S32, Course code: CHYS

HECOS code 100455 Childhood and Youth Studies

2.2 Awarding Institution: University of Plymouth

Teaching institution(s): South Devon College

2.3 Accrediting body(ies)

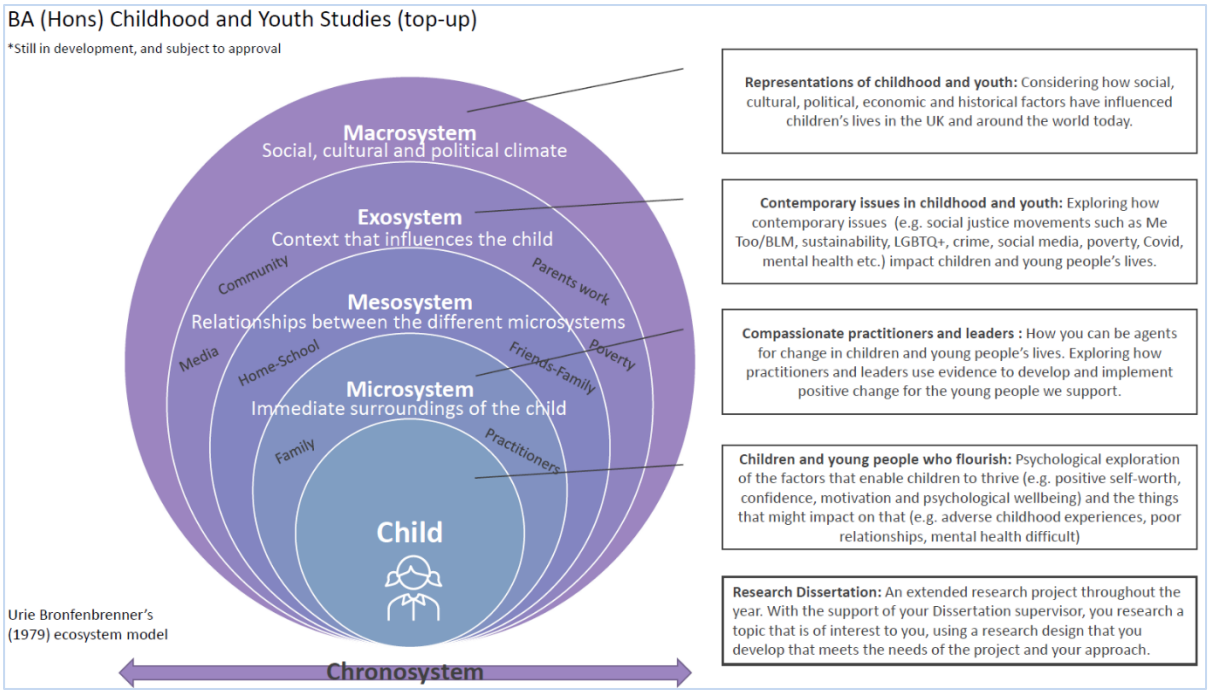
Not applicable

2.4 Distinctive Features of the Programme and the Student Experience

Studying the BA (Hons) Childhood and Youth Studies programme will equip you with the knowledge, skills and behaviours to advance your career working with children and young people. You will bring your previous academic and work-related experience to the programme, and work collaboratively with your peers and the teaching team embedding a relationship-rich approach. Together we will extend your understanding and critical thinking about contemporary issues facing children and young people, and enable you to demonstrate your enhanced knowledge, skills and behaviour ready for future training or employment in the fields of education, social care, youth work or community support.

Most South Devon College students are embedded in the local community, having grown up locally and working or volunteering in the Torbay area. The majority of our students studying education or children and young people programmes intend to remain local and want to contribute to the lives of children and young people in the Torbay and wider South Devon area. Therefore, the BA (Hons) Childhood and Youth Studies programme aims to equip students to do this, by providing a broad knowledge of contemporary and contextual local, national and international issues impacting on children and young people's lives.

2.4 The programme aims to **equip you with the knowledge, skills and behaviours to progress into graduate employment and/or training in a range of education, social, youth and community settings**. We have designed to programme mindful of Bronfenbrenner's (1979) ecosystems model with the child at the centre within concentric spheres of their inter-connected lives. The programme brings a holistic perspective of childhood and youth, drawing on a range of disciplines including psychology, sociology, history, politics, education, social policy, philosophy and interdisciplinary studies. The teaching team have a range of public, private and voluntary sector experiences in the fields of education, police, social care, early years and international development, and bring this multi-disciplinary perspective to our teaching. The teaching team are all involved in further study and/or ongoing research and scholarship in a wide variety of relevant disciplines, and will bring this experience to their teaching and dissertation support.



2.5 The BA (Hons) Childhood and Youth Studies (top-up) **is designed to be flexible and accommodating of a breadth of Level 4/5 experience.** It is designed as the 'natural' top-up degree to the FdA Early Years Care and Education and FdA Teaching and Learning (UoP validated), the FdA Education and Childhood and FdA Working with Children, Young People and Families (SDC validated) and the Diploma in Education and Training (Pearson accredited) which are all delivered at UCSD. Thus, this is one-year full-time/two-years part-time programme which is enriched by the individual learning and work experience students bring and share within the classroom and their assessments.

2.6 With professional and employment connections within the local area and beyond, the teaching team will **embed your learning experience in Torbay with reference to the contemporary and contextual local, national and international issues impacting on children and young people's lives.** This will include social policy, political debates, social justice, and environmental sustainability issues. We will fulfil this through guest speakers, educational visits and trips, research investigations, conference attendance, and the sharing of students' and the teaching team's own work and research experience. Module teaching and tutorials, and any work-based learning you undertake alongside your studies, will foster your growing professional identity. As students will be entering a range of employment and further

studies, sharing work experience and discussing how different sectors and occupations view topics will contribute to students' holistic understanding of childhood and youth issues.

2.7 **The ethos of the programme is one of active learning with cooperation and collaboration**. You will be expected to prepare for scheduled learning activities, attend and engage in group learning as co-researchers, and commit to consolidating your learning outside of the classroom in preparation for assessments. By working with us in this way, you will be able to shape your learning experience, develop their interest, and grow into a reflective and critical learner and professional.

2.8 **A varied assessment schedule that allows students to demonstrate their knowledge and understanding is a distinctive aspect of the programme.** Assessments are designed to be both inclusive and authentic. Inclusive assessments aims to 'tackle assessment at point of design – looking at all aspects, from the development of marking criteria to method and mode of feedback – to ensure the ways in which we assess do not exclude students' (Advance HE, 2020), Authentic assessments require 'students to use the same competencies, or combinations of knowledge, skills, and attitudes that they need to apply in the criterion situation in professional life' (Gulikers, Bastiaens, and Kirschner, 2004, p. 69). Thus, assessments will allow you to demonstrate your knowledge and understanding in a variety of modes related to your future professions.

2.9 **The programme embeds a relationship-rich approach to support.** Our expectation is that students and the teaching team support each other in a respectful, compassionate and empathetic manner, and that this approach is extended to students' professional lives. Tutorial is the central core of the programme, enabling you to develop your personal, academic and employability skills in a supportive, developmental, and aspirational manner, whilst being cared for and valued for your unique contribution to the programme.

2.10 Support to succeed in your studies. Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage expectations, achieve positive student-staff communications, provide

pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. Additionally, you can receive one-to-one support from the UCSD Student Support Hub. Students can ask for study skills, wellbeing, disability and employability support, and your personal tutor and/or module leaders might recommend you seek specific assistance for your studies. If you are joining the programme from a non-Foundation Degree or after a break in your learning, you will be invited to take part in an enhanced transition involving pre-induction sessions to familiarise yourself with UCSD systems and processes, to make connections with your tutor and other direct-entry students, and to get you started on your dissertation. Additional support for direct-entry students will be arranged by your tutor and the Student Support Hub throughout your studies.

2.5 Relevant QAA Subject Benchmark Group(s)

QAA Subject Benchmark Statements – Youth and Community Work (November 2019)

QAA Subject Benchmark Statements – Education Studies (November 2019)

2.6 Programme Structure

Full-time pathway (2024/25 entry)

Semester	Code	Module Title	Credits	Core or Option
Semester 1	SOUD3097	Children and young people who flourish	20	Core
Semester 1	SOUD3088	Representations of childhood and youth	20	Core

Semester 2	SOUD3089	Compassionate practitioners and leaders	20	Core
Semester 2	SOUD3090	Contemporary issues in childhood and youth	20	Core
All year	SOUD3104	Research dissertation	40	Core

Part-time pathway (2024/25 entry)

Semester	Code	Module Title	Credits	Core or Option
Year 1 (2024/25)				
Semester 1	SOUD3097	Children and young people who flourish	20	Core
Semester 2	SOUD3089	Compassionate practitioners and leaders	20	Core
All year	SOUD3102	Dissertation preparation	20	Core
Year 2 (2025/26)				
Semester 1	SOUD3088	Representations of childhood and youth	20	Core
Semester 2	SOUD3090	Contemporary issues in childhood and youth	20	Core
All year	SOUD3103	Dissertation investigation	20	Core

2.7 Programme Aims

The programme aims to equip students with the knowledge, understanding and skills to progress into graduate employment and/or training in a range of education, social and community settings. The programme takes an interdisciplinary approach to studying childhood and youth, drawing on educational, sociological, psychological, political and social policy studies to

investigate contemporary and contextual issues impacting on children and young people's lives.

The programme aims to:

1. Develop students' knowledge and understanding of the interrelated and complex factors that impact on children and young people's outcomes.
2. Foster students' critical thinking skills in psychology, sociology, history, socio-politic, education, and philosophy to understand of the way children and young people develop and learn together in educational and other environments.
3. Develop the key transferable skills of organisation, time management and effective communication to use empirical methods of enquiry which inform the development, interpretation and continuing re-evaluation of theory and professional practice.
4. Prepare students with employment related skills to work collaboratively, flexibly, effectively, ethically and compassionately with children, young people, families, colleagues and other professionals.
5. Enable students to develop as active and self-critical life-long learners, through careful reflection and critical exploration of research evidence, practice-based experience, individual cases, contexts, and policy.

2.8 Programme Intended Learning Outcomes (PILOs)

2.8.1 Knowledge and understanding

On successful completion graduates should have developed:

1. Systematic understanding of the values, theories and concepts related to the inter-disciplinary knowledge base of children and young people's development and wellbeing.
2. Knowledge and understanding of the diversity and complexity of children and young people's lives locally, nationally and internationally
3. In depth knowledge and understanding of the role families and professionals play in supporting children and young people within education, social care and/or community policy and practice
4. Critical understanding of current and contemporary issues impacting on children and young people today.

2.8.2 Cognitive and intellectual skills

On successful completion graduates should have developed:

1. Critical thinking skills that enable them to view matters concerning children and young people from competing perspectives and explore other possibilities within existing frameworks
2. Confidence and flexibility to identify, investigate and critical analyse, in order to evaluate contemporary issues in childhood and youth.
3. Skills to apply psychological, sociological, historical, socio-political, educational, and philosophical knowledge to create practice-solutions.
4. Critical analysis techniques to justify any conclusions and recommendations drawing from their consideration of childhood and youth data and information.

2.8.3 Key and transferable skills

On successful completion graduates should have developed the ability to:

1. Organise their time and studying to manage their own learning and professional development
2. Communicate and collaborate effectively with a range of audiences.

3. Construct and communicate oral and written arguments, analysing, synthesising, evaluating, and identifying problems and solutions in a range of scenarios

2.8.4 Employment related skills

On successful completion graduates should have developed:

1. Skills and experience working with others, both in a team and leading teams, where appropriate, to fulfil responsibilities
2. Knowledge and understanding of inter-disciplinary practice and the ability to work with, plan and collaborate effectively within such teams
3. Awareness of ethical, social justice, political and sustainability issues and how they impact on practice.

2.8.5 Practical skills

On successful completion graduates should have developed:

1. Reflective and reflexive skills for developing self and others, incorporating an awareness of personal and professional responsibility for own learning
2. An ability to analyse own capabilities by planning and implementing actions for personal and professional development.
3. Research skills to collect, analyse and interpret primary and secondary data.

2.9 Admissions Criteria, including APCL, APEL and Disability Service arrangements

All applicants must have GCSE (or equivalent) Maths and English at grade C/4 or above. Please be aware that if you intended to progress into teacher training, you will also require at least one science GCSE at grade C/4 or above.

Entry Requirements for BA (Hons) Childhood and Youth Studies (Top-up)	
Higher National Diploma	In relevant subject area, for example Diploma in Education and Training
Foundation Degree	Foundation Degree in relevant subject field such as education, working with families, psychology, youth work, early years, and community work.
Other Qualifications	Applicants must possess 120 credits at level four and 120 credits at level five that has not previously been counted towards a degree award.
APEL	Recognition of prior experiential learning can be considered where there is a shortfall in entry requirements. We will ask you to submit an APEL (Accreditation of Prior Experiential Learning) form enclosing your original documents. If you gained your Diploma or equivalent more than five years ago, you may be asked to submit an APEL with additional evidence, which shows how you have applied and updated your professional learning since you qualified. If you do not have the full 120 points of certificated learning at Level 5, but believe you can show you have achieved the equivalent through your professional experience, you will be asked to provide evidence with support for your application prior to being offered a place on the programme. Students who APEL their Level 4 and Level 5 qualification from a University of Plymouth partner within five-years will have their grades carried through to their bachelor's degree award. Please see the University of Plymouth academic regulations. However, if the Level 4/5 award is from a non-University of Plymouth provider, or the qualification is over five years old, your bachelor's degree award will be based 100% on the Level 6 BA (Hons) Childhood and Youth Studies.
Experience	Applicants must have relevant work experience through work based learning embedded in the relevant foundation degree programme or a minimum of 1 years experience in education, social care or wider public/community sector and have the ability to study successfully at degree level.
UK and EU Entry	Equivalent international qualifications will be considered towards meeting the general entry requirements. Additionally, EU students, for whom English is not their first language, will be required to

	evidence an IELTS score or 6.0 or equivalent. Equivalences include: TOEFL written examination score of 550 plus a test of written English (at 4) TOEFL Computer Equivalent score of 230 Proficiency in English (Cambridge) at Grade C or above

2.10 Non Standard Regulations

There are no exceptions to the university regulations.

Appendices

Programme Specification Mapping (UG) – core/elective modules

Appendix 1: (UG) Mapping table that reflects which core modules contribute to the Programme Intended Learning Outcomes (PILOs)

Tick those Programme Learning Outcomes the module contributes to through its assessed learning outcomes. Insert rows and columns as required.

Core modules	Programme Intended Learning Outcomes contributed to (for more information see Section 8)																				Compensation Y/N	Assessment Element(s) and weightings E1 (exam), E2 (clinical exam), T1 (test), C1 (coursework), A1 (generic assessment), P1 (practical)
	8.1 Knowledge and understanding				8.2 Cognitive and intellectual skills				8.3 Key and transferable skills				8.4 Employment related skills				8.5 Practical skills					
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
PILOs met at Level 6																						
SOUD3097 Children and young people who flourish	X	X	X	X	X	X	X	X	X	X	X			X			X	X	X		Yes	C1 100%
SOUD3088 Representations of childhood and youth	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X		Yes	C1 100%
SOUD3089 Compassionate practitioners and leaders	X		X	X	X	X	X	X	X	X	X		X	X	X		X	X	X		Yes	P1 30% C1 70%
SOUD3090 Contemporary issues in childhood and youth		X	X	X	X	X	X	X	X	X	X			X	X		X	X	X		Yes	P1 50% C1 50%
SOUD3104 Research dissertation	X	X		X	X	X	X	X	X	X	X		X	X	X		X	X	X		No	C1 100%
SOUD3102 Dissertation preparation	X	X		X	X	X	X	X	X	X	X		X	X	X		X	X	X		No	C1 100%
SOUD3103 Dissertation investigation	X	X		X	X	X	X	X	X	X	X		X	X	X		X	X	X		No	C1 100%

3. Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SOUD3097	**MODULE TITLE:** Children and young people who flourish	
CREDITS: 20	**FHEQ LEVEL:** 6	**HECOS CODE(S) [max 3]:** 100493 Applied psychology
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The Children and Young People who Flourish module develops critical engagement in the psychology of children and young people's development of self through early years, childhood, adolescent and into young adulthood. Students will explore how children and young people flourish in life, engaging with notions of self-concept, confidence and resilience, and the impact of life events on their psychological wellbeing.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	100%	**P1** (Practical)	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)		**O1**(Online time limited assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: BA (Hons) Childhood and Youth Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to:

- Provide students with opportunities to develop a systematic understanding of the different psychological perspectives of children and young people's ability to flourish.
- Enable students to critically engage with current theory and research to understand how self-concept, confidence and resilience develop throughout childhood, and the impact of relationships, life events, and trauma.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Critically discuss psychological perspectives of children and young people's ability to flourish.	8.1.1, 8.2.1, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.5.3
2. Critically analyse research related to children and young people's development of self.	8.1.1, 8.1.2, 8.1.4, 8.2.1, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.5.3
3. Critically evaluate the impact on the children and young people's psychological wellbeing from key aspects of life that may negatively or positively affect them	8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.5.3
4. Apply professional knowledge and methods to understand complex problems of children and young people's wellbeing.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.5.1, 8.5.2

DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2022	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: N/A	**SEMESTER:** Semester 1

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25 **NATIONAL COST CENTRE: 135**

MODULE LEADER: Sarah Kettle-Buchanan **OTHER MODULE STAFF:** Kelly Smith

Summary of Module Content

- Overview of psychological perspectives of childhood development
- Concepts of flourishing, self-worth, self-concept and self-efficacy
- Belonging, community and connectedness
- Confidence, motivation and persistence
- Resilience, grit and wellbeing
- Impact of relationships, life events, and trauma on psychological wellbeing

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Seminar	45	3 hours for 15 weeks: Each seminar will consist of some taught delivery, group work and whole class discussions. Two sessions in the module will be for draft submission where students will attend an individual draft discussion and work in small groups and/or independently on their assessments.
Guided distance learning activities	35	Interactive learning activities, guided reading and facilitated forum discussion
Guided independent study	120	Guided reading and self-directed study
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**A1: Research Review, 1,000 words (LO2)** Research Review paper of research related to children and young people's development of self. **A2: Patchwork assessment, 3,000 words (LO1, LO3, LO4)** Series of entries into a portfolio exploring one aspect of children and young people's flourish, with a final stitching together reflection on how their growing understanding of the topic will influence their professional practice and/or personal relations.	30% 70% Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Patchwork assessment exploring one aspect of life and how it impacts on children and young people's sense of self, ability to flourish or psychological wellbeing. LO1,2,3,4 (4000 words)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Sarah Kettle-Buchanan **Date:** 24 June 2024	**Approved by**: Lisa Rogers **Date**: 10/7/2024

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD*. Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SOUD3088 **MODULE TITLE:** Representations of childhood and youth

CREDITS: 20 **FHEQ LEVEL:** 6 **HECOS CODE(S) [max 3]:** 100457 Early Childhood Studies

PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is a foundation to evaluating current representations of childhood and youth. Students will be equipped with the conceptual tools to interrogate the assumptions and presumptions underpinning how childhood is understood in social discourse, history, and policy. From this, students will evaluate practice relating to their own area of interest.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	100%	**P1** (Practical)	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)		**O1** (Online time limited assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: BA (Hons) Childhood and Youth Studies

Professional body minimum pass mark requirement: NA

MODULE AIMS:

This module aims to:

- Establish key social theories and concepts that underpin the study of childhood and youth.
- Engage with how contemporary representations of childhood and youth are influenced by and impact on policy and practice, across a range of scholarly and professional areas.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Discuss the social and political representation of childhood and youth both historically and currently.	8.1.1, 8.1.2, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4 , 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.3
2. Critically evaluate contemporary concepts of childhood and youth and their efficacy in policy, research, and solutions for key issues.	8.1.1, 8.1.2, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.3
3. Apply methods and techniques derived from concepts, research, and policies to create effective professional practice.	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3
4. Use conceptual knowledge, ideas, and techniques to critically discuss current research while recognising uncertainty, ambiguity, and limits of knowledge	8.1.1, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.3

DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2022	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 1

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25 **NATIONAL COST CENTRE: 135**

MODULE LEADER: Kelly Smith **OTHER MODULE STAFF:** Sarah Kettle-Buchanan

Summary of Module Content

Students will investigate a range of discourses pertaining to childhood and develop the skills to undertake their own critical discourse analysis. A range of sociological and philosophical perspectives will be explored, and students will be encouraged to apply this knowledge to their own areas of interest surrounding childhood. These sociological perspectives will be applied to social policy, where students will evaluate policy and research.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Seminar	45	3 hours for 15 weeks: Each seminar will consist of some taught delivery, group work and whole class discussions. Two sessions in the module will be for draft submission where students will attend an individual draft discussion and work in small groups and/or independently on their assessments.
Guided distance learning activities	35	Interactive learning activities, guided reading and facilitated forum discussion
Guided independent study	120	Guided reading and self-directed study
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**A1: Concept map, 1,000 words (LO1, LO2)** Students will create their own concept map analysing a representation of childhood using their knowledge of sociological perspectives. **A2: Critical discourse analysis, 3,000 words (LO3, LO4)** Students will undertake a critical discourse analysis on a contemporary representation of childhood, acknowledging the impact research, theoretical concepts and policy can underpin a chosen discourse.	30% 70% Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay - Choose a Case Study: Pick a high-profile case study of a current childhood issue. (Examples are available on Moodle). Research and Analyse: Critically evaluate how research, theories, and policies influence the chosen issue. (4000 words) LO1-4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Kelly Smith **Date:** 03/07/24	**Approved by**: Sarah Kettle-Buchanan **Date:** 3 July 2024

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD*. Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SOUD3089	**MODULE TITLE:** Compassionate practitioners and leaders	
CREDITS: 20	**FHEQ LEVEL:** 6	**HECOS CODE(S) [max 3]:** 100455 Childhood and Youth Studies
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The Compassionate Practitioners and Leaders module develops critical engagement in evidence-informed practice and leadership to foster students to become compassionate agents for change in children and young people's lives. Students will explore theory and research in child-centred practice, and the role of professionals in supporting children and young people, their families, and other professionals.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	60%	**P1** (Practical)	40%
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)		**O1**(Online time limited assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: BA (Hons) Childhood and Youth Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to

- Provide students with opportunities to develop team and leadership skills to become compassionate agents for change in children and young people's lives.
- Enable students to critically engage in evaluating evidence-informed child-centred practice.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Apply leadership and group management skills to the investigation and reporting of complex issues in children and young people's lives.	8.1.1, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3
2. Evaluate professional practice and interventions supporting children and young people.	8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3
3. Critically analyse the role and application of compassionate practice in education, social care, or community organisations.	8.1.1, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3
4. Critically reflect on and apply lifelong learning to professionalism and child-centred compassionate practice.	8.1.1, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3

DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: 01/2023	**SCHOOL/PARTNER: South Devon College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25 **NATIONAL COST CENTRE: 135**

MODULE LEADER: Ezekiel Chattell **OTHER MODULE STAFF:** Caroline Knight

Summary of Module Content

This module focuses on developing students' leadership and practitioner skills to become compassionate and confident change agents within practice.
The module will explore different leadership styles and models. It will explore the concept of compassion and analyse the role of compassionate practice in education, social care, and community organisations. Through careful and considerate reflection, students will apply learning to individual roles and consider the relevance and application of compassionate and child centred practice within practice.
Content includes:

- Leadership theories and styles
- The concept of compassion
- Developing individual pedagogical style
- Professional identity
- Child-centred practice
- Practising Self-compassion
- Skilful and qualified professionals

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Seminar	45	3 hours for 15 weeks: Each seminar will consist of some taught delivery, group work and whole class discussions. Two sessions in the module will be for draft submission where students will attend an individual draft discussion and work in small groups and/or independently on their assessments.
Guided distance learning activities	35	Interactive learning activities, guided reading and facilitated forum discussion

Guided independent study	120	Guided reading and self-directed study
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**A2: Patchwork Assessment, 2,500 words (LO3, LO4)** An exploration of compassionate practice and a reflection on how a growing appreciation and understanding of compassionate practice has impacted professional and/or personal lives.	100%
Practical	**A1: Group practical task (LO1, LO2)** Contribution to a group task on a proposed evidence-informed intervention.	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	An exploration of compassionate practice and a reflection on how a growing appreciation and understanding of compassionate practice has impacted professional and/or personal lives. LO3, LO4 (2500 words)	100%
Practical	A recorded practical task on a proposed evidence-informed intervention. LO1, LO2 (10mins plus 500 words on slides).	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ezekiel Chattell **Date:** 27/06/2024	**Approved by**: Sarah Kettle-Buchanan **Date:** 27 June 2024

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SOUD3090	**MODULE TITLE:** Contemporary Issues in Childhood and Youth	
CREDITS: 20	**FHEQ LEVEL:** 6	**HECOS CODE(S) [max 3]:** 100455 Childhood and Youth Studies
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is designed to introduce students to critically examine the ever-expanding worlds of children and young people and the changing nature of childhood. Students will be encouraged to challenge assumptions and stereotypes, and to analyse current literature and policy to assess contemporary childhood experience

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	60%	**P1** (Practical)	40%
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)		**O1**(Online time limited assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: BA (Hons) Childhood and Youth Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to

- Provide you with the opportunity to critically examine how contemporary issues (political, social) impact children and young people's lives.
- To critically engage with a wide range of topics that influence the childhood experience, adopting an interdisciplinary approach to gain understanding of how 'social issues' are framed and how changing social conditions impact childhood. Key concepts such as the digital child and social media, the vulnerable and exploited child, the child activist, the autonomous child and the participating child are analysed, along with issues such as LGBTQ and current ideas of 'difference, children's rights and social justice for children.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Critically discuss current narratives and assumptions of contemporary childhood.	8.1.2, 8.1.4, 8.2.1, 8.2.2, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.3
2. Critically analyse current literature in relation to contemporary childhood.	8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.2, 8.5.3
3. Critically analyse key social issues, practices and contexts that might significantly contribute to the lived childhood experience	8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.3
4. Critically evaluate the efficacy of current legislation, policy, and practice in relation to children and childhood.	8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.2, 8.4.3, 8.5.1, 8.5.3

DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: 01/2023	**SCHOOL/PARTNER: South Devon College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 2**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25 **NATIONAL COST CENTRE:** 135

MODULE LEADER: Caroline Knight **OTHER MODULE STAFF:** Ezekiel Chattell

Summary of Module Content

Utilising the 'exosystem' of Bronfenbrenner's (1979) Ecosystem model, this module will examine contemporary issues that influence childhood. It will examine how social conditions impacting children have changed, exploring how the 21st century child navigates a multiplicity of choice and threat, within emerging themes of technology, society, and community cohesion. There will be a critical exploration of the current view of childhood, ranging from the endangered to the autonomous child. This might include a rights-based approach, concepts of community, youth activism and engagement, and the increased visibility and acceptance of LGBTQ+. Current debate will be studied, assessing the consequence, and present views of 'difference', such as gender, race, social class, disability, sexual orientation, and students will develop an understanding of the impact of social inequalities.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Seminar	45	3 hours for 15 weeks: Each seminar will consist of some taught delivery, group work and whole class discussions. Two sessions in the module will be for draft submission one-to-one tutorials.
Guided distance learning activities	35	Interactive learning activities, guided reading and facilitated forum discussion
Guided independent study	120	Guided reading and self-directed study
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**A1: Report, 2,500 words (LO1, LO2)** Write a report reviewing current literature to develop critical discussion on a chosen topic within current debate concerning children and young people, examining assumptions and attitudes,	100%
Practical	**A2: Presentation (10 mins) (LO3, LO4)** Create a presentation or vlog that critically examines specific, selected social issues that affect childhood, analysing the impact this has on a child's lived experience whilst critically discussing the influence of current policies	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**Report, 2,500 words (LO1, LO2)** Select key and dominant debates concerning childhood, exploring them utilising recent literature	100%
Coursework in lieu of practical	**Written Blog 1,500 words (LO3, LO4)** Critically discuss current policy relating to chosen topics affecting children and childhood	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Caroline Knight **Date:** 28/6/24	**Approved by**: Sarah Kettle-Buchanan **Date:** 28 June 2024

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD*. Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SOUD3102 **MODULE TITLE:** Dissertation Preparation

CREDITS: 20 **FHEQ LEVEL:** 6 **HECOS CODE(S) [max 3]:** 100962 Research Skills

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is the first of two Dissertation modules across the two years of the part-time programme, providing students with the opportunity to pursue an in-depth and critical investigation into their chosen line of inquiry. During this module they will develop their research idea by undertaking a full review of the literature and submitting a proposal and ethical application.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	100%	**P1** (Practical**)**	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)		**O1**(online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: BA (Hons) Childhood and Youth Studies

Professional body minimum pass mark requirement: None

MODULE AIMS:

- Provide students with the confidence and skills to plan for undertaking primary research in the second year of their part-time course.

- Provide students with the opportunity to critically review the literature pertinent to their chosen research topic; formulate research questions based on their review of the literature; and design an ethical study.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
Critically review a range of literature which shows an appropriate level of knowledge and engagement with that literature.	8.1.1, 8.1.2, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.3
Formulate appropriate and realistic research questions from the review of the literature	8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.3
Critically justify a chosen methodology for undertaking research and the collection and analyses of data while taking account of any ethical considerations.	8.1.1, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3
Examine and mitigate any ethical considerations related to the research project and future data collection and analysis	8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.3, 8.5.1, 8.5.2, 8.5.3

DATE OF APPROVAL: XX/XX/XXXX	**FACULTY/OFFICE: ACADEMIC PARTNERSHIPS**
DATE OF IMPLEMENTATION: 09/23	**SCHOOL/PARTNER: SOUTH DEVON COLLEGE**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1 & 2**
MODE OF DELIVERY: ON SITE	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25 **NATIONAL COST CENTRE:** 135

MODULE LEADER: Ezekiel Chattell **OTHER MODULE STAFF:** Sarah Kettle-Buchanan

Summary of Module Content

This module is delivered through regular small group seminars with the other part-time students, one-to-one research supervision, on-demand online lessons, and attendance at selected SOUD3014 Dissertation (full-time) lessons.

During the module students will develop advanced research skills in preparation for their independent research project data collection and analyse in the second year of their part-time course in module SOUD3013 Dissertation Investigation. They will learn about:

Conducing and writing up a comprehensive review of the literature in their field of childhood and youth studies
Critically analysing prior theory and research
Using various methods of data collection
Ethical considerations whilst involved in the process of research and the ethical approval process
Planning and designing a research project with due consideration to reliability and validity.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Seminar	15	1 hour for 15 weeks
One-to-one supervision	5	Half-hour one-to-one supervision meetings
Guided distance learning activities	61.5	interactive learning activities, guided reading and facilitated forum discussion
Guided independent study	120	Guided reading and self-directed study
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**A1: Introduction and Literature Review, 3,000 words (LO1, LO2)** An introduction to the context of the research report, and comprehensive review and critical analysis of the current theory and research related to the topic. **A2: Proposal, 1,000 words (LO3, LO4)** A short proposal and ethical considerations summary of the planned dissertation research.	80% 20% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**A1: Introduction, Literature Review, and ethical application form 4,000 words (LO1, LO2, LO3, LO4)** An introduction to the context of the research report, and comprehensive review and critical analysis of the current theory and research related to the topic. With a completed ethical application with a summary of the planned dissertation research.	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by Sarah Kettle-Buchanan **Date:** 24 June 2024	**Approved by**: Lisa Rogers **Date:** 10/7/2024

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD*. Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SOUD3103 **MODULE TITLE:** Dissertation Investigation

CREDITS: 20 **FHEQ LEVEL:** 6 **HECOS CODE(S) [max 3]:** 100962 Research Skills

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is the second of two Dissertation modules across the two years of the part-time programme, providing students with the opportunity to pursue an in-depth and critical investigation into their chosen line of inquiry. During this module students will undertake data collection and analysis of their chosen topic, and write up their research report.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	100%	**P1** (Practical**)**	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)		**O1**(online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: BA (Hons) Childhood and Youth Studies

Professional body minimum pass mark requirement: None

MODULE AIMS:

1. Provide students with the opportunity to undertake and report on an in-depth investigation in the field of childhood and youth studies.
2. Provide students with the confidence and skills to undertake data collection and analysis of their research topic. Students have the opportunity to demonstrate their independent skills in academic writing, critical analysis and evaluation, project management, research design, data collection and interpretation, ethical awareness, and dissemination of findings.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
Demonstrate robust research data collection and analysis skills considering any ethical factors.	8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3
Critically analyse and draw conclusions from the research findings.	8.1.1, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3
Evaluate the process and outcomes of the research, discuss how findings might contribute new insights, identify any realistic applications and further lines of investigation.	8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3
Disseminate research findings to an academic audience.	8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3

DATE OF APPROVAL: XX/XX/XXXX	**FACULTY/OFFICE: ACADEMIC PARTNERSHIPS**
DATE OF IMPLEMENTATION: 09/23	**SCHOOL/PARTNER: SOUTH DEVON COLLEGE**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1 & 2**
MODE OF DELIVERY: ON SITE	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25 **NATIONAL COST CENTRE:** 135

MODULE LEADER: Ezekiel Chattell **OTHER MODULE STAFF:** Sarah Kettle-Buchanan

Summary of Module Content

This module is delivered through regular small group seminars with the other part-time students, one-to-one research supervision, on-demand online lessons, and attendance at selected SOUD3014 Dissertation (full-time) lessons.

During the module students will demonstrate advanced research skills collecting and analysing data related to their research project. They will learn about:

Ethical considerations whilst involved in the process of research
Using various methods of data analysis
Drawing conclusions from primary and secondary data
Evaluating the research process
Planning future research

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Seminar	6	1.5 hour delivery for four weeks
On-demand lessons	6	Four on-demand lessons and associated activities
Supervision	8	Arranged between student and supervisor
Guided independent study	180	Guided reading and self-directed study; research design and preparation; and assessment work.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**A1: Dissertation, 3,500 words (LO1, LO2, LO3)** A full research report (excluding Introduction and Literature Review) of the research undertaken by the student into an aspect of children and young people's lives. **A2: Poster, 500 words (LO4)** An academic poster to share the findings of the research project	80% 20% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**A1: Dissertation, 4,000 words (LO1, LO2, LO3, LO4)** A full research report (excluding Introduction and Literature Review) of the research undertaken by the student into an aspect of children and young people's lives.	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Sarah Kettle-Buchanan **Date:** 24 June 2024	**Approved by**: Lisa Rogers **Date:** 4 July 2024

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD*. Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: SOUD3104	**MODULE TITLE:** Research Dissertation	
CREDITS: 40	**FHEQ LEVEL:** 6	**HECOS CODE(S) [max 3]:** 100962 Research Skills
PRE-REQUISITES: None	**CO-REQUISITES:** None	**COMPENSATABLE:** N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module provides full-time students with the opportunity to pursue an in-depth and critical investigation into their chosen line of inquiry. Students will gain first-hand experience of carrying out a piece of research and demonstrate a reflective understanding of the research process. Students will experience and solve a range of practical, methodological, conceptual and ethical problems, with ongoing support from their supervisor.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	100%	**P1** (Practical)	
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)		**O1** (Online time limited assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: BA (Hons) Childhood and Youth Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to:

- Provide students with the opportunity to undertake and report on an in-depth investigation. Students will complete a critical review of the literature pertinent to their chosen topic; formulate a research question to investigate, design and implement an ethical study; analyse and interpret data; draw conclusions and disseminate their findings.
- Enable students to develop their confidence and skills through lectures and workshops pertinent to key aspects of research. Students will also be supported and supervised by an academic member of staff whose personal research focus aligns with the student's topic or methodology. Students have opportunity to demonstrate their independent skills in academic writing, critical analysis and evaluation, project management, research design, data collection and interpretation, ethical awareness, and dissemination of findings.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
Critically review a range of literature with a view to formulating a research question which shows an appropriate level of knowledge and engagement with that literature.	8.1.1, 8.1.2, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.3
Critically justify a chosen methodology for undertaking research and the collection and analyses of data while taking account of any ethical considerations.	8.1.1, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3
Critically analyse and draw conclusions from the research findings.	8.1.1, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3
Evaluate the process and outcomes of the research, discuss how findings might contribute new insights, identify any realistic applications and further lines of investigation.	8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.2, 8.5.3

DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: 09/2023	**SCHOOL/PARTNER: South Devon College**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Semester 1 & 2**

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25 **NATIONAL COST CENTRE:** 135

MODULE LEADER: Ezekiel Chattell **OTHER MODULE STAFF:** Sarah-Kettle-Buchanan

Summary of Module Content

Key within this module is the development of advanced research skills which will be demonstrated in an independent research project. Students will develop knowledge and skills in: Research Methodologies; Library skills for a comprehensive literature search; The use of various methods of data collection; Ethical considerations whilst involved in the process of research and the ethical approval process; Planning and designing a research project with due consideration to reliability and validity; Carrying out a project with due consideration to time management and managing competing priorities; Data analysis and interpretation; Writing a research report using appropriate conventions; and dissemination of findings to a wider audience.

Students take the lead on the project management of their dissertations, working in partnership with their supervisor. They can select their own topic and methodology within the subject-field and in accordance with ethical guidelines.

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SUMMARY OF TEACHING AND LEARNING ***[Use HESA KIS definitions]***		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecture	15	1 hour per week for 15 weeks
Practical classes and workshops	15	1 hour per week for 15 weeks
Supervision	15	Arranged between student and supervisor
Guided independent study	355	Guided reading and self-directed study; research design and preparation; data collection; report writing
Total	**400**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**A1: Research proposal, 1000 words (LO1, LO2)** A short proposal and ethical considerations summary of the planned dissertation research. **A2: Dissertation report, 7000 words (LO1, LO2, LO3, LO4)** Full report of the research undertaken by the student into an area related to the course.	20% 80% 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research report (8000 words) LO1, LO2, LO3, LO4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ezekiel Chattell **Date:** 26/06/2024	**Approved by**: Sarah Kettle-Buchanan **Date:** 26 June 2024