PROGRAMME QUALITY HANDBOOK 2024-2025

FdA Education and Childhood

Contents

1. Welcome and Introduction to FdA Education and Childhood

1.1 Welcome

Welcome to the (FdA) Foundation Degree in Education and Childhood, awarded by the University Centre at South Devon College. This is a two-year programme with a unique curriculum that comprises elements of early years, primary, secondary, and special provision. The programme has been designed to equip you with the skills, knowledge and behaviours required to work in your chosen career or progress on to further study such as a BA (Hons) top-up degree.

The programme has been designed with local educational employers to meet the needs of industry workforce development in the education sector. You will learn about the theories, research and policy relating to education and child development spanning the ages from 0-18 years with specialist modules focusing on Special Educational Needs and Development (SEND). The programme will develop your professional practice to support learning and child development, and to become an ethical, inclusive, and safeguarding conscious practitioner.

The FdA Education and Childhood is taught by experienced academic staff, who are ideally placed in the development of each of the modules offered within the curriculum. The contemporary nature of the programme enhances student's understanding of the differing viewpoints available by broadening knowledge and experience of education and childhood perspectives. You will study in small groups (usually 12-15 students) alongside peers from a range of different academic and practice backgrounds. This provides excellent opportunities to work together and share valuable experiences.

We look forward to welcoming you to the FdA Education and Childhood programme and supporting you along your journey to graduation, as a valued member of our UCSD community. This is your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [Student Handbook | University Centre South Devon (ucsd.ac.uk)](http://ucsd.ac.uk). 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 HE Lead	Sabrina Connolly	sabrinaconnolly@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 is Sabrina Connolly.

Sabrina has worked in a variety of educational settings, including a forest school, a mainstream primary school and a specialist provision that supports the pastoral needs of children and young people with SEND. Currently, Sabrina is the HE Lead for FdA Education and Childhood. She is

also a Module Leader for several modules focussed on child development and youth studies. Her main passion as a teacher is to support students to achieve their own ambitions. She is based in F12 of the University Centre, on the first floor.

1.4   Tutoring at UCSD

UCSD's aim is 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.

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's 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 link: 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	If part time days/hours that are worked
Lisa Rogers	Alternative Pedagogies Professional Practice	lisarogers@southdevon.ac.uk	Full time including role as Programme Co-Ordinator
Caroline Knight	Safeguarding Children and Young People	carolineknight@southdevon.ac.uk	Part-time Tuesday, Wednesday and Thursdays
Sabrina Connolly	Equality, Rights, Diversity and Cultural Differences Inclusion & Well-being SEND Learning Child Development	sabrinaconnolly@southdevon.ac.uk	Tuesday, Wednesday and Friday

Kelly Smith	Learners and Education Social Pedagogy	kellysmith@southdevon.ac.uk	Tuesday, Thursday and Friday
Ezekiel Chattell	Research Methods Professional Investigation	ezekielchattell@southdevon.ac.uk	Full time
Sarah Kettle-Buchanan	SEND Communication	skettlebuchanan@southdevon.ac.uk	Full time including role as Higher Education Academic Quality Coordinator

1.6   Preparing for your programme

At UCSD, we understand that foundation 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 Stepping up to HE 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

As you prepare to join the Foundation degree in Education and Childhood, there are several tasks that you can undertake to prepare for your studies.

1. Plan and organise a suitable placement. Choose an age range and type of educational provision that you are interested in. You will be required to complete 100 hours of placement in a suitable setting. Our Placement Officer, Elodie Forbes elodieforbes@southdevon.ac.uk supports students in this area.

2. Gather suitable supporting evidence required for your DBS (Disclosure and Barring Service) application. You will be required to undertake a DBS application, paid for by South Devon College and will need supporting evidence such as driving licence, passport, and a utility bill to support the process. It can be handy to put these documents to one side in preparation for the start of the programme.

One of the most important preparations is to look at the reading lists and begin to purchase some of the core texts. Here are a few key texts that will support you throughout the foundation degree.

Tatton, A., Bright, C. and Thomas, L. (2018) *Supporting children and young people in schools.* London: Charles Fulton Books.

Hodkinson, A. (2023) *Key Issues in Special Educational Needs, Disability and Inclusion.* 4th edn. London: SAGE Publications
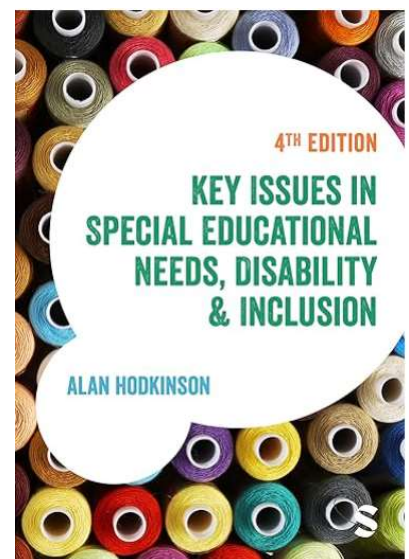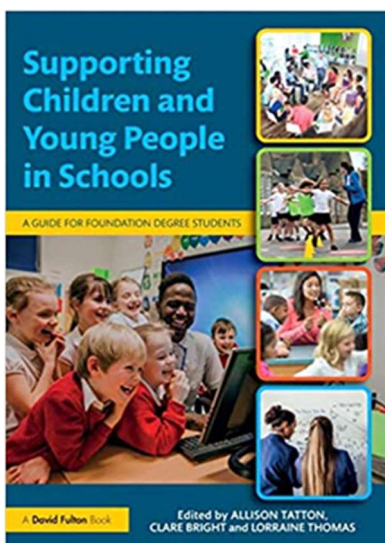
You can often get second-hand copies of these books on online sites; it does not matter too much if they are previous editions or join the [UCSD Children & Young People Degrees](#) Facebook group and ask if anyone is selling their texts. This is also an excellent way to network professionally with staff, students, and alumni.

1.7 Curriculum design principles

Programme Rationale

The FdA Education and Childhood programme was approved for delivery in 2021 and is validated by South Devon College. The introduction of the FdA Education and Childhood culminated from the need to develop a suitable programme that gives students' an understanding of education and childhood from conception to adulthood, and of children from an ecological perspective in line with contemporary theories and polices relating to educational practice and child development. The programme is intended to develop your knowledge and understanding of a wide range of inter-related factors (physical, intellectual, emotional, social, and cultural) which contribute to children's holistic development. This programme places children and childhood at the core of education with the exploration of your own individual interests, research and studies related to your practice. The programme incorporates a wide range of current factors related to education studies, children, and early years within the UK and globally, thus supporting a broad range of opportunities for future employment.

Context

The curriculum of the Foundation degree (FdA) Education and Childhood has been designed to incorporate theories, research and policy relating to education and child development spanning the ages from 0 – 18 years, with specialist modules at Level 5 focussing on Special Educational Needs and Development (SEND). The programme will enable you to explore traditional theories and research essential for employability within the sector, combined with modules which emphasise contemporary approaches, to explore alternative pedagogies for progressive practice. The inclusion of SEND theory will enable you to understand the range of support available to children, parents and anyone working with SEND children.

The unique curriculum comprises elements of early years provision, as well as primary, secondary and special provision to meet industry workforce requirements in the education sector. With the span of study from 0-18 years, the programme aims to increase progression opportunities for graduating students to a broader range of careers in the education sector The programme is intended to provide you with the opportunity to become an active, reflective, and self-critical learner, with the undertaking of a work placement in an educational setting. You are required to complete 100 hours of placement throughout Level 4, and you will draw on this experience throughout your module learning and assessments.

The programme teaching team are part of the wider Children and Young People curriculum team at South Devon College that encompasses higher education degree courses in FdA Working with Children, Young People and Families, FdA Youth Justice, and BA (Hons) Childhood and Youth Studies. We work in partnership with 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. We invite industry representatives and guest speakers to the University Centre to ensure we develop working relationships and maximise our links with the local community. Employer and placement 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 FdA Education and Childhood programme consists of six 20 credit modules at Level 4 and six 20 credit modules at Level 5, taken over two academic years (full time) or 3 academic years (part time). The modules are designed to promote a detailed understanding of complex issues affecting the education sector and devised to fit into four key areas of study, professional development (Professional Practice; Research Methods; and Professional Investigation), Policy and Practice (Safeguarding Children and Young People; Equality, Rights, Diversity and Cultural

Differences; and Social Pedagogy), Child Psychology (Learners and Education, Alternative Pedagogies and Child Development) and SEND (Inclusion and Wellbeing, SEND: Learning, SEND: Communication).

The professional development modules focus on developing practice skills in the learning environment. The modules complement work-based learning and explore topics including professional skills and competencies, reflective practice, and using research and evidence-informed practice. The policy and practice modules cement knowledge about how educational policy influences the way schools and other learning environments are managed and how practitioners work. Students will learn about safeguarding and child protection, inclusion and diversity, and educational curricula. The child psychology modules explore how children learn and develop, and how practitioners can support that learning. Students will explore child development, wellbeing in childhood, formal classroom learning, and alternative pedagogies for learning. Supporting children with special educational needs and disability is a core part of educational practice. Our SEND modules will equip students with knowledge, skills, and strategies to support children with a range of physical, learning, communication and sensory difficulties, and social, emotional, and mental health needs.

The module sequencing at level 4 and 5 supports progression and promotes the development of a sound understanding of relevant theoretical frameworks, legislative and policy directives, and research methods. The modules are sequenced carefully allowing you to develop the knowledge, skills, and behaviours ready for graduate employment in child development and education. Although the modules stand-alone, the knowledge and understanding you develop within the modules builds as you progress throughout the programme, and you will be able to make connections and links, thus applying it to future module learning and assessments.

The contemporary nature of the programme enhances student's understanding of the differing viewpoints available by broadening knowledge and experience of education and childhood perspectives. Students are prepared to work effectively and sensitively with children, parents, and colleagues. The programme is intended to develop students' knowledge and understanding of a wide range of inter-related factors (physical, intellectual, emotional, social, and cultural) which contribute to children's development, learning and progressive participation in a variety of socio-

cultural contexts. Students explore progressive and alternative pedagogies, which encapsulate different approaches, different structures, and different methods for teaching, which enhance creativity and inclusivity for holistic education.

1.8   Teaching and Learning Strategy

The FdA Education and Childhood programme is designed to be delivered with face-to-face scheduled learning activities, asynchronistic learning opportunities and available resources on our online learning platforms. Students will be required to undertake guided independent learning in preparation for scheduled learning activities, and independent study towards assessments. Students can assess timetables on OnTrack and SDConnect. Notifications of amendments will be issued via Moodle/emails/Teams.

Modes of delivery will include:

Scheduled Activities	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	At UCSD lectures describes classroom teaching and are used to introduce the key concepts and issues using a range of 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.

Our teaching and learning strategy builds upon the 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.

Finally, the teaching and learning framework aims to develop students' resilience to become employable and confident learners. Work based learning is a key element of the programme and students are encouraged to apply their developing knowledge and understanding in their practice and draw on this experience. There is a significant focus on the use and development of effective communication strategies, the promotion of professional skills development, as well as the importance of partnership working in educational settings. Therefore, the programme provides the

knowledge and skills that will enable students to be innovative, to meet the ever-changing needs and the requirements of professional practice.

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. All the teaching team are involved in professional development to support their teaching practice, subject knowledge development and academic skills. The team are qualified teachers, most specialising in teaching adults, and all engaged in the college's continuous professional development to improve and develop teaching practice in line with the evidence-informed teacher programme.

Staff 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 courses, writing, and publishing academic research, and collaboratively writing textbooks. 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.

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 children's mental health and wellbeing, safeguarding, early years care, and community and social

care, as well members of the team who have work in the police, social services and the voluntary sector. We bring this knowledge and experience into 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 developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they can 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 Learning Resources Centre (LRC) in the main college building. The LRC hosts the library with 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.

You will be issued with a reading list of textbooks for each module, you do not have to purchase the books as they are available in the South Devon College as either hardcopy textbooks or ebooks.

1.11   Placement and safer recruitment requirements

Students will be required to undertake an interview and to meet safer recruitment requirements. This will usually take place during induction, or prior to induction and will consist of several questions to assess students' suitability to work with children and young people. Students will also be required to secure a suitable placement in an area of interest. Once secured, they will need to nominate a mentor who will support the student in the work environment. The mentor and student will be supported by the Work Placement Coordinator. A placement guide will be shared with the student's placement outlining the expectations for their professional practice. The continual review of student's progress will be monitored throughout Level 4, to ensure that they are best placed to complete 100 hours. To ensure a cohesive programme of delivery with transparent aims for both the placement and student, guidance will be provided for the mentorship of individual student's professional development, which will include a mentor handbook and work-based learning handbook (QAA – UK Quality Code, Advice and Guidance). The Placement Coordinator will meet on Teams, or where possible, face to face with both student and mentor to discuss the content of the handbook and responsibilities.

1.8   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

Assessments

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 progress and learning towards the modules 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 FdA Education and Childhood programme

Assessments are designed to enable students to meet the learning outcomes for each module and allows students to undertake a diverse mix of assessments including presentations, reports, articles, and portfolios throughout their course of study. A variety of assessments will be undertaken linking to the experience gained from student's placement, as well as other standard forms of academic assessment, tailored to the mode of delivery. The assessment strategies adopted throughout the programme are diverse and relevant to the skills required for employment within the education sector. All modules require an overall pass mark of 40%. Module guides and assessment briefs are published each September, ahead of module teaching. Each assessment brief provides comprehensive details of how the student can meet the learning outcomes, including a breakdown of marking criteria, specific to Level 4 and Level 5.

A diverse mix of assessment methods ensures 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 authentic contexts in assessments which include group seminars and the writing of articles or posters 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 4 effectively. Summative assessment 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. Practical presentations are marked in the moment, however a Turnitin submission to include a reference list and any other stipulated supporting evidence is required to enable a consistent experience for assessments.

All assessment briefs and module guides are internally moderated and available to External examiners before distribution. All assessments will be subject to a rigorous moderation process both internally, and where required externally by university regulations. Assessments are also reviewed annually during Programme Committee Meetings with input from students via module reviews and programme level student data.

1.9   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:

We need further support with understanding the concepts of research.	Additional workshops were provided where students were given the opportunity to ask questions and receive support with their research.
We struggled with the step up to level 5.	Sarah from the HE Study Team was invited into tutorial to do sessions around critical thinking to support the step up to level 5.

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, the use of Quick marks to highlight positive work and areas for improvement 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.

All students will be provided with developmental feedback on their formal assessments to enable students to action development points into their subsequent assessments. All feedback from summative assessments will be provided via Turnitin, the online platform adopted by South Devon College. Clear, assessment criteria will be outlined to the students to maximise their opportunity to meet the assessed learning outcomes for each assessment. Feedback is aligned to the assessment criteria by rubrics and online feedback. Formal, written summative feedback will be returned within the policy driven 20 working days and informal oral or written formative feedback.

This qualification is internally assessed, and internally and externally quality assured. Assessment is achieved via robust external and internal quality assurance processes, ensuring the identification of best practice and areas for development or risk on a continual basis.

1.9   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 it is better to contact us to discuss what we can support, rather than make that decision yourself.

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 and for some it will be more challenging we are here to support everyone. The team are here to 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, mental health or a learning difficulty, rest assured you will receive the support and assistance you need to study. You can contact us even if you are unsure that you might have a disability or difficulty as we are happy to have a chat about how you feel. Our team will guide and assist you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Find out more information on our website https://www.ucsd.ac.uk/student-life/support/disability-support/ or visit the Government's website about Disabled Students' Allowance https://www.gov.uk/disabled-students-allowance-dsa If you are an apprentice student, you are entitled to the same support, but the application process is slightly different. The earlier you contact the team, the quicker the support can be in place, please contact HEdisability@southdevon.ac.uk

- **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 can offer 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 Stepping up to Higher Education 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.

1.10   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/

Obtaining 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 student on the FdA Education and Childhood programme, we recognise that it is a 'step up' to learning at level 4, and again at Level 5. At Level 4, we work hard to scaffold early academic skills, particularly in referencing and academic writing to support individual needs. We also recognise that some students may not have been in education for some time, therefore we work hard to build the early foundations for working at this level and promote timely access to the UCSD Student Support Hub as well as academic support/referencing during induction and the early weeks of the course.

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 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.

As a student on FdA Education and Childhood, we encourage you to build professional relationships and networks amongst each other to support compassion, care, and communication. We nurture and foster an environment where students feel respected and value each other's opinions and thoughts.

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. You can also access support from the He Employability Team for CV writing and employability support.

The FdA Education and Childhood programme attracts students from a range of experiences and practice. Throughout the modules, we discuss the importance of professional practice and the

skills, knowledge and behaviours required to be 'work ready'. 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.

1.10   Preparation for employment and further academic study

The FdA Education and Childhood Foundation degree, with the span of study from 0-18 years, provides a wide range of progression opportunities for graduating students to a broader range of careers in the education sector. On completion of study students could pursue a variety of careers in education, including roles such as teacher, teaching assistant (higher level), pastoral lead, schools-based support, intervention lead, mental health worker, portage worker, learning disabilities support worker, family support worker, SEMH support workers, Assistant SENCO, early years practitioner, behavioural support worker, community education officers, and in educational psychology.

Alternatively, students could progress directly from the FdA Education and Childhood to either top-up degrees at UCSD which are the BA (Hons) Childhood and Youth Studies and BSc (Hons) Social Therapeutic Interventions, which are University of Plymouth Level 6 bachelor's degrees delivered at South Devon College. Students could also apply to progress on to other HE providers for level 6 study, including University of Plymouth BA (Hons) Early Childhood Studies.

Weekly tutorials for FdA Education and Childhood students take place each week, with some sessions being delivered with students from the sister course FdA Working with Children, Young People and Families to enable further collaboration and peer learning. Tutorial sessions follow the UCSD Tutorial Curriculum, with a focus on study and 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. Employment and enrichment activities may include guest speakers, local, national, and international visits, relevant training courses and opportunities for students to volunteer or work in areas of interest.

The teaching team develop close links 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 engage with 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 job roles view topics will contribute to students' holistic understanding of childhood and education issues.

1.11 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:

FHEQ level: 6						
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.		UCSD 1084 1,2,3,4 UCSD 1089, LO1 and 2 UCSD 1986 L01, 2, 3. 4 UCSD 1987, LO1,3 UCSD 1088, LO1, 2 UCSD 2102, LO, 3,4 UCSD 2103, LO1,2 UCSD 2104, LO3,4 UCSD 2105, LO1,2	UCSD 1084 A1 Blog and A2 Portfolio UCSD 1089 A1, A2 Presentation, reflection UCSD 1085 A1, A2, report, Seminar UCSD 1086, A1 Lit Review UCSD 1088, A1 report UCSD 2102, A1 Case Study UCSD 2103, LO1,2 Essay UCSD 2104, A2 report UCSD 2105, Case study report	UCSD 1089: Visit to Forest School and/or alternative provision Annual trips and activities to be arranged	Attend UCSD Children & Young People conference
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.		Tutorial UCSD 1084, LO1,2,3, 4 UCSD 2102, LO1,2 UCSD 2103, LO3,4 UCSD 2104, LO1,2	UCSD 1084, A1 Blog and A2 Portfolio UCSD 2102, A2 Podcast UCSD 2103, A2 Presentation UCSD 2104 A1, Practical presentation	Grade boosting week at end of semesters	Students can access study and digital skills support via the UCSD Student Support Hub
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.		UCSD 2102, LO1,2 UCSD 2103, LO3,4 UCSD 2105, LO3,4	UCSD 1085 A2 Seminar UCSD 2102, A2 Podcast UCSD 2103, A2, Presentation	Grade boosting week at end of semesters	Students can access study and digital skills support

				UCSD 2105, A2 Training resource		via the UCSD Student Support Hub
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.		UCSD 1084, LO1,2,3, 4 UCSD 1085 LO4 UCSD 1087, Lo2 UCSD 1088, LO1,2 UCSD 2103, LO3,4 UCSD 2104, LO1,2 UCSD 2105, LO3,4	UCSD 1084, A1 and A2, Blog and Portfolio UCSD 1087, A1 Teaching observation reflection UCSD 1085 A2 Seminar UCSD 2103, A2 Presentation UCSD 2104 A1, Practical presentation UCSD 2105, A2 Training resource	Students complete 100 hours of practical experience at Level 4	
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.		Tutorial UCSD 1084, LO1, 2, 3, 4 UCSD 1085, LO1, 2, 3,4 UCSD 2105, LO3,4	UCSD 1084 A1 Blog and A2 Portfolio UCSD 1085 A1, A2, report, Seminar UCSD 2105, A2 Training resource	Group and individual tutorial discussions about career and course opportunities Seminars and guest speakers organised. Annual awards evening with industry/placements invited	Students can access study and digital skills support via the UCSD Student Support Hub
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.		UCSD 1089 UCSD 1088, LO1,2 UCSD 2100, LO1, 2, 3, 4 UCSD 2101, LO2, 3,4 UCSD 2104, LO 3,4 UCSD 2105, LO3,4	UCSD 1089 A1, Presentation UCSD 1088, A1 report UCSD 2100 A1, A2, Poster, Lit review UCSD 2101, A2, Abstract UCSD 2104, A2 Report UCSD 2105, A2 Training resource		
Personal Development	Students reflect on their identities, qualities, and values to better understand		Tutorial UCSD 1084, LO1, 2, 3, 4	UCSD 1084 A1 Blog and A2 Portfolio UCSD 1089: A2 Reflection	UCSD 1089 Visit to Forest School	

	themselves, from which to make informed choices about future employment.		UCSD 1089 LO3,4 UCSD 1087, LO1, 2	UCSD 1087, A1 Teaching observation reflection	and/or alternative provision	
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.		Tutorial UCSD 1084, LO1, 2, 3, 4 UCSD 2102, LO1,2	UCSD 1084 A1 Blog and A2 Portfolio UCSD 1087, A1 Teaching observation reflection UCSD 2102, A2 Podcast		Attend at UCSD Children and Young People Conference
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.		Tutorial UCSD 1084, LO1, 2, 3, 4 UCSD 1085, LO4 UCSd 2101, LO4	UCSD 1084, A1 Blog and A2 Portfolio UCSD 1085, A2 Seminar UCSD 2101, C1 Critical reflection	Annual awards evening with industry/placements invited	Attend at UCSD Children and Young People Conference

Further information: Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. 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.

1.12 Applicable Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information

https://www.ucsd.ac.uk/student-life/student-handbook/

Policy/Procedure/Regulation	Provision	Comments
Regulations	Regulations for UCSD 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	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	
Assessment Policy	UCSD	
Other – please stipulate		

2. Programme Specification

2.1 Programme Details

Awarding Institution:	South Devon College
Teaching Institution:	South Devon College
Accrediting Body:	South Devon College
Language of Study:	English
Mode of Study:	Full Time/Part Time
Final Award:	Foundation Degree
Intermediate Level 4 Award:	Certification of Higher Education (Level 4)
Programme Title:	FdA Education and Childhood
UCAS Code:	2EAC
Benchmarks:	QAA Foundation Degree Benchmark statements (2020) Foundation Degree Characteristic Statement (2020) Early Childhood Studies (2019) Education Studies (2019)
Date of Programme Approval:	26 May 2021

2.2 Brief Description of the Programme

Welcome to the FdA Education and Childhood this programme intends to provide you an opportunity to become active, reflective and self-critical learners, with a sound understanding of the relationship between theoretical frameworks and the active empirical methods of enquiry

which inform the development, interpretation and re-evaluation of theory. The rights of children, understanding of anti-discriminatory practices and safeguarding will be encouraged throughout.   The incorporation of theories, research and policy relating to education and child development spanning the ages from 0 – 18 years, with specialist modules focussing on Special Educational Needs and Development (SEND) are also an important part of the programme. This unique curriculum will comprise elements of early years provision, as well as primary and special provision.

On completion of study you could progress directly into, or progress onto higher level study, to pursue a variety of careers in education, including roles such as teacher, teaching assistant (higher level), pastoral lead, schools based support, intervention lead, mental health worker, portage worker, learning disabilities support worker, family support worker, SEMH support workers, Assistant SENCO, early years practitioner, behavioural support worker, community education officers, and in educational psychology.

2.3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

Not applicable

2.4. Exceptions to Regulations

No exceptions to the regulations outlined on the UCSD website https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/ related to South Devon College UCSD awarded degrees.

2.5. Programme Aims

The programme aims align to the benchmark statements for Education Studies (2019) and Early Childhood Studies (2019). The learning outcomes of the programme resonate with the development of impact, both practical and theoretical for professional practice in the sector. The development of the preparatory skills required for entering the profession of education have been incorporated for the progression of students to many wide-ranging progression opportunities.

The programme will:

1. Provide students with the academic knowledge and understanding necessary to further their professional and personal development related to education policy and practice.
2. Enable students to critically analyse the contribution of a range of theoretical, behavioural and political concepts with application to education and child development.
3. Develop transferable skills related to research analysis, reflection and evaluation and apply these skills to related practice in the fields of education and child development.
4. Equip students with the professional skills necessary to become an effective practitioner within the education sector.
5. Provide students with the opportunity to study focused areas and themes that promote safe, innovative and effective practice in educational settings.

2.6. Programme Intended Learning Outcomes (ILO)

Knowledge and understanding

On successful completion students should have developed a knowledge and understanding of:

1. Legislation and theoretical perspectives that can be applied in a wide range of educational settings.
2. Pedagogical approaches for working with children and young people, and communities, considering local and global contexts.
3. A range of research perspectives and methodologies applied to education.
4. The importance of cultural, societal, political, historical, technological and economic contexts on learning, including education policies, moral, religious and philosophical underpinnings, and issues of social justice.

Cognitive and intellectual skills

On successful completion students should have developed the skills to understand:

1. How to critically discuss relevant legislation, policy, theory, research and frameworks relating to educational studies and child development, and critically evaluate the impact on holistic development.
2. Implement established techniques of critical analysis and enquiry applied within educational contexts.
3. How to demonstrate praxis within an identified area of focus and practical skill.
4. How to apply theories and concepts to a range of real-world educational contexts to inform and develop a coherent and critical argument relevant to said issues.

Key and transferable skills

On successful completion students should have developed the ability to:

1. Plan, undertake, analyse, evaluate, and reflect on research, relating to education and child development.

2. Construct written and oral evidence informed arguments, that demonstrate synthesis of key concepts from educational policy and research in child development.
3. Apply higher level research and academic skills, with the ability to analyse results and findings to inform/ develop educational practices.
4. Undertake and reflect upon assessments in a variety of different contexts to develop appropriate strategies to support children, young people and professionals in educational settings.

Employment related skills

On successful completion students should have developed the ability to:

1. Work flexibly and effectively in collaboration with colleagues, parents, carers and other agencies.
2. Demonstrate an awareness and commitment to appropriate ethical practice in complex and unpredictable contexts.
3. Produce critical arguments to develop multiagency practices for the benefit of children and young people in education.
4. Understand key themes and responsibilities for safeguarding children and young people within education settings.

Practical skills

On successful completion students should have developed:

1. Appropriate ethics, values and beliefs when working with children, young people and professionals including anti-discriminatory practice and equality of opportunity.
2. The ability to demonstrate critical reflection and build upon personal professional knowledge and skills.
3. The ability to demonstrate, adapt and innovate their educational practice to support holistic child development and learning.
4. A practical knowledge and understanding of the importance of, and strategies, for effective communication with children, parents/carers and other multi-agency professionals.

2.7. Progression Route(s)

On successful completion of this programme, student will be able to progress to the following;

- BA (Hons) Childhood and Youth Studies (this programme is awarded by the University of Plymouth, delivered at South Devon College)
- BSc (Hons) Social and Therapeutic Interventions (this programme is awarded by the University of Plymouth, delivered at South Devon College).

Students could also apply to progress to Plymouth University for the following courses:
- BA (Hons) Education
- BA (Hons) Education with Foundation Studies
- BA (Hons) Early Childhood Studies

This programme has been designed to provide practitioners with both academic and subject expertise. The contribution of marks from prior levels of study to the progression award is governed by Academic Regulations.

Progression opportunities for further study and career prospects will be discussed with all students as part of the ongoing tutorial delivery throughout the academic year. Guidance will be provided for students individually to secure progression opportunities with alternative Higher Education providers.

2.8. Admissions Criteria

All applicants must have GCSE (or equivalent) Maths and English at Grade 4 or above (C or above)

Entry Requirements for FdA Education and Childhood	
A-level/AS-level	Normal minimum entry requirements are 48 UCAS points at A-level

BTEC National Diploma/QCF Extended Diploma	Normal minimum entry requirements are 48 UCAS points
Access to Higher Education at level 3	Normal minimum entry requirements are 48 UCAS points, with a minimum of 24 credits at Merit
Welsh Baccalaureate	Normal minimum entry requirements are 48 UCAS points
Scottish Qualifications Authority	Normal minimum entry requirements are 48 UCAS points, from Scottish Advanced Highers
Irish Leaving Certificate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, and Ordinary Level Grade C Maths and English
International Baccalaureate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
Work Experience	Previous experience within an education setting is preferable prior to being accepted onto the programme, but not essential.
Interviews	No
An enhanced Disclosure and Barring Service (DBS) clearance is required for this programme.	

2.9. Programme Structure *(Please use * to indicate any shared modules)*

Level 4					
Module Code	Module Title	Credits	Year of Delivery	Semester of Delivery	Core/Optional
UCSD1084	Professional Practice *	20	1	1	Core
UCSD1085	Safeguarding Children and Young People *	20	1	1	Core
UCSD1086	Equality, Rights, Diversity and Cultural Differences *	20	1	1	Core
UCSD1087	Learners and Education	20	1	2	Core
UCSD1088	Inclusion and Wellbeing	20	1	2	Core
UCSD1089	Alternative Pedagogies	20	1	2	Core

Level 5					
Module Code	Module Title	Credits	Year of Delivery*	Semester of Delivery	Core/Optional
UCSD2100	Research Methods *	20	2	1	Core
UCSD2101	Professional Investigation *	20	2	2	Core
UCSD2102	Social Pedagogy *	20	2	1	Core
UCSD2103	Special Educational Needs and Disability (SEND): Learning	20	2	1	Core
UCSD2104	Special Educational Needs and Disability (SEND): Communication	20	2	2	Core
UCSD2105	Child Development	20	2	2	Core

	Level 4 – Part time				
Module Code	Module Title	Credits	Year of Delivery*	Semester of Delivery	Core/Optional
UCSD1084	Professional Practice *	20	1	1	Core
UCSD1085	Safeguarding Children and Young People *	20	2	1	Core
UCSD1086	Equality, Rights, Diversity and Cultural Differences *	20	1	1	Core
UCSD1087	Learners and Education	20	1	2	Core
UCSD1088	Inclusion and Wellbeing	20	1	2	Core
UCSD1089	Alternative Pedagogies	20	2	1	Core

	Level 5 – Part time				
Module Code	Module Title	Credits	Year of Delivery*	Semester of Delivery	Core/Optional
UCSD2100	Research Methods *	20	3	1	Core
UCSD2101	Professional Investigation *	20	3	2	Core
UCSD2102	Social Pedagogy *	20	3	1	Core
UCSD2103	Special Educational Needs and Disability (SEND): Learning	20	2	2	Core
UCSD2104	Special Educational Needs and Disability (SEND): Communication	20	2	2	Core
UCSD2105	Child Development	20	3	2	Core

2.10 Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)																				Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills				Practical skills					
Level 4	UCSD1084																						N	C1 20% C2 80%
	UCSD1085																						Y	C1 50% P1 50%
	UCSD1086																						Y	C1 50% C2 50%
	UCSD1087																						Y	C1 50% C2 50%
	UCSD1088																						Y	C1 50% C2 50%
	UCSD1089																						Y	C1 50% P1 50%
Level 4 LOs																								
Level 5	UCSD2100																						Y	C1 50% C2 50%
	UCSD2101																						Y	C1 30% C2 70%
	UCSD2102																						Y	C1 50% P1 50%
	UCSD2103																						Y	C1 50% P1 50%
	UCSD2104																						Y	C1 50% C2 50%
	UCSD2105																						Y	C1 50% C2 50%
Level 5 LOs																								
Confirmed Award Los																								

3. Module Records

South Devon College Module Record

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

MODULE CODE: UCSD1084

MODULE TITLE: Professional Practice

CREDITS: 20   **FHEQ LEVEL:** 4   **HECOS CODE:**

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

SHORT MODULE DESCRIPTOR:
This module will require students to complete 100 hours of work placement; it will provide students the opportunity to reflect on their professional practice toward improving outcomes for children, young people and families in relation to collaborative working, ethical practice and professional relationships.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	**100%**	**P**	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Education and Childhood

Professional body minimum pass mark requirement: NA

MODULE AIMS:
To enable students to explore their own professional practice and how it contributes to positive change, shared goals and outcomes for children and young people. Students will create a professional portfolio of experiences and reflections to demonstrate their ethical practice and collaborative working. The module aims to develop both academic and professional practice skills.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
PS1. Reflect upon ethical awareness within professional duties, responsibilities and practice. PS2. Evaluate the impact of your own professional and academic development upon your practice. PS3. Reflect on the importance of working with colleagues to effectively support children and young people PS4. Evidence collaborative working with colleagues and other professionals, demonstrating an awareness	Knowledge and Understanding – 1,2,3,4 Cognitive and intellectual skills – 1,2,3,4 Key and transferable skills – 1,2,3,4 Employment related skills – 1,2,3,4 Practical Skills – 1,2,3,4

of positive change, shared goals and outcomes for children and young people.	
DATE OF APPROVAL:	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION:	**SEMESTER: 1**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

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:

MODULE LEADER: Lisa Rogers

OTHER MODULE STAFF: Sabrina Connolly

Summary of Module Content

- Reflective Practice
- Professional and personal development -portfolio building
- Professionalism, professional identity and ethical awareness
- Academic and study skills development to include time management and organisational skills
- A focus on core values, communication, collaboration and teamwork as part of professional working.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks
WBL	100	A range of activities will be linked sessional module delivery
Guided Independent study	55	Independent study towards assessments
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assessment 1: Essay (LO1) An essay linked to the role of a professional	**20%**
	Assessment 2: Professional Practice portfolio (LO2, 3 and 4)	**80%**
		Total = 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (LO1) An essay linked to the role of a professional	**20%**
Coursework	Portfolio – (LO 2,3,4) Completion of the professional practice portfolio with reflections and evidence to support the learning outcomes	**80%** **Total: 100%**

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Lisa Rogers Date : 26/06/2024	**Approved by**: Sabrina Connolly Date: 26/06/24

South Devon College Module Record

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

MODULE CODE: UCSD1085

MODULE TITLE: Safeguarding Children and Young People

CREDITS: 20

FHEQ LEVEL: 4

HECOS CODE:

PRE-REQUISITES: None

CO-REQUISITES:

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:

This module will develop students' knowledge and understanding of harm and risks for children within families and the community and how abuse occurs. It will explore contemporary issues of safeguarding children and young people and assist students to understand the policies and processes that exist for practitioners to safeguard children in a range of settings.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see* *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	50%	**P1** (Practical**)**	50%
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Education and Childhood

Professional body minimum pass mark requirement: NA

MODULE AIMS:

To explore the complex issues of safeguarding and child protection within society. Factors which increase harm and the risk of harm, are explored, along with preventative measures. Statutory measures are examined, and students will develop an understanding of the roles of practitioners working with children and their families, across a variety of different agencies and settings, to identify, address and prevent harm.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Identify potential safeguarding risk factors and the nature of child abuse. 2. Examine appropriate responses and responsibilities for practitioners when safeguarding children and young people. 3. Discuss the rights of the child and the voice of the child in relation to safeguarding and child protection.	Knowledge and Understanding – 1,4 Cognitive and intellectual skills – 1,4 Key and transferable skills – 1,2,3,4 Employment related skills – 2,3,4 Practical Skills - 3

4. Describe the policy and legal frameworks for safeguarding and child protection practice.	
DATE OF APPROVAL:	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION:	**SEMESTER: 1**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2024/25
NATIONAL COST CENTRE:
MODULE LEADER: Caroline Knight
OTHER MODULE STAFF: Kelly Smith

Summary of Module Content

- Safeguarding and child protection
- Risk factors in safeguarding, and the nature of child abuse
- Interpreting the wide range of legislation, policy and practice in existence.
- History and evolution of child protection, understanding the complexities through the use of case studies and published serious case reviews
- Children's rights, both legally and practically
- Locate the child's voice in policy and practice
- Roles and responsibilities within safeguarding

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks and activities.
Teaching focused reading linked to sessions	40	2.5 hours per week for 15 weeks. Academic reading for each session
Guided independent study	115	Directed weekly reading, Moodle based tasks, and assessment development
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting

	Report	**Report** (LO3, 4) 2000 words Identify legal and policy frameworks of safeguarding children in England and Wales. Debate the rights and voice of the child within safeguarding and child protection
Coursework		50%
Practical	Seminar	**Seminar** (LO1,2) 45 mins Discuss, in allocated groups with your peers, your research and knowledge about all aspects of child abuse, how it can be identified and the appropriate responses of practitioners 50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework in lieu of Practical	Blog	LO1 & 2, 2,000 words) **Blog, for other practitioners** exploring the range of child abuse, briefing others about how to identify and the appropriate responses to the abuse 100% 50%
Coursework	Report	LO3 & 4, 2,000 words **Report:** Identify legal and policy frameworks whilst highlighting the rights and voice of the child 50% Total: 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Caroline Knight Date: 28/6/24	**Approved by**: Sabrina Connolly Date: 28/6/24

South Devon College Module Record

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

MODULE CODE: UCSD1086

MODULE TITLE: Equality, Rights, Diversity and Cultural Differences

CREDITS: 20   **FHEQ LEVEL:** 4   **HECOS CODE:**

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

SHORT MODULE DESCRIPTOR:
This module is designed to provide students with the opportunity to explore inclusion in its broadest sense. The module considers diversity and difference in the context of children, young people and families. Through an exploration of parenting and the family theory and practice this module will evaluate current practices and literature that influences children, young people and families experience in today's society.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see* *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	100%	**P1** (Practical)	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Education and Childhood

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
The module aims to examine inclusion in its broadest sense. Concepts such as difference and diversity are explored in relation to the experiences of children and young people. Students will have opportunity to evaluate current literature in relation to equality. Students will explore how the rights of the child can be seen in practice and ways that this influences the experiences of children and young people.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Evaluate current literature with regard to equality. 2. Examine ways that the rights of the child can be explored in practice. 3. Explore the concept of inclusion. 4. Investigate ways that diversity and cultural difference influences experiences for children and young people.	Knowledge and Understanding – 1,4 Cognitive and intellectual skills –1,2,3,4 Key and transferable skills – 3, 4 Employment related skills – 2,3,4 Practical Skills – 1,4
DATE OF APPROVAL:	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION:	**SEMESTER: 2**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

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: Sabrina Connolly   **OTHER MODULE STAFF:** Lisa Rogers

Summary of Module Content

This module explores equality legislation, protected characteristics, and a rights perspective in the ways in which diversity and cultural difference influence the experiences for children and young people. This considers the concept of equality and rights in their broadest sense, for example looking at the UNCRC and disadvantaged children and young people from diverse backgrounds.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Teaching focused reading linked to sessions	45	Students will need to prepare for each taught lesson by reading the guided materials.
Guided Independent study	110	Independent study towards assessments
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay: Discuss the rights of the child in relation to inclusive practice. (LO2, LO3) 2,000 words	50%
	Literature Review: Using current literature, evaluate the impact that diversity and cultural difference has on children and families' experiences. (LO1, LO4) 2,000 words	50% Total:100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report: Identify the impact of cultural influences for the rights of the child (LO1,4)	50%
Coursework	Information leaflet: Discuss the rights of the child in relation to inclusive practice. (LO2, LO3) 2,000 words	50% Total: 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Sabrina Connolly Date: 23/06/24	**Approved by**: Lisa Rogers Date: 23/06/24

South Devon College Module Record

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

MODULE CODE: UCSD1087

MODULE TITLE: Learners and Education

CREDITS: 20   **FHEQ LEVEL:** 4   **HECOS CODE:**

PRE-REQUISITES: **CO-REQUISITES:**   **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:

This module introduces students to the psychology of learning and teaching. Students will explore how different psychological perspectives seek to explain how children learn in formal education. They will also consider how educational practitioners use their knowledge of different psychology perspectives on education to support their inclusive teaching, learning and assessment practice.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	100%	**P1** (Practical)	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Education and Childhood

Professional body minimum pass mark requirement: NA

MODULE AIMS:
This module aims to embed students' knowledge and understanding of core psychological perspectives. Students will be able to apply different psychological perspectives to explain how children learn and how educational practitioners plan, delivery and reflect on inclusive teaching, learning and assessment.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Explain different psychological perspectives of learning. 2. Examine how educational practitioners apply the psychology of learning and teaching in the classroom. 3. Analyse reliable sources to inform practice-based educational approaches. 4. Evaluate the impact of educational approaches on supporting learning.	Knowledge and Understanding – 1,2,4 Cognitive and intellectual skills – 1,2,3,4 Key and transferable skills – 2,3,4 Employment related skills – 3 Practical Skills - 2

DATE OF APPROVAL: XX/XX/XXXX	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	**SEMESTER: 2**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Notes:

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:**
MODULE LEADER: Kelly Smith   **OTHER MODULE STAFF:** Caroline Knight

Summary of Module Content

- Psychological perspectives of children's classroom learning: humanistic, behaviourism, constructivism and cognitivism
- Observing and reflecting on classroom teaching practice
- Investigating contemporary educational practice
- Evaluating how psychological perspectives of learning and teaching contribute to contemporary inclusive teaching, learning and assessment practice.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Teaching focused reading linked to sessions	45	Students will need to prepare for each taught lesson by reading the guided materials.
Guided Independent study	110	Independent study towards assessments
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**Assessment 1: Teaching observation reflection LO1, LO2** Students will observe a lesson in their placement (or an online lesson video) and explain and examine on how different psychological perspectives have been applied during the observed lesson.	50%
	Assessment 2: Practice change recommendation presentation resource LO3, LO4 Students will create a resource to present to school colleagues. They will recommend a change in teaching and learning practice, including an evaluation of the impact on learners and practitioners.	50 %

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**Assessment 1: Teaching observation reflection LO1, LO2** Students will observe a lesson in their placement (or an online lesson video) and explain and examine on how different psychological perspectives have been applied during the observed lesson.	50%
Coursework	**Assessment 2 :Practice change recommendation** Students will observe an online video lesson (supplied) and explain and examine on how different psychological perspectives have been applied. They will then recommend and justify a contemporary learning approach that could be implemented to address one of their observations from the video lesson. LO3. LO4)	50% Total: 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Kelly Smith **Date:** 03.07.24	**Approved by**: Sabrina Connolly Date: 03/07/24

South Devon College Module Record

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

MODULE CODE: UCSD1088   **MODULE TITLE**: Inclusion and Wellbeing
CREDITS: 20   **FHEQ LEVEL:** 4   **HECOS CODE:**
PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:
The module brings together discussions around the concept of inclusion and wellbeing to enable students to explore theory in relation to practice. The assessments are designed to draw on theoretical knowledge and professional experience to explore inclusion and 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)					

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Education and Childhood

Professional body minimum pass mark requirement: NA

MODULE AIMS:
This module focuses on inclusion in relation to wellbeing within education. Students will analyse the concept of inclusion and explore ways to promote inclusion. Students will develop an understanding of wellbeing through exploration of the roles and responsibilities of practitioners. They will relate theory to practice and explore some of the ways to support wellbeing.

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

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

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
1. Explain the concept of inclusion within the context of education. 2. Describe ways to promote an inclusive environment. 3. Evaluate strategies for supporting children's well-being. 4. Analyse the importance of practitioner well-being.	Knowledge and Understanding – 1,2,4 Cognitive and intellectual skills – 1,2,3,4 Key and transferable skills – 2,3,4 Employment related skills – 1,2,3,4 Practical Skills – 1,2,3,4

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Notes:

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. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25   **NATIONAL COST CENTRE:**
MODULE LEADER: Sabrina Connolly   **OTHER MODULE STAFF:** Lisa Rogers

Summary of Module Content

- Concept of inclusion in the broadest sense in relation to a range of inequalities
- Application of theory related to refugee education such as; participatory parity, assimilation, inclusion, health disparity and historical trauma.
- Investigation of contemporary educational practice in relation to wellbeing
- Exploration of social policy that relates to wellbeing

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Teaching focused reading linked to sessions	45	Students will need to prepare for each taught lesson by reading the guided materials.
Guided Independent study	110	Independent study towards assessments
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**Assessment 1:** LO1. and LO2. Report: Induction for a new practitioner: Supporting inclusion in education **Assessment 2:** LO3. And LO4. Case Study: Identify challenges to wellbeing and evaluate strategies used to support wellbeing.	50% 50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Teaching and learning leaflet (LO1 and LO2) 2,000 words: The importance of supporting inclusion in education	50 %
Coursework	Case study report (LO3 and LO4) 2,000 words: Challenges to supporting wellbeing and an evaluation of strategies to support wellbeing.	50% Total: 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Sabrina Connolly **Date:** 26/06/24	**Approved by**: Lisa Rogers Date: 26/06/24

South Devon College Module Record

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

MODULE CODE: UCSD1089   **MODULE TITLE:** Alternative Pedagogies

CREDITS: 20   **FHEQ LEVEL:** 4   **HECOS CODE:**

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

SHORT MODULE DESCRIPTOR:

The module is designed to help students think critically about the purpose of education and its method of delivery. The focus will be on alternative approaches to education, exploring the theories behind the pedagogical practices. It will also encourage students to reflect on the importance of adopting a holistic perspective when working with children and young people. This will help students to shape their own educational philosophy.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	50%	**P1** (Practical)	50%
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Education and Childhood

Professional body minimum pass mark requirement: NA

MODULE AIMS:

The aim of this module is to focus on the purpose of education and alternative methods of delivery. Students will investigate alternative approaches to education, exploring the theories behind these pedagogical practices. Students are encouraged to reflect upon the importance of adopting a holistic perspective when working with children and young people, which in turn will help to shape their own educational philosophy.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Compare and contrast three 'alternative' educational theories and practices 2. Examine the benefits and barriers of alternative approaches to education. 3. Analyse the importance of wider social, political and cultural impacts on alternative education. 4. Reflect on own educational experiences, beliefs, attitudes and values and evaluate the importance of developing a holistic perspective within current education.	Knowledge and Understanding – 1,2,3,4 Cognitive and intellectual skills – 1,2,3,4 Key and transferable skills – 3,4 Employment related skills – 2,4 Practical Skills – 1,2,3

DATE OF APPROVAL: XX/XX/XXXX	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	**SEMESTER: 2**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Notes:

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. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25   **NATIONAL COST CENTRE:**
MODULE LEADER: Lisa Rogers   **OTHER MODULE STAFF:** Sabrina Connolly

Summary of Module Content

* Exploring alternative approaches to learning and education.
* Evaluating how psychological perspectives of learning contribute to alternative pedagogies and practice.
  Analysing the impact of social, cultural and political issues upon alternative pedagogies.
* Reflecting upon the importance of a holistic perspective when considering a range of alternative approaches.
* Alternative pedagogies may include Forest School, Steiner, Montessori, Reggio Emilia, and Progressive Schooling.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Teaching focused reading linked to sessions	45	Students will need to prepare for each taught lesson by reading the guided materials.
Guided Independent study	110	Independent study towards assessments
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Presentation about the benefits and challenges of alternative pedagogies in education (LO1, LO2)	50%
Coursework	Reflection: A reflection on personal beliefs of alternative approaches to education with consideration of social, political and cultural issues that impact alternative pedagogies (LO3, LO4)	50% Total : 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Recorded and saved presentation about the benefits and challenges of alternative pedagogies1 (LO1, LO2)	50%
Course work	Reflective Essay – (LO3, LO4) A reflection on personal beliefs of alternative approaches to education with consideration of social, political and cultural issues that impact alternative pedagogies (LO3, LO4)	50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Lisa Rogers Date: 26/06/2024	**Approved by**: Sabrina Connolly Date: 26/06/24

South Devon College Module Record

<u>**SECTION A: DEFINITIVE MODULE RECORD**</u>. *Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.*

MODULE CODE: UCSD2100

MODULE TITLE: Research Methods

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE:

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR:

A research methodologies based module focusing on the research process. In this module students will identify an area of research, explore relevant research and theory, and write a proposal which provides a strong rationale for the research project they will undertake in Professional Investigation.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	100%	**P1** (Practical)	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Education and Childhood

Professional body minimum pass mark requirement: NA

MODULE AIMS:

To explore a range of research methodologies relevant to education or childhood. Students will identify their own topic of research interest and develop an understanding of appropriate education or childhood research methodologies and approaches. They will read and analyse a range of research papers on topics related to education or childhood, identifying the methodologies used to gather information and gaining an understanding of how the researcher has addressed particular issues and overcome barriers to carrying out the research.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Evaluate research, policy and practice issues to rationalise a proposed research initiative. 2. Analyse theory and research on an issue within contemporary education or child development. 3. Formulate a research proposal to explore a contemporary issue in education or child development. 4. Critically discuss issues of research methodology quality including validity, reliability and ethics.	Knowledge and Understanding – 1,3 Cognitive and intellectual skills – 1,2,4 Key and transferable skills – 1,2,3,4 Employment related skills – 2,4 Practical Skills – 1,2,3

DATE OF APPROVAL:	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION:	SEMESTER: 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

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. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25   **NATIONAL COST CENTRE:**
MODULE LEADER: Ezekiel Chattell   **OTHER MODULE STAFF:** Sabrina Connolly

Summary of Module Content

- Critical analysis of theory and research in education or childhood
- Research methodologies
- Data collection and analysis approaches
- Issues of research quality including reliability, validity and ethics
- Reporting

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Teaching focused reading linked to sessions	45	Students will need to prepare for each taught lesson by reading the guided materials.
Guided independent study	110	Independent study towards assessments
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Literature Review (2000 words) (LO1, L02)	50%
	Research Proposal (2000 words) (LO3, LO4)	50%
		Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Literature Review (2000 words) (LO1, L02)	50%
Coursework	Research Proposal (2000 words) (LO3, LO4)	50% Total: 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ezekiel Chattell Date: 26/06/2024	**Approved by**: Sabrina Connolly Date: 02/07/24

South Devon College Module Record

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

MODULE CODE: UCSD2101

MODULE TITLE: Professional Investigation

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE:

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR:
This module is designed to allow students to research an individual topic area linked to their area of practice through a negotiated and supervised individual work based project.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*		
C1 (Coursework)	100%	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Education and Childhood

Professional body minimum pass mark requirement: NA

MODULE AIMS:
This module will enable students to apply and engage with current literature, research and policies related to an area of personal interest within their professional setting. Students will independently pursue a line of enquiry, presented as a research report, including analysis and thorough evaluation of primary research. Consideration will also be given to ethical perspectives in terms of researching with children. Students will be expected to effectively organise and manage their time to produce a full research report.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Implement a research methodology appropriate for your subject area. 2. Analyse and appropriately present your collected data. 3. Effectively communicate information, arguments and interpretations from your research in the context of previously published theory and research. 4. Evaluate issues arising within own research project and recommend modifications and extensions.	Knowledge and Understanding – 1,3 Cognitive and intellectual skills – 1,2,3,4, Key and transferable skills – 1,2,3,4 Employment related skills – 1,2,4 Practical Skills – 1,2,3,4

DATE OF APPROVAL:		AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION:		SEMESTER: 2
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX		

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:**
MODULE LEADER: Ezekiel Chattell **OTHER MODULE STAFF:** Sabrina Connolly

Summary of Module Content

- Research ethics
- Collecting primary data
- Analysing and presenting data
- Interpreting data in the context of published theory and research
- Evaluating your own research

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Teaching focused reading linked to sessions	45	Students will need to prepare for each taught lesson by reading the guided materials.
Guided independent study	110	Independent study towards assessments
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Critical Reflection (1000 words) (LO4)	30%
	Findings and Discussion (3000 words) (LO1,2, 3)	70%
		Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Critical Reflection (1000 words) (LO 4)	30%
Coursework	Findings and Discussion (3000 words) (LO1, 2, 3)	70%
		Total 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ezekiel Chattell Date: 26/06/2024	**Approved by**: Sabrina Connolly Date: 02/07/24

South Devon College Module Record

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

MODULE CODE: UCSD2102

MODULE TITLE: Social Pedagogy

CREDITS: 20   **FHEQ LEVEL:** 5   **HECOS CODE:**

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

SHORT MODULE DESCRIPTOR:

Social pedagogy draws on core theories from education, sociology, psychology and philosophy to interpret how children and young people interact with society and its impact on well-being, learning and growth. It is about meeting the holistic needs of children.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*				
C1 (Coursework)	50%	**P1** (Practical)	50%	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Education and Childhood

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to introduce students to the principles and practice of social pedagogy, the psychological, education, social and philosophical theories behind the approach, and the skills needed to develop effective relationship with children and young people, and with the multi-agencies supporting them.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Explain the history and social policy background in the UK to multi-agency working to support children and young people's well-being, learning and growth. 2. Analyse the theoretical background to and principles of social pedagogy. 3. Critically discuss successful strategies and barriers to social pedagogy and multi-agency work. 4. Identify and evaluate social pedagogical practice currently experienced.	Knowledge and Understanding – 1, 2, 4 Cognitive and intellectual skills – 1, 2, 3, 4 Key and transferable skills – 3, 4 Employment related skills – 1, 3, Practical Skills – 2, 4

DATE OF APPROVAL:	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION:	**SEMESTER: 1**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2024/25   **NATIONAL COST CENTRE:**
MODULE LEADER: Kelly Smith **OTHER MODULE STAFF:** Lisa Rogers

Summary of Module Content

- History and theoretical principles of social pedagogy
- Building relationships and communication.
- Values and Ethics in social pedagogy
- Social Justice and Advocacy
- Barriers to multi-agency working

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Teaching focused reading linked to sessions	45	Students will need to prepare for each taught lesson by reading the guided materials.
Guided Independent study	110	Independent study towards assessments
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Blog Post – (2000 words) (LO1,2 Review the historical impact of social pedagogical practice	Total:100%
Practical	Presentation (20 minutes) (LO3,4) – Evaluate social pedagogy in practice identifying successes and barriers to practice	Total:100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Blog Post – (2000 words) (LO1,2) Review the historical impact of social pedagogical practice	Total:50%
Coursework (In lieu of practical)	(LO3,4) – Evaluate social pedagogy in practice identifying successes and barriers to practice	Total:50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Kelly Smith Date: 03/07/24	**Approved by**: Sabrina Connolly Date: 03/07/24

South Devon College Module Record

<u>**SECTION A: DEFINITIVE MODULE RECORD**</u>*. **Proposed changes must be submitted via the HE Faculty Office Procedures for approval and issue of new module code.***

MODULE CODE: UCSD2103
CREDITS: 20
PRE-REQUISITES: None

MODULE TITLE: Special Educational Needs and Disabilities (SEND) Learning
FHEQ LEVEL: 5
CO-REQUISITES: None

HECOS CODE:
COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR:
This module aims to explore contemporary issues with regard to Special Educational Needs and Disabilities (SEND) Learning.   Students will develop an understanding of Special Educational Needs and Disabilities in the current context. There will be a focus on with regard to the two broad areas of need identified in the special educational needs and disability code of practice: 0-25 years (2015). These are cognition and learning and sensory and/or physical needs.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	50%	**P1** (Practical**)**	50%
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Education and Childhood

Professional body minimum pass mark requirement: NA

MODULE AIMS:
The aim of this module is to explore contemporary issues with regard to Special Educational Needs and Disabilities (SEND). Students will develop an understanding of Special Educational Needs and Disabilities in the current context. There will be a focus on cognition and learning, and sensory and/or physical needs, two of the broad areas of need identified in the SEND code of practice:0-25 years (2015).

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

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

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
1. Critically analyse the relationship between education and disability. 2. Discuss policy in relation to special educational needs and disability. 3. Critically analyse learning theory in relation to cognition and learning.	Knowledge and Understanding – 1,2,4 Cognitive and intellectual skills – 1,2,3,4 Key and transferable skills – 2,3,4 Employment related skills – 1,2,3,4 Practical Skills – 1,2,3,4

4. Evaluate educational approaches to support cognition and learning.	

DATE OF APPROVAL: XX/XX/XXXX	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	**SEMESTER: 2**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Notes:

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. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25   **NATIONAL COST CENTRE:**
MODULE LEADER: Sabrina Connolly   **OTHER MODULE STAFF:** Lisa Rogers

Summary of Module Content

- Historical development of disability and education in England
- Perspectives of disability 1
- Education policy and disability
- Learning theory and cognition and learning
- Strategies for supporting cognition and learning

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Teaching focused reading linked to sessions	45	Students will need to prepare for each taught lesson by reading the guided materials.
Guided Independent study	110	Independent study towards assessments
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**Assessment 1:** LO1. And LO2. Essay: Discuss disability and education	50%
Presentation	**Assessment 2:** LO3. And LO4. Presentation: Evaluating strategies to support cognition and learning	50% Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	**Essay:** LO1 and LO2 Explore special educational needs policy and education in England.	50%
Coursework in lieu of presentation	**Presentation resource:** LO3 and LO4. Supporting cognition and learning in the English primary classroom	50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Sabrina Connolly **Date:** 23/06/24	**Approved by**: Lisa Rogers Date: 23/06/24

South Devon College Module Record

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

MODULE CODE: UCSD2104

MODULE TITLE: Special Educational Needs and Disabilities (SEND) Communication

CREDITS: 20   **FHEQ LEVEL:** 5   **HECOS CODE:**

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

SHORT MODULE DESCRIPTOR:

This module aims to explore contemporary issues with regard to Special Educational Needs and Disabilities (SEND). Students will develop an understanding of Special Educational Needs and Disabilities in the current context. There will be a focus on two broad areas of need identified in the special educational needs and disability code of practice: 0-25 years (2015). These are communication and interaction and social, emotional and mental health difficulties.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	50%	**P1** (Practical)	50%
E2 (Clinical Examination)		**A1** (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Education and Childhood

Professional body minimum pass mark requirement: NA

MODULE AIMS:

The aim of this module is to explore contemporary issues with regard to Special Educational Needs and Disabilities (SEND). Students will explore how theory relates to practice. They will evaluate ways to support communication and interaction and social, emotional and mental health difficulties in an educational context.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Evaluate educational approaches to supporting communication and interaction needs. 2. Critically analyse psychological, biological, social and cultural theories in relation to social communication and interaction. 3. Critically analyse contemporary understandings of social emotional and mental health difficulties. 4. Discuss the impact of strategies used to support social, emotional and mental health difficulties.	Knowledge and Understanding – 1,2,3,4 Cognitive and intellectual skills – 1,2,3,4 Key and transferable skills – 1,2,3,4 Employment related skills – 1,2,3,4 Practical Skills – 1,2,3,4

DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: XX/XX/XXXX	SEMESTER: 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Notes:

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. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

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

MODULE LEADER: Sarah Kettle-Buchanan   **OTHER MODULE STAFF:** Lisa Rogers

Summary of Module Content

- Communication and interaction difficulties and their aetiology
- Enabling environments to support communication and interaction
- Exploration of contemporary understandings of social, emotional and mental health difficulties
- How contemporary understanding of social, emotional and mental health difficulties guides strategies.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Teaching focused reading linked to sessions	45	Students will need to prepare for each taught lesson by reading the guided materials.
Guided Independent study	110	Independent study towards assessments
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Presentation	**Assessment 2:** LO1 and LO4 Presentation: Evaluation of educational approaches to supporting communication and interaction, and SEMH disorders	50%
Coursework	**Assessment 1:** LO2 and LO3 Report: Theories underpinning the causality of communication and interaction, and SEMH disorders	50 %

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework in lieu of presentation	**Assessment 2:** LO1 and LO4 Presentation resource: Evaluation of educational approaches to supporting communication and interaction, and SEMH disorders	50%
Coursework	**Assessment 1:** LO2 and LO3 Report: Theories underpinning the causality of communication and interaction, and SEMH disorders	50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Sarah Kettle-Buchanan **Date:** 24 June 2024	**Approved by**: Sabrina Connolly Date: 26/06/24

South Devon College Module Record

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

MODULE CODE: UCSD2105   **MODULE TITLE:** Child Development

CREDITS: 20   **FHEQ LEVEL:** 5   **HECOS CODE:**

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

SHORT MODULE DESCRIPTOR:
This module will give students a grounding in the key psychological approaches to understanding child and adolescent development, and the influence of self-concept and identity on educational experiences.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	100%	**P1** (Practical)	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Education and Childhood
Professional body minimum pass mark requirement: NA

MODULE AIMS:
To explore the multiple biopsychosocial factors that contribute to the uncertainty in the lives of children and young people. Students will develop an understanding of biological, psychological and sociological factors influencing the development of children and adolescents and how these may impact experiences in education.

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

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

Assessed Module Learning Outcomes	**Award/ Programme Learning Outcomes contributed to**
1. Critically discuss the psychological approaches to child and adolescent development. 2. Critically analyse biopsychosocial factors influencing child and adolescent development. 3. Critically discuss the factors involved in the development of self-concept and identity in childhood and adolescence. 4. Critically analyse the impact of self-concept and identity on experiences in education.	Knowledge and Understanding – 1,4 Cognitive and intellectual skills – 1,2,3,4 Key and transferable skills – 2,3 Employment related skills – 1,2 Practical Skills – 1,3,4

DATE OF APPROVAL:	**AWARDING BODY:** South Devon College
DATE OF IMPLEMENTATION:	**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. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2024/25   **NATIONAL COST CENTRE:**
MODULE LEADER: Sabrina Connolly   **OTHER MODULE STAFF: S**arah Kettle-Buchanan

Summary of Module Content

- Key psychological perspectives on development, potentially including behaviourism, cognitivism, social constructivism, biological, humanistic, ecological, and psychodynamic
- Analysis of factors influencing self-concept and identity including Self-esteem, motivation, relationships, gender identity, and moral development
- Analysis of research demonstrating the impact of self-esteem on educational experiences and outcomes.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled activities	45	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Teaching focused reading linked to sessions	45	Students will need to prepare for each taught lesson by reading the guided materials.
Guided independent study	110	Independent study towards assessments
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case study report on child or young person exploring factors influencing their development (2000 words) (LO1, LO2)	50%
	Education training resource (Leaflet or PowerPoint) to discuss factors affecting self-concept and identity, and analyse how self-concept can affect experience of education (2000 words) (LO3, LO4)	50% Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case Study Report (LO1, 2)	Total:50%
Coursework	Academic Poster (LO3, LO4)	Total :50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Sabrina Connolly Date: 23/06/24	**Approved by**: Lisa Rogers Date: 23/06/24