



**UNIVERSITY  
CENTRE**  
SOUTH DEVON

# **PROGRAMME QUALITY HANDBOOK 2024-2025**

**FdA Youth Justice and Youth Studies  
and Higher Level Apprenticeship  
Youth Justice Practitioner**

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# 1. Welcome and Introduction to FdA Youth Justice and Youth Studies

## 1.1 Welcome statement

Welcome to 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://www.ucsd.ac.uk). It can also be navigated by going to [www.ucsd.ac.uk](http://www.ucsd.ac.uk) and searching for student handbook.

The FdA Youth Justice and Youth Studies is a newly designed Foundation Degree with a Higher-Level Apprenticeship (HLA) embedded within. It is intended to develop student's knowledge and understanding of all aspects of youth justice to work with children up to the age of 18 years who offend or who are at risk of offending. It aims to provide students with the knowledge, skills, and behaviours to work effectively with some of the most disadvantaged children in society who often have complex and multiple needs.

## 1.2 Programme Management

Role	Person	Email address
Personal Tutor and/or HE Lead	Caroline Knight	carolineknight@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	Marie Woodger	<u>mariewoodger@southdevon.ac.uk</u>

## 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 Caroline Knight. Caroline is a former police detective who worked within crime investigation. Her specialist subjects are policing, youth justice and safeguarding children. She chairs a scrutiny panel for the Devon and Cornwall Police and Crime Commissioners Office (OPCC), sits on the Torbay Safeguarding Partners forum and is a safeguarding governor for a large education trust with secondary and primary schools. She has BA (Hons) Child Development and Education and MSc Criminology and Criminology Psychology.

## 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 are able to access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

The tutorial curriculum and Personal Development 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

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.

## 1.5 Course Contact List

Details of your modules 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](#):

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](mailto:university@southdevon.ac.uk)

Module Leader	Modules	Contact	If part time days/hours that are worked
<b>Caroline Knight</b>	UCSD1112 An Introduction to Youth Justice UCSD1115 Multi-Agency Working UCSD2122 Young Offenders: Factors and considerations	01803 540553  <a href="mailto:Carolineknight@southdevon.ac.uk">Carolineknight@southdevon.ac.uk</a>	Tuesday, Wednesday Thursday
<b>Asenath Colbourne-Laight</b>	UCSD2126 Youth Justice Practices and Interventions	<a href="mailto:acolbournelaight@southdevon.ac.uk">acolbournelaight@southdevon.ac.uk</a>	Monday, Tuesday and Wednesday
<b>Marie Hale</b>	UCSD1116 Equality, Rights, Diversity and Cultural Differences	<a href="mailto:mariehale@southdevon.ac.uk">mariehale@southdevon.ac.uk</a>	Tuesday, Thursday and Friday
<b>Kelly Smith</b>	UCSD1114 Professional Practice  UCSD2114 Social Policy and Practice	<a href="mailto:kellysmith@southdevon.ac.uk">kellysmith@southdevon.ac.uk</a>	Tuesday, Thursday and Friday
<b>Ezekiel Chattell</b>	UCSD 2125 Research Methods	<a href="mailto:ezekielchattell@southdevon.ac.uk">ezekielchattell@southdevon.ac.uk</a>	Monday to Friday
<b>Sabrina Connolly</b>	UCSD1113 Safeguarding Children and Young People	<a href="mailto:sabrinaconnolly@southdevon.ac.uk">sabrinaconnolly@southdevon.ac.uk</a>	Tuesday, Wednesday and Friday

	UCSD1117 Lifespan Development  2123 Supporting Social and Emotional Wellbeing  UCSD2121 Childhood and Youth: responding to societal issues		
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## 1.6 Preparing for your programme

At UCSD, we understand that 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

Carry out some research to find out what placements might be available for you. Think about what interests you and see what organisations there are. You can search by job role, or for 'volunteering' or by types of workplaces/organisations, such as schools, charities or agencies. Look at job descriptions and the way the organisation describes its work. Once you find one that interests you, make contact and see if they would be willing to take a placement. Our placement Officer, Elodie Forbes: [elodieforbes@southdevon.ac.uk](mailto:elodieforbes@southdevon.ac.uk) supports students in this area.

You will need to complete a DBS check with us before the course starts. You will need identification, such as a passport or a driving licence. You will also need some documentation with your details on, such as a

utility bill or a bank statement. You can get these ready now (you may have to ask your bank for assistance for example).

Have a look at the Youth Justice Board. This is a useful source on information for you whilst you study this programme. You can click on 'subscribe to YJBulletin' to ensure that you receive relevant and timely updates. <https://www.gov.uk/government/organisations/youth-justice-board-for-england-and-wales>

The Youth Justice Board have the below article within their resources hub. The article is by Roger Smith and Patricia Gray, two experts in youth justice studies, titled 'The changing shape of youth justice: Model of practice' published 2018. Have a look at this article. Consider how it is written, the language used and the structure of the writing and the piece. How does it differ from other things you read? How do you find out who's work the authors have read? Is this important? Finally, the journal article has things to say about 'children and young people first', 'targeted intervention' and 'models of youth justice'. Make a note of the views expressed.

<https://journals.sagepub.com/doi/full/10.1177/1748895818781199>

## **1.7 Curriculum design principles**

### **Programme Rationale (summary)**

This is a new programme, written in 2022. Youth work and youth justice sectors are growing areas of study, as well as key graduate employers. The programme aims to equip students with the transferable skills and professional knowledge to progress to a range of diverse careers in this dynamic sector.

### **Context**

Whilst youth justice rates have fallen over the COVID pandemic, thought to be due to periods of restrictions including court closures, pauses to jury trials, court backlogs, home schooling for many children, changes to people's behaviour, including reduced social contact, and changes to custodial regimes, a number of offence groups have been shown to have increased, including crimes such as possessions of weapons, violence against the person, drug offences, robbery, and sexual offences (Ministry of Justice, 2022). Locally, the Youth Justice Service (formerly Youth Offending Team) report a significant increase in harmful sexual behaviour amongst young people. These types of offences require considerable skills to deal with effectively and safely.

The strategic assessment for the Devon and Cornwall Peninsula Community Safety Partnerships (2020/2021) concluded that there is a high risk to the public from drug trafficking and child exploitation (county lines), with acknowledged knowledge gaps in understanding the impact of these crime types on children, highlighting Torbay as an area of concern for a lack of appropriate multi-agency arrangements. Domestic and sexual violence and child sexual abuse were rated as significant risk, with child-on-child abuse raised as likely to be under reported and less understood in the area. Domestic violence and abuse referrals in Torbay are now the highest in England (Torbay Youth Justice Service, 2022), with subsequent links to offending and poor outcomes for the children involved.

The programme seeks to explore the current debates around the changing world of youth and youth crime so that students are confident with the necessary skills to work with young people who are at risk of offending and support those already offending through the criminal justice system. The local area has a low skills base in this field, and with pockets of significant deprivation and the attendant child exploitation, victimisation and criminalisation, this course can make an impact on the lives of young people. The FdA Youth Justice and Youth Studies seeks to support the professionalisation of the local workforce, developing undergraduates who have a broad knowledge of contemporary and contextual local, national, and international issues impacting on children and young people's lives.

This programme has been developed to support the growing Youth sector across South Devon, both public and voluntary. Whilst local figures are not available, according to national labour market information, the youth and community work sector is due to grow by 7.1% within five years, with an additional loss of 49.4% of current workforce retiring within the same time frame (45,000 jobs) (NFI Data, 2022). Distinctive features of this course include the breadth of modules that examine a child's life, background and development that might influence their eventual criminality, and the method that can assist to prevent it. Contemporary childhood issues and social policy are examined, so all aspects of the child are explored, rather than focusing purely on the criminal act and the subsequent justice activity. This course has a child-centred focus and ethos, young people are encouraged to be viewed with a 'child first, offender second' approach. The FdA Youth Justice and Youth Studies programme aims to offer students an understanding of children and young people from a wide range of perspectives, and what influences them to commit crime. Examining youth studies from a broad perspective, not restricted to youth justice, the programme intends to develop students' knowledge and comprehension of an extensive range of inter-related factors surrounding the child (parents and family, child development, biopsychosocial, social disadvantage, mental health, childhood experiences, prior victimisation) and youth crime. Additionally, the programme will allow students to develop a range of skills, abilities, and competencies necessary to deal with the complexities of youth and community justice. The curriculum content has been developed for both higher level apprentices and direct entrants to foster a broader use of knowledge, skills, and behaviours that are measured synoptically at the end of the learning experience, challenging students to demonstrate their full range of competencies.

The programme team liaises with youth justice services and receive updates from the Youth Justice Board.

Students, stakeholders and employers have been invited to an enhancement event where they have been encouraged to network with local organisations and employers. In effect this was utilised as a course design training event, with the course team engaging with stakeholders to gain feedback on the course design. Students stated that they wanted to have a transformative effect on young people and that they felt this course could help them achieve this.

## **Content**

This programme has embedded the Institute of Apprenticeship Youth Justice Practitioner Standards (2021), with knowledge, skills and behaviours reflected in the Programme aims and outcomes, in the module content and in module learning outcomes. Additionally, the programme and modules have been designed against the QAA benchmark standard Youth and Community Work (2019), (with the exception of the working with adult's section). The QAA benchmark standard Criminology (2022) was also utilised, although Youth Justice is not specifically mentioned more than twice within this benchmark, the principles of legislation, criminality, crime reduction, and prevention are employed. Additionally, the programme and module has been planned in accordance with the NOS and the Youth Justice Board Youth Skills matrix (2021). Other external references points include the QAA Hallmark of Success Playbook, in Course Design (2022).



The teaching team have worked closely together to ensure they have knowledge of all modules, ensuring scaffolding and appropriate overlap of topics but without unnecessary repetition. The sequencing and scaffolding follow the college-wide evidence-led teaching and learning policy (Rosenshine, 2012; Caviglioli and Sherrington, 2020), and is included within the approach to the teaching and learning of academic skills required to complete assessments. As such, academic skills are taught within weekly tutorials but are also embedded within modules. In this way, apprentices and mature learners with no academic experience are supported.

The programme has a cohesive design with clear, sequenced learning (Clever & Office for Students, 2022). The modules are structured by the teaching team to show students clear development, links and scaffolding of knowledge and are sequenced to support learning and mastery of skills (Rosenshine, 2021; Sherrington and Caviglioli, 2020). Beginning at level 4, an Introduction to Youth Justice (UCSD1112) sets the scene for the course with an outline of the structure and background of the Youth justice System and related concepts such as welfare and justice models, which links with safeguarding, in a wide-ranging Safeguarding module that examines abuse, child welfare and an introduction to a child's rights (UCSD1113). This module also introduces the essential value of multiagency working, which leads into the Multiagency module (UCSD1115) to explore this approach in greater detail, across multiple practice elements. This module explores issues with collaborative working, complemented by UCSD1114 Professional Practice, which also begins to develop the knowledge, skills, and behaviours required for compassionate and reflective practitioners, encouraging students to apply their learning to practice. UCSD1116 picks up on the child's rights from UCSD1113, and the role of the professional (UCSD1114) as it develops knowledge of equality, rights, and diversity. In UCSD1117 Lifespan students examine the impact of life issues such as SEND, which progresses learning from the previous modules by discussing specific rights for children and policies and strategies for inclusion for children with learning difficulties, disabilities, and mental health issues.

At level 5 the sequencing and scaffolding continue with understanding a wide range of societal issues in UCSD2121 Childhood and Youth, and this is followed by UCSD2122 Youth Offending, which develops those societal issues, focusing on specific factors and considerations that might lead to youth crime. UCSD2123 Supporting wellbeing studies social policy but narrows it to examine, for example, policy implementation in relation to childhood adversity and health. UCSD2124 Social Policy and Practice continues to examine policy, but in a broader context, encouraging a close examination of the impact of legal and ethical approaches upon young people.

The course design has also been sequenced learning across academic levels. For example, UCSD 1112 An Introduction to Youth Justice, level 4, begins students' studies into youth justice, with an expansive view of concepts such as the age of responsibility and international treaties impacting upon domestic sanctions, and this module is followed by level 5 UCSD2126 Youth Justice Practice and Interventions, which offers a detailed examination of criminal justice options. UCSD1117 Lifespan Developments at level 4 begins the investigation into biopsychosocial factors that influences childhood development, and this is then complimented and expanded upon by the level 5 UCSD2122 Youth Offending: Factors and Considerations, which explores broader, external factors impacting upon criminality. As such, youth crime is examined in the widest sense as a range of factors are considered, such as the links between child protection, the state care system and criminality. Our level 4 UCSD1116 Equality, Rights, Diversity, and Cultural Differences module contains research elements with a literature review, which feeds into to the level 5 UCSD2125 Research Methods module. UCSD1113 Safeguarding Children module introduces students to legislation and policy, and the role of practitioners, which is a natural feed into UCSD2124 Social policy at level 5. And finally, the UCSD2121 Childhood and Youth - Responding to Societal Issues examines and introduces wider sociological themes which will assist students' progression to the UCSD level 6 top-up BA (Hons) Childhood and Youth,

particularly as it acts as a precursor to the course as a whole and the level 6 module SOUD3090 Contemporary Issues in Childhood and Youth.

### **Teaching and Learning Strategy**

The FdA Youth Justice and Youth Studies programme is designed to be delivered face-to-face scheduled learning activities, supplemented with the opportunity to join online learning via a suitable online collaboration and video conferencing platform to access online asynchronous learning opportunities and resources on our online learning platforms, blended learning will be incorporated into each module, with two hours delivery and 1 hour of blended learning. Students will be required to undertake guided independent learning in preparation for scheduled learning activities, and independent study towards assessments. UCSD currently uses MS Teams as an 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 and notices and remind students in an asynchronous manner.

Modules are designed to promote detailed understanding of complex issues affecting youthwork and youth justice sectors. Student led seminars, research, analytical draft assessments, and problem-solving activities will cultivate independent and critical thinkers. An inquisitive approach will be further nurtured through expert guest lectures, group discussion and debate to gain a deeper understanding of the work of practitioners in the private and voluntary sectors, including local and central government, as well as providing insight into local, national, and international organisations. The programme is designed to develop students' skills and knowledge, aligned to local and national employment opportunities, and to assist them to apply these skills practically.

A significant focus on research activities, methods and current research areas of importance is a consistent theme in each module; students will undertake reading activities, be asked to critique current research, and summarise research findings through evaluation. Academic skills are key skills that are developed, through induction sessions, weekly tutorials, and within module delivery. This includes grade boosting activities that are designed to support apprentices and those returning to education in addition to progressing students. The teaching team work closely with the HE Student Support Hub to ensure the appropriate level of support and reassurance to those returning to education, including the creation of personalised action plans where necessary.

A current proportion of students state a preference for experiential learning opportunities (or 'learning by doing'), the impact of which is reflected in the detail in the module records for each module. A major objective of the FdA Youth Justice and Youth Studies is to produce graduates with both elevated level academic and practical/transferable skills. To advance these skills and consider student need; live projects, additional training activities and industry visits will be a significant characteristic of the programme. Students will participate in analytical debates where they will explore and criticise arguments and philosophical approaches. Students will further improve communication skills through presentations and group working; this will be a principal feature of the Professional Practice modules where students will employ a series of skills such as delegation and action planning and be expected to communicate effectively to different audiences. Independent study, tutorials with staff, critical reflection and feedback, discussions of research practice and the reflection on practice experience will also enhance intellectual abilities.

The teaching and learning strategy builds on 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 confident and employable learner. As evidence-informed teachers, teaching 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 topics 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.

This above strategy aligns to a 20% off the job training for apprentices, through a mix of learning activities which are undertaken outside of their normal day-to-day work duties, which supports the achievement of the apprenticeship. Specifically, any practical training, shadowing, mentoring, industry visits, learning support and time spent writing assessments/assignments will be included as 20% off the job and is monitored and reviewed regularly through the college apprenticeship support team and subject area Work placement Coordinator. Although this training takes place within the apprentice's normal (contracted) working hours this can be directed by the employer as well as the programme team.

The Workplace Coordinator supports with any enquiries regarding work placement. The Workplace Coordinator is responsible for review meetings and providing training on OneFile, the apprentice virtual platform that records off the job hours and electronic reviews.

## **Resources**

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.

All your module records will contain a reading list of recommended reading and resources. This programme has access to a wide range of resources, including lecture capture to enable pertinent parts of the lecture delivery to be listened to again. Books recommended within the reading lists can be located within the College Learning Resource Centre and many of the texts are provided as e-books for students.

### Mode of delivery

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.

### Placement and safer recruitment requirements

Direct entry 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.

2.

## 2.1 Knowledge, skills and behaviours developed on the programme

Knowledge, skills and behaviours are the backbone of any apprenticeship occupational standard <https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-occupational-standards/> They set out the competencies a student needs to demonstrate to be awarded their technical qualification and apprenticeship standard.

- **Knowledge** - the information, technical detail, and ‘know-how’ that someone needs to have and understand to successfully carry out the duties. Some knowledge will be occupation-specific, whereas some may be more generic.
- **Skills** - the practical application of knowledge needed to successfully undertake the duties. They are learnt through on- and/or off-the-job training or experience.
- **Behaviours** - mindsets, attitudes or approaches needed for competence. Whilst these can be innate or instinctive, they can also be learnt. Behaviours tend to be very transferable. They may be more similar across occupations than knowledge and skills. For example, team worker, adaptable and professional.

### Apprenticeship Mapping referring to your indicative sequence of delivery

Module Title	Knowledge	Skills	Behaviour
UCSD1112 An Introduction to Youth Justice	K1, K3, K6, K7, K10 K14	S2, S8, S11	B1, B4
UCSD1114 Professional Practice	K4, K5	S1, S4, S5, S10, S13, S16	B1, B2, B3, B4
UCSD1113 Safeguarding Children and Young People	K1, K8, K12, K13	S3, S10, S11, S12, S15	B1, B3, B4,
UCSD1115 Multi-Agency Working	K5, K8, K13,	S4, S10	B1, B3, B4, B5
UCSD1116 Equality, Rights, Diversity and Cultural Differences	K1, K9, K11	S1, S3, S15	B2, B3,
UCSD1117 Lifespan Development	K2, K9,	S1, S5	B2, B3,
UCSD2122 Young Offenders: Factors and Considerations	K2, K3, K9, K10, K12,	S1, S2, S3, S9, S14,	B2
UCSD2121 Childhood and Youth: responding to societal issues	K2, K3, K9, K10,	S3, S5, S10, S15,	B1, B3

UCSD2123 Supporting Social and Emotional Well-Being	K2, K9,	S3	B3,
UCSD2125 Research Methods	K2, K4		B1, B3 B4
UCSD2124 Social Policy and Practice	K2, K8	S7	B3, B4, B5
UCSD2126 Youth Justice Practices and Interventions	K1, K3, K6, K7, K10, K11, K14	S2, S6, S7, S8, S11, S13, S14	B4

## 2.2 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](mailto:HEstudy@southdevon.ac.uk)

Your assessment timetable will be available on Moodle at the start of your course.

Students' performance in modules will be assessed during the academic year. All modules have two summative assessment tasks, which are either coursework or practical task. There are no tests or examinations. You will have opportunities for formative assessment feedback through the modules, and a draft submission opportunity for each summative assessment (submission of 25% of overall submission for comment and feedback). You must pass the assessments to gain the module academic credit for your FdA Youth Justice and Youth Studies.

The method of assessment varies between modules and is stipulated in the Module Guides. Assessments are typically designed to be authentic and reflect the sort of tasks graduates may be asked to do in the workplace. This reflects the need to develop a range of different knowledge, understanding and skills for your employability. Lecturers will advise students of the mode(s) to be used and support in the development of the skills for novel assessment modes. During the programme some of the following modes of assessment will be used:

- **Coursework:**
  - essays
  - Blogs
  - reports
  - briefing reports
  - research report
  - training resource
  - case study problems

- literature review
  - research report
  - seminar papers
  - leaflet
  - reflections
  - posters
  - campaign planning project
  - portfolio
- **Practical:**
    - podcast
    - poster presentation
    - presentations
    - small group assessed discussions
    - seminars

In all cases these are chosen and designed to assess your achievement of the learning outcomes for the module. You will be given Assessment Criteria which are used to judge the extent of your achievement.

Please note that ALL assessment marks and results are provisional until confirmed by the Subject Assessment Panel and verified by the Award Assessment Board.

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.



## **Alternative and Inclusive Assessment Strategies**

Assessment is aligned to the [UCSD Assessment Policy](#) and designed to be a valid, reliable and practical assessment of knowledge and understanding, critical thinking and professional attributes - with the intention to support the development of reflective, life-long learners who are able to assess their own performance.

The assessment strategy for this programme uses inclusive design, it is therefore accessible to a wider range of students. All students will benefit from features such as good readability and a variety of assessment methods including coursework and practical components. Assessment briefs will be available in clear format and structure with explicitly clear instruction, procedures, and language. The module leads will make expectations clear from the beginning and students will know exactly what they are being assessed for. Module leaders will liaise with the HE Support hub, particularly HE Disability, to ensure that the appropriate adjustments are made to assessments.

Opportunities for formative feedback on learning and assessments are embedded in the schedule of learning, and teaching and learning practice. The teaching team will facilitate students to give and receive formative feedback to their peers on their developing ideas and assessments throughout the learning process. Students will be offered a formal draft submission for every assessment, two weeks before the summative deadline. Students can submit a 500-word written draft and receive written draft feedback which details where they are meeting the required learning outcomes and highlights those specific areas that require development. Students should also attend their draft tutorial to discuss their plans for the rest of the assessment and get verbal feedback on this. Module leaders are encouraged to summarise key themes arising from draft submission and communicate these to students.

Summative submission is via the Turnitin hand-in section of the course Moodle page, with the embedded originality programme and therefore feedback is provided not only as a written commentary and/or audio recording but also through the use of rubrics associated to the assessment learning outcomes. Summative assessment feedback for assessment 1 is returned to students prior to the submission of assessment 2, to allow students to develop their work.

## **Apprenticeship and End Point Assessment (EPA)**

The purpose of the end point assessment is to test (in a synoptic way) the skills, knowledge and behaviours of the apprentice as set out in the apprenticeship standard. The end point assessment will:

- Provide apprentices with a showcase opportunity to provide oral and documentary evidence of their knowledge, skills and behaviours developed during the apprenticeship enables the independent assessor to assess the skills and behaviours of the apprentice by observing the apprentice in the course of their normal work

- Test the knowledge acquired by the apprentice throughout the apprenticeship

**The end point assessment includes the following components:**

- Situational Judgement Test
- Portfolio
- Competence Interview

The final assessment and grading will be undertaken by the Independent Assessor. Marks will be allocated across the areas being assessed, with a maximum possible mark of 100.

Grade	Total Mark
Distinction	90+
Pass	60+
Fail	Less than 60

The apprenticeship includes Pass and Distinction grades with the final grade based on the apprentice’s combined performance in each assessment activity.

[Occupational Standard for Youth Justice Apprenticeships](#)

**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.

## 2.3 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](mailto: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](mailto: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](mailto: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](mailto: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.

## **2.4 Preparation for Employment, further academic study and personal development**

Placements/related employment is a mandatory element of the programme, applicants are required to secure their own placement prior to enrolment, the college will provide a list of potential employers for applicants to contact to gain placement. However, placements are not guaranteed by the college and will be based on employer discretion following an interview as to the suitability of the person for their organisation. Quality assurance of the placement experience will be monitored periodically at the beginning, during and following completion of the practice elements of the course by the workplace coordinator.

Placements will be supported by the workplace coordinator to ensure that all students are making the most of the opportunities available. Placements will be gained in relation to the area of interest the student is planning to progress into, further ensuring that the students are aware of the nuances of the practice and requirements of this line of practice. You should keep careful records of significant experiences in your practice placements so that you can refer to them with confidence in discussions, reflections and assignments. We expect that students will undertake at least two days a week (100 hours) across the first academic year in practice placement to complement the theoretical perspectives that you will learn whilst studying the FdA Youth Justice and Youth Studies. The practice placement days will need to be negotiated with the staff team to ensure that you are making the most of the practice-based opportunity.

Placements will be gained in relation to the area of interest you are planning to progress into, to ensure students are aware of the requirements of working in the youth justice sector. There is an expectation that you will arrange and secure your own placement and seek out a workplace mentor who can support you in your role. Placements will be monitored by the workplace coordinator who will communicate with the setting to ensure that both parties are in agreement. Students and employers will receive a Work Placement Guide and an Apprenticeship Handbook, to detail roles, responsibilities and expectations of the college, mentor, and mentee. All students must follow the SDC safer recruitment process and receive authorisation before commencing placement.

WBL has been included within the Foundation degree within the Level 4 Professional Practice module, where students are required to undertake a work experience with a minimum of 100 hours at Level 4.

Within all modules there will be opportunities to explore employability into the sector. Individual requirements for progression will be discussed with students throughout the tutorial programme.

During modules of study and on placement students will have the opportunity to use industry standard terminology, discuss and apply experience from practice and knowledge of the legislative requirements for employment. Students will draw on their practical experiences to inform and develop their academic skills through the completion of academic work such as case studies, reflections, and research projects.

Guest speakers will be invited in to discuss current issues facing children, young people and families in Devon and Cornwall and nationally, and contemporary and innovative approaches for effective intervention.

Students will have the opportunity to attend conferences. The staff team will continually seek appropriate conferences linked to the sector to contextualise the learning from the course into the wider social care environment, such as those held by The Academy for Social Justice and Commissioning for example Early Childhood Trauma and County Lines updates. In addition, staff run enhancement conferences for students, for example, trauma-informed practice event. These events are also attended by employers, offering students networking opportunities.

Opportunities will be provided where students can present their own research during the Research Showcase, a college wide annual event. Students will also have the opportunity to listen to a sector wide keynote speaker.

Both direct entry foundation degree students and apprentices will receive support with the development of professional skills and with supervision to manage issues that may arise as part of their workplace experiences. This support will be available through a weekly tutorial session, through the professional

practice module and through communications with a programme specific work placement coordinator. Subject tutors will also be on hand to provide of information, advice, and guidance around the plethora of issues that could arise. The work placement coordinator will also be in direct communications with allocated mentors from the workplace/placement to triangulate information/ communications to ensure an effective working partnership for all. The workplace coordinator will receive supervision from an appropriate SDC (South Devon College) mentor.

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.

Modules within the FdA Youth Justice and Youth Studies have been designed to assist progression to the BA (Hons) Childhood and Youth Studies.

\*It is anticipated that students can progress to this course on completion of the FdA, by joining the BA course at year 2.

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.

Students can progress to;

UCSD - BA (Hons) Childhood and Youth Studies

UCSD - BSc (Hons) Social and Therapeutic Interventions

## **Becoming a South Devon Graduate**

You have enrolled to undertake a qualification about a specific subject, but alongside this UCSD is committed to supporting you to secure higher-level academic knowledge and skills, possess positive personal attributes for your future, and be work-ready with professional knowledge, skills and behaviours. This is known as educational gain – everything you will develop alongside your academic qualification towards becoming a South Devon Graduate. To find out more, visit <https://www.ucsd.ac.uk/south-devon-graduate/>

## **Higher-level academic skills**

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

As a student on the FdA Working with Children, Young People and Families 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 and care for themselves, others and the environment through 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 Youth Justice and Youth Studies, 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 through 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.

The FdA Youth Justice and Youth Studies programme attracts students from a range of experiences and practice. 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.

## 2.5 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.	PIA 1, 4, 5 PILOs 8.1.1, 8.2.2 & 4; 8.3.1,2,4. 8.4.1, 2, 3, 4.	UCSD1112 ALL LOS, A1, A2. UCSD1113 ALL LOs  UCSD1114 ALL LO, A1, A2 UCSD1116 ALL LO, UCSD1117 LO 3, 4. UCSD2121 LO 3,4 UCSD2122 ALL LO	UCSD1112 BRIEFING REPORT AND PRESENTATION UCSD113 SEMINAR  UCSD2121 CAMPAIGN PLANNING	Guest speakers are used throughout the course wherever possible, although these cannot be guaranteed.  Trips are arranged in conjunction with the students  Extra activities also include enhancement day, with industry experts invited in and an annual awards evening with networking opportunities to engage with local employers.	Signposting to HE Study Skills support



			UCSD2124 ALL LO			
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	PIA1, 2, 3, 4, 5 PILOs 8.2.3; 8.3.1,2,4 8.4.1,2,3,4. 8.5.1, 2, 4	UCSD1112 A1 UCSD1113 A2 UCSD1114 ALL LO, A1, A2 UCSD1115 LO 4 & A1 UCSD1116 ALL LO, UCSD2122 A1 UCSD2124 A1 AND A2	UCSD1112 BRIEFING REPORT AND PRESENTATION UCSD1113 SEMINAR UCSD1117 CASE STUDY UCSD PODCAST AND CASE STUDY UCSD2124 CASE STUDY AND PROFESSIONAL DISCUSSION	Guest speakers are used throughout the course wherever possible, although these cannot be guaranteed.  Trips are arranged in conjunction with the students  Extra activities also include enhancement day, with industry experts invited in and an annual awards evening with networking opportunities to engage with local employers.	signposting to HE Study Skills
Digital skills	Students demonstrate the essential digital knowledge, behaviours, and skills needed by employers.	PIA 4 PILOs 8.3.2 8.4.1.	ALL MODULES EMBED DIGITAL SKILLS WITHIN THEIR DELIVERY  UCSD1112 A2	UCSD2121 CAMPAIGN PLANNING UCSD2122 PODCAST		signposting to HE Study Skills support  Tutorial programme of academic support

Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	PIA 3, 4 PILOs 8.2. 1 & 4; 8.3.4 8.4.1 & 4	UCSD1112 A2 UCSD1113 UCSD1114 ALL LO, A1, A2 UCSD1115 A2 UCSD2123 MODULE AIMS	UCSD1112 BRIEFING REPORT AND PRESENTATIO N UCSD113 SEMINAR UCSD1117 CASE STUDY UCSD1115 PROFESSIONA L DISCUSSION		
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	PIA 1, 4,5 PILOs 8.3.1, 4 8.4.1& 4	TUTORIAL PROGRAMME UCSD1114 ALL LO, A1, A2	UCSD1112 Portfolio	Guest speakers are used throughout the course wherever possible, although these cannot be guaranteed.  Trips are arranged in conjunction with the students  Extra activities also include enhancement day, with industry experts invited in and an annual awards evening with networking opportunities to engage with local employers.	HE Employability inputs
Enterprise	Students create ideas, set within practical situations, which lead to cultural,	PIA 5 PILOs 8.1.4	UCSD1114 ALL LO, A1, A2	UCSD 1115 A1 INFORMATION	Guest speakers are used throughout the course wherever possible,	

	social or economic value. This can, but does not have to, lead to venture creation.	8.3.4 8.4.1	UCSD1115 LO 3,4	BROCHURE UCSD2121 CAMPAIGN PLANNING	although these cannot be guaranteed. Trips are arranged in conjunction with the students Extra activities also include enhancement day, with industry experts invited in and an annual awards evening with networking opportunities to engage with local employers.	
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make informed choices about future employment.	PIA 3, 5 PILOs 8.2.2 8.4.2,	UCSD1114 ALL LO, A1, A2		Guest speakers are used throughout the course wherever possible, although these cannot be guaranteed. Trips are arranged in conjunction with the students Extra activities also include enhancement day, with industry experts invited in and an annual awards evening with networking opportunities to engage with local employers.	signposting to HE Study Skills

Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	PIA 5 PILOs 8.2.2 8.3.4	UCSD1113 A2 UCSD1114 ALL LO, A1, A2 UCSD1115 A2		<p>Guest speakers are used throughout the course wherever possible, although these cannot be guaranteed.</p> <p>Trips are arranged in conjunction with the students</p> <p>Extra activities also include enhancement day, with industry experts invited in and an annual awards evening with networking opportunities to engage with local employers.</p>	
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	PIA 4, 5 PILOs 8.4.1	TUTORIAL PROGRAMME		<p>Guest speakers are used throughout the course wherever possible, although these cannot be guaranteed.</p> <p>Trips are arranged in conjunction with the students</p> <p>Extra activities also include enhancement day, with industry experts invited in and an annual awards evening with networking opportunities</p>	HE Employability inputs

					to engage with local employers.	
<p>Further information:</p> <p>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.</p>						<p>Extra employability-related activity will be recorded on the <a href="#">Employability Activity Form</a>.</p>

## 2.6 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 student body also acts as a Student Governor in South Devon College's governance structures to represent your views. 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.

This programme is a new programme that has been developed with employers and current students.

## 2.7 Applicable Regulations, Policy and Procedures

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

Policy/Procedure/Regulation	Provision	Comments
Regulations		
Terms and Conditions	<a href="#">UCSD</a>	
Fee Policy	<a href="#">UCSD</a>	
Admission Policy	UCSD	
Academic Complaints Policy	<a href="#">UCSD</a>	
Service Complaints Policy	<a href="#">UCSD</a>	
Code of Conduct and Disciplinary Policy	<a href="#">UCSD</a>	
Fitness to Study/Study and Wellbeing Review Policy	<a href="#">UCSD</a>	
Academic Offences Policy		
Extenuating Circumstances Policy	<a href="#">UCSD</a>	

Academic Appeals		
Assessment Policy	<a href="#">UCSD</a>	
Other – please stipulate		

### 3. Programme Specification

#### 3.1 Programme details

**Final award title:** FdA Youth Justice and Youth Studies

**UCAS code** YJP1

**HECOS code** HECOS code for Youth Justice – 100655 Community Justice; 100483 Criminal Justice

**LCDS code** PR. Social/Family/Community Work and EE. 5 Youth Studies

**Awarding Institution:** South Devon College

**Teaching institution(s):** South Devon College

**Accrediting body:** N/A

#### 3.2 Distinctive Features of the Programme and the Student Experience

This programme has been developed to support the growing Youth sector across South Devon, both public and voluntary. Whilst local figures are not available, according to national labour market information, the youth and community work sector is due to grow by 7.1% within five years, with an additional loss of 49.4% of current workforce retiring within the same time frame (45,000 jobs) (NFI Data, 2022). Distinctive features of this course include the breadth of modules that examine a child's life, background and development that might influence their eventual criminality, and the method that can assist to prevent it.

Contemporary childhood issues and social policy are examined, so all aspects of the child are explored, rather than focusing purely on the criminal act and the subsequent justice activity. This course has a child-centred focus and ethos, young people are encouraged to be viewed with a 'child first, offender second' approach. The FdA Youth Justice and Youth Studies programme aims to offer students an understanding of children and young people from a wide range of perspectives, and what influences them to commit crime. Examining youth studies from a broad perspective, not restricted to youth justice, the programme intends to develop students' knowledge and comprehension of an extensive range of inter-related factors surrounding the child (parents and family, child development, biopsychosocial, social disadvantage, mental health, childhood experiences, prior victimisation) and youth crime. Additionally, the programme will allow students to develop a range of skills, abilities, and competencies necessary to deal with the complexities of youth and community justice. The



curriculum content has been developed for both higher level apprentices and direct entrants to foster a broader use of knowledge, skills, and behaviours that re measured synoptically at the end of the learning experience, challenging students to demonstrate their full range of competencies.

As already demonstrated, this course is not entirely focused on the Youth Justice system. It has been designed to focus on the child first, offender second principle (Case, 2020). Specific factors of childhood, such as age, gender, ethnic minority groups and backgrounds, and the role of positive role models in children's lives are considered, using current texts and empirical evidence. The incorporation of a wide range of current factors relating to childhood and youth crime, together with the application of evidence-informed teaching strategies within the programme, will provide further depth of knowledge, practical experience, and development of key and essential competencies to support an extensive span of employment opportunities, for both new and mid-career development for apprentices and direct entrants.

The programme has a cohesive design with clear, sequenced learning (Cleaver & Office for Students, 2022). The modules are structured by the teaching team to show students clear development, links and scaffolding of knowledge and are sequenced to support learning and mastery of skills (Rosenshine, 2021; Sherrington and Caviglioli, 2020). Beginning at level 4, an Introduction to Youth Justice (UCSD1112) sets the scene for the course with an outline of the structure and background of the Youth justice System and related concepts such as welfare and justice models, which links with safeguarding, in a wide-ranging Safeguarding module that examines abuse, child welfare and an introduction to a child's rights (UCSD1113). This module also introduces the essential value of multiagency working, which leads into the Multiagency module (UCSD1115) to explore this approach in greater detail, across multiple practice elements. This module explores issues with collaborative working, complemented by UCSD1114 Professional Practice, which also begins to develop the knowledge, skills, and behaviours required for compassionate and reflective practitioners, encouraging students to apply their learning to practice. UCSD1116 picks up on the child's rights from UCSD1113, and the role of the professional (UCSD1114) as it develops knowledge of equality, rights, and diversity. In UCSD1117 Lifespan students examine the impact of life issues such as SEND, which progresses learning from the previous modules by discussing specific rights for children and policies and strategies for inclusion for children with learning difficulties, disabilities, and mental health issues.

At level 5 the sequencing and scaffolding continue with understanding a wide range of societal issues in UCSD2121 Childhood and Youth, and this is followed by UCSD2122 Youth Offending, which develops those societal issues, focusing on specific factors and considerations that might lead to youth crime. UCSD2123 Supporting wellbeing studies social policy but narrows it to examine, for example, policy implementation in relation to childhood adversity and health. UCSD2124 Social Policy and Practice continues to examine policy, but

in a broader context, encouraging a close examination of the impact of legal and ethical approaches upon young people.

The course design has also been sequenced learning across academic levels. For example, UCSD 1112 An Introduction to Youth Justice, level 4, begins students' studies into youth justice, with an expansive view of concepts such as the age of responsibility and international treaties impacting upon domestic sanctions, and this module is followed by level 5 UCSD2126 Youth Justice Practice and Interventions, which offers a detailed examination of criminal justice options. UCSD1117 Lifespan Developments at level 4 begins the investigation into biopsychosocial factors that influences childhood development, and this is then complimented and expanded upon by the level 5 UCSD2122 Youth Offending: Factors and Considerations, which explores broader, external factors impacting upon criminality. As such, youth crime is examined in the widest sense as a range of factors are considered, such as the links between child protection, the state care system and criminality. Our level 4 UCSD1116 Equality, Rights, Diversity, and Cultural Differences module contains research elements with a literature review, which feeds into to the level 5 UCSD2125 Research Methods module. UCSD1113 Safeguarding Children module introduces students to legislation and policy, and the role of practitioners, which is a natural feed into UCSD2124 Social policy at level 5. And finally, the UCSD2121 Childhood and Youth - Responding to Societal Issues examines and introduces wider sociological themes which will assist students' progression to the UCSD level 6 top-up BA (Hons) Childhood and Youth, particularly as it acts as a precursor to the course as a whole and the level 6 module SOUD3090 Contemporary Issues in Childhood and Youth.

The teaching team have worked closely together to ensure they have knowledge of all modules, ensuring scaffolding and appropriate overlap of topics but without unnecessary repetition. The sequencing and scaffolding follow the college-wide evidence-led teaching and learning policy (Rosenshine, 2012; Caviglioli and Sherrington, 2020), and is included within the approach to the teaching and learning of academic skills required to complete assessments. As such, academic skills are taught within weekly tutorials but are also embedded within modules. In this way, apprentices and mature learners with no academic experience are supported.

The programme is intended to provide students with 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 child is at the heart of this programme with a child-centred, trauma-informed approach throughout. The rights of children, understanding of anti-discriminatory practices and safeguarding underpins the programme.

It is important for each student to have a unique experience throughout their learning journey; the programme enables students to encounter a diverse range of individual experiences gained through practical application in a work placement context. The programme team work

closely to support and signpost students, are experienced at identifying need and delivering pastoral support and recognise the importance and need for peer-to-peer support. Furthermore, the programme encourages students to share individual experiences with their peers and develop a mutual respect for the roles and responsibilities attributed to a range of professionals working within the confines of justice and youth environments. This ensures that the acknowledgement of ethical considerations when researching primary and secondary data, as well as maintaining confidentiality in all professional dialogue, within the classroom and workplace environments are adhered to.

### **3.3 Relevant external reference points/ QAA Subject Benchmark Group(s)**

Youth and Community Work (2019)

Criminology (2019)

Institute of Apprenticeship Youth Justice Practitioner Standard (2021)

Youth Justice Skills Matrix, Youth Justice Board (2021)

National Occupational Standards (2012)

This programme has embedded the Institute of Apprenticeship Youth Justice Practitioner Standards (2021), with knowledge, skills and behaviours reflected in the Programme aims and outcomes, in the module content and in module learning outcomes. Additionally, the programme and modules have been designed against the QAA benchmark standard Youth and Community Work (2019), (with the exception of the working with adults section). The QAA benchmark standard Criminology (2022) was also utilised, although Youth Justice is not specifically mentioned more than twice within this benchmark, the principles of legislation, criminality, crime reduction, and prevention are employed. Additionally, the programme and module has been planned in accordance with the NOS and the Youth Justice Board Youth Skills matrix (2021). Other external references points include the QAA Hallmark of Success Playbook, in Course Design (2022).

Themes were mapped from all these external reference points, and this influenced course design, with recurring themes leading to module creation. For example, all the external reference points listed discuss multi-agency and partnership working, equality, diversity and inclusion, and children from disadvantaged backgrounds, safeguarding, and the personal and social development of the child, together with the importance of evidence-based interventions. Policy and practice are replicated throughout the documents and were therefore designed as modules. The ethical, professional practitioner with current thinking on personal values and commitment is also extensively highlighted. Additionally, programme delivery is equally informed by the documentation. For example, the practical and educational principles underpinning current documentation is adopted across the programme, designed as associative and reflective, with appreciative enquiry and active and experiential learning.

### 3.4 Programme Structure

Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD1112	An Introduction to Youth Justice	20	1	1	Core
UCSD1113	Safeguarding Children and Young People	20	1	1	Core
UCSD1114	Professional Practice	20	1	1	Core
UCSD1115	Multi-Agency Working	20	1	2	Core
UCSD1116	Equality, Rights, Diversity and Cultural Differences	20	1	2	Core
UCSD1117	Lifespan Development	20	1	2	Core

Level 5					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
UCSD2121	Childhood and Youth - Responding to societal issues	20	2	1	Core
UCSD2122	Young Offenders: Factors and considerations	20	2	1	Core
UCSD2123	Supporting Social and Emotional Wellbeing	20	2	1	Core
UCSD2124	Social Policy and Practice	20	2	2	Core
UCSD2125	Research Methods	20	2	2	Core
UCSD2126	Youth Justice Practices and Interventions	20	2	2	Core

### 3.5 Foundation Degree Characteristic Statement WBL Exercise

Foundation Degree Characteristic Statement Requirement	Programme Response
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<p>How is WBL articulated within your Foundation Degree?</p>	<p>WBL has been included within the Foundation degree with the Level 4 Professional Practice module where students are required to undertake a work experience with a minimum of 100 hours at Level 4. This is supported by a Workplace Coordinator, who supports placements and the students.</p>
<p>How are students given the opportunity to apply the skills and knowledge they have acquired as an integrated element of their programme?</p>	<p>Within all modules there will be opportunities to explore employability within the context of the sector. This can be introduced by the teaching team, using their extensive experience of the workplace, and also by, for example, using LMI data and website. Real-life case studies, often from the local area, will be used, and employers/placements are liaised with to ensure they are familiar with the required competencies and that the student has the opportunity to experience and apply skills.</p> <p>The wide variety of opportunities for, and requirements of progression will be discussed with students throughout the weekly tutorial programme.</p> <p>During modules of study and on placement students will have the opportunity to apply skills, industry standard terminology, discuss and apply experience from practice and knowledge of the legislative requirements for employment. Students will draw on their practical experiences to inform and develop their academic skills through the completion of academic work such as case studies, reflections, and research projects.</p> <p>Guest speakers from local industry, placement and volunteer organisations, will be invited into lectures to run workshops, discuss current issues facing children, young people, and families locally and nationally and share contemporary and innovative approaches for effective interventions. Guest speakers are also encouraged to discuss their employment experiences and advice.</p> <p>Students will have the opportunity to attend conferences. The staff team will continually seek appropriate conferences linked to the sector to contextualise the learning from the course into the wider youth justice environment such as those held by <i>The Academy for Social Justice and Commissioning</i> for example Early Childhood Trauma and County Lines updates.</p> <p>Opportunities will be provided where students can present their own research during the Research Showcase, a college-wide, annual event. Students will also have the opportunity to listen to a range of research presentation and sector wide keynote speakers. The teaching team run enhancement events attended by and presented at by</p>

	<p>local industry experts as well as the UCSD staff. For example, dealing with sexual assault victims with a Home Office trainer and psychotherapist, and a trauma-informed approach with local youth offending team trauma experts. Students are encouraged to network at these events.</p> <p>Students are also invited to an annual industry consultation and awards ceremony at UCSD where employers and placements are invited. Students are encouraged to network and the teaching team lead by example.</p> <p>Students are encouraged to undertake further activities to enhance their CV. They are offered a range of online courses and additional voluntary activities for example.</p>
<p>Which modules does WBL feature?</p> <p>How is WBL assessed within the programme?</p>	<p>WBL has been included within the Foundation degree with the Level 4 UCSD1114 Professional Practice module where students are required to undertake a work experience with a minimum of 100 hours at Level 4, evidenced within a completed and assessed competency document.</p> <p>UCSD1114 professional practice module requires students to create a portfolio of evidence linked to their practice. The patchwork assessment includes evidence of academic writing for case studies, reports, a reflective diary, and an action plan for improvement. The portfolio reflects authentic, real-life practice as far as possible. The competency form based on the apprentice standard, is assessed (pass/fail) and is integrated within the module learning outcomes.</p>

<p>How do learners monitor the WBL opportunities and evaluate this?</p>	<p>Students will monitor their placement hours as required by the course. They are encouraged to complete their competency forms as they work through their placement hours. The expectation of WBL is clearly outlined from the beginning of the programme with a designated WBL Handbook and templates for completing and recording placement related activities. Opportunities for regular communication with the Placement Coordinator, within tutorial and during the professional practice module, will also support the process ensuring students are on target with the programme requirements.</p> <p>Students have regular one to ones with their personal tutor, to assist with their completed competencies but also to support an evaluation of the WBL.</p> <p>Students undertake a skills scan at commencement of the programme, and this is followed by the completion of a competency document. The competency document offers both formative and summative assessment of ability and skills, in conjunction with a workplace mentor.</p> <p>Students have input from UCSD HE Employability and the Academic Outcomes Officer, as part of the HE Support Hub. This assists students to understand how to use their skills and enhance their employability.</p>
<p>How are employers and WBL providers involved in the regular review and monitoring of the programme?</p>	<p>Employers and WBL providers are regularly communicated with and invited to University Centre South Devon to ensure continued involvement in the programme and the students they will be supporting on the programme. We hold an Industry panel and placement awards ceremony annually and invite feedback within this forum, both informally and formally via written feedback forms. Members of the teaching team are involved with employers on a number of levels, volunteering, liaising, panel members for example.</p> <p>The Workplace coordinator visits placements and actively liaises with employers and specific workplace mentors. Local employers and practitioners from education and Youth Offending Team and local community youth charity have been involved in writing this programme as industry advisors and will be offering formal reviews and inputs to staff and students moving forward.</p>

### 3.6 Programme Aims

The programme aims to develop:

- a) A detailed knowledge and understanding of theoretical models, and legal and ethical frameworks, relating to working with young people within a youth justice context.

- b) Active and critically conscious students, with a sound understanding of the relationship between theoretical frameworks, contemporary policy and practice, and empirical methods of study, to support young people at risk of offending or within the youth justice system.
- c) Critical, ethical, and reflective practitioners, preparing students to work flexibly, effectively, and passionately with young people, parents and families, colleagues, and professionals.
- d) Key skills for employment including self-reliance and self-discipline, with the ability to communicate, network and work as part of a team. Students will develop problem-solving skills to enable them to deal with challenging and novel situations within youth justice and related services.
- e) Skills in communication, reflection, evaluation, leadership, resilience, and collaborative working, to promote safe, innovative, and effective practice, when working with children and young people.

### **3.7 Programme Intended Learning Outcomes**

#### **Knowledge and understanding**

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

1. Legislation and theoretical perspectives that can be applied in a wide range of youth and youth justice settings.
2. Contemporary approaches for working with children and young people, parents, families, agencies, and communities, within youth justice and related contexts.
3. A range of research perspectives and methodologies applied to young people and the youth justice system.
4. The importance of cultural, societal, political, historical, and economic contexts in the prevention of, and responses to, youth crime.

#### **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 youth justice and youth studies and critically evaluate the relationship between child development and youth crime.
2. How to implement and apply established techniques of critical analysis and enquiry, to inform and develop practice.
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 youth contexts, to inform and develop a coherent and critical argument within related 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 and child development and youth offending.
2. Construct written and oral evidence informed arguments, that demonstrate synthesis of key concepts from youth policy and research.
3. Apply higher level research and academic skills, with the ability to analyse results and findings to inform/ develop relevant youth 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 youth justice and related settings.

## **Employment related skills**

On successful completion students should have developed the ability to:

1. Develop skills and experience to work flexibly and effectively in collaboration with young people, colleagues, parents, families, professionals, and other agencies, with the confidence to develop professional networks.
2. Demonstrate an awareness and commitment to appropriate ethical practice in complex and unpredictable contexts.
3. Produce critical arguments to develop evidence informed and multiagency practices for the benefit of young offenders or those at risk of offending.
4. Understand key themes and responsibilities for safeguarding children and young people and their rights within youth justice, youth, and community settings.

## **Practical skills**

On successful completion students should have developed:

1. Appropriate ethics, values and beliefs when working with 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 practice to support young people, young offenders, or those at risk of offending.
4. A practical knowledge and understanding of the importance of, and strategies, for effective communication with children, parents, and other multiagency professionals.

## Apprenticeship Mapping referring to your indicative sequence of delivery

Module Title	Knowledge	Skills	Behaviour
UCSD1112 An Introduction to Youth Justice	K1, K3, K6, K7, K10 K14	S2, S8, S11	B1, B4
UCSD1114 Professional Practice	K4, K5	S1, S4, S5, S10, S13, S16	B1, B2, B3, B4
UCSD1113 Safeguarding Children and Young People	K1, K8, K12, K13	S3, S10, S11, S12, S15	B1, B3, B4,
UCSD1115 Multi-Agency Working	K5, K8, K13,	S4, S10	B1, B3, B4, B5
UCSD1116 Equality, Rights, Diversity and Cultural Differences	K1, K9, K11	S1, S3, S15	B2, B3,
UCSD1117 Lifespan Development	K2, K9,	S1, S5	B2, B3,
UCSD2122 Young Offenders: Factors and Considerations	K2, K3, K9, K10, K12,	S1, S2, S3, S9, S14,	B2
UCSD2121 Childhood and Youth: responding to societal issues	K2, K3, K9, K10,	S3, S5, S10, S15,	B1, B3
UCSD2123 Supporting Social and Emotional Well-Being	K2, K9,	S3	B3,
UCSD2125 Research Methods	K2, K4		B1, B3 B4
UCSD2124 Social Policy and Practice	K2, K8	S7	B3, B4, B5
UCSD2126 Youth Justice Practices and Interventions	K1, K3, K6, K7, K10, K11, K14	S2, S6, S7, S8, S11, S13, S14	B4

### On programme and end point assessment if required

#### Apprenticeship and End Point Assessment (EPA)

The purpose of the end point assessment is to test (in a synoptic way) the skills, knowledge and behaviours of the apprentice as set out in the apprenticeship standard. The end point assessment will:

Provide apprentices with a showcase opportunity to provide oral and documentary evidence of their knowledge, skills and behaviours developed during the apprenticeship enables the independent assessor to assess the skills and behaviours of the apprentice by observing the apprentice in the course of their normal work

Test the knowledge acquired by the apprentice throughout the apprenticeship

The end point assessment includes the following components:

- Situational Judgement Test
- Portfolio
- Competence Interview

The final assessment and grading will be undertaken by the Independent Assessor. Marks will be allocated across the areas being assessed, with a maximum possible mark of 100.

Grade	Total Mark
Distinction	90+
Pass	60+
Fail	Less than 60

The apprenticeship includes Pass and Distinction grades with the final grade based on the apprentice's combined performance in each assessment activity.

[Occupational Standard for Youth Justice Apprenticeships](#)

### 3.8 Admissions Criteria, including APCL, APEL and DAS arrangements

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

<b>Entry Requirements for FdA Youth Justice and Youth Studies</b>	
A-level/AS-level	Normal minimum entry requirements are 48 UCAS points at A-level
T levels	Diploma in a related subject. Normal minimum entry requirements are 48 UCAS points
BTEC National Diploma/Extended CERT/Diploma/QCF Extended Diploma	Certificate/Diploma or Higher Diploma attaining normal minimum entry requirements are 48 UCAS points All applicants will usually have GCSE (or equivalent) Maths and English at Grade 4 or above (C or above) Full Extended Certificate or Diploma in a non-UCAS based programme, at a pass grade.
Access to Higher Education at level 3	Normal minimum entry requirements are 48 UCAS points Pass grade achieved. (All applicants will usually have GCSE (or equivalent) Maths and English at Grade 4 or above (C or above)
Welsh Baccalaureate	Normal minimum entry requirements are 48 UCAS points (All applicants will usually have GCSE (or equivalent) Maths and English at Grade 4 or above (C or above)
Scottish Qualifications Authority	Normal minimum entry requirements are 48 UCAS points, from Scottish Advanced Highers (All applicants will usually have GCSE (or equivalent) Maths and English at Grade 4 or above (C or above)
Irish Leaving Certificate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, and Ordinary Level Grade C Maths and English (All applicants will usually have GCSE (or equivalent) Maths and English at Grade 4 or above (C or above)
International Baccalaureate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, (All applicants will usually have GCSE (or equivalent) Maths and English at Grade 4 or above (C or above) If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
Admissions Criteria for Higher Level Apprentices	Government funding rules require that an apprentice must have the right to live and work in the UK, must be in employment, paid at least the legal minimum wage and have a written and signed agreement for the apprenticeship with their employer. The minimum duration periods for an apprenticeship set in each Apprenticeship Standard, is based on an apprentice working a minimum of 30 hours per week. Where the apprentice works fewer than 30 hours, the minimum duration of the apprenticeship must be increased on a pro-rata basis.  Funding for the apprenticeship is provided through the Education and Skills Funding Agency (ESFA) and is paid in the following way: <ul style="list-style-type: none"> <li>• Levy paying employers with sufficient funds in their digital account – 100% funding</li> <li>• Non-Levy payers -90% ESFA funding, 10% Employer co-funding. Non-levy paying companies will be asked to pay their 10% of the full cost of the apprenticeship at the start of the programme</li> </ul>

	<p>All candidates must be employed in a role related to the subject matter of the Higher Apprenticeship and be sponsored by their employer. Funding for this degree is provided by the Education and Skills Funding Agency (ESFA) who will pay two-thirds of the student fees and the employer who will pay the remainder of the fees plus a salary to the apprentice.</p> <p>All Higher Apprentices must be interviewed, assessed and offered a position by an employer before being admitted to the degree. Although the College may receive direct applications and filter these applications before passing them to prospective employers, some apprentices may apply directly to an employer. Either way, after acceptance by an employer, South Devon College will require a formal application, which it will assess according to the programme entry criteria</p>
Interviews and References	<p>Students will have a safer recruitment discussion by members of the programme team prior to acceptance on the course. This will include compulsory safer recruitment questions, in line with South Devon College safeguarding policy and Keeping Children Safe in Education (2021). This process ensures that students are safe to work with children and vulnerable people. Students must <b>provide two references</b>. These could include teachers, managers, doctors or clergy, for example, and avoid friends or family.</p>
Work Experience	<p>Direct entry students will carry out work experience as part of this qualification. Work placements should be chosen and arranged by the student, although our workplace facilitator can assist on occasions. Any reason why a work placement cannot be carried out must be raised at the student's interview and will be assessed on a case-by-case basis. 100 hours of work placement must be evidenced (logged), and forms part of the conditions to pass the course. Competencies (knowledge, skills, and behaviours) will be evidenced on a competency form which is graded as pass or fail.</p>
DBS	<p>For direct entrants - An appropriate* enhanced DBS certificate is required on point of entry to the course in order to safeguard the future employment of students within the workplace. South Devon College will assist and fund applications for DBS certificates.</p> <p>*Any DBS certificate received which contains positive information relating to a criminal conviction or caution will be reviewed by a panel chaired by the SDC DSL, to determine suitability for the programme in line with safeguarding requirements. Acceptance for workplace practice is at the discretion of the organisation.</p>

### Non-Standard Regulations

Entry Requirements for FdA Youth Justice and Youth Study	
Non-standard entry	Candidates are encouraged to apply if they feel they can benefit from the programme. Candidates with non-standard entry qualifications will be considered based on relevant work experience and attainment of

	transferable skills, which demonstrate an ability to study at this level. Students with non-standard qualifications may be asked to complete a written piece of work on a relevant subject and/or learning needs assessment.
APL/APEL	Given the wide experience of potential applicants to this course, applications for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) are welcomed. Students successfully completing L4 FdA Working with Children, Young People and Families can APEL to L5 FdA Youth Justice and Youth Studies.

### 3.9 Progression criteria for Final and Intermediate Awards

UCSD - BA (Hons) Childhood and Youth Studies

UCSD - BSc (Hons) Social and Therapeutic Interventions

Plymouth University - BA (Hons) Social Work\*

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.

Modules within the FdA Youth Justice and Youth Studies have been designed to assist progression to the BA (Hons) Childhood and Youth Studies.

\*It is anticipated that students can progress to this course on completion of the FdA, by joining the BA course at year 2.

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.

Students successfully completing level 4 FdA Working with Children, Young People and Families at UCSD are able to transfer directly onto Level 5 FdA Youth Justice and Youth Studies without the need to apply for Accreditation of Prior Experiential Learning (APEL), assisting progression opportunities for HLAs. Modules and learning outcomes map closely across level 4 of both courses.

### **3.10 Non-Standard Regulations**

[The Fitness to Practice and Cause for Concern Procedure](#) will be initiated to support the student and employer with regard to professional practice where appropriate.

A whistle blowing policy will be made available to students within the Professional Practice module, to provide a safe base to report concerns or inappropriate practice experienced within placement/ workplace or within the UCSD practices.

### **3.11 Transitional Arrangements**

Transition to this programme will be on an individual basis and will take into account the suitability of prior study and achievement in terms of APL. The process for APL is outlined in the UCSD Admissions Policy found here: <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

#### **Transition arrangements on completion of Level 4 FdA Working with Children, Young People and Families, UCSD**

Students successfully completing level 4 FdA Working with Children, Young People and Families at UCSD are able to transfer directly onto Level 5 FdA Youth Justice and Youth Studies without the need to apply for Accreditation of Prior Experiential Learning (APEL). Modules and learning outcomes map closely across level 4 of both courses.

**Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes**

**CORE MODULES:** tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes. Insert rows and columns as required.



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					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2			3	4
Level 4	UCSD1112 An Introduction to Youth Justice	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	Y	C1- Briefing Report 50% P1- Presentation 50%
	UCSD1114 Professional Practice		/	/	/	/	/	/	/	/	/	/	/	/	/		/	/	/	/	/	N	C1- Blog post 20% C2- Portfolio 80% P1 - Competency form P/F)
	UCSD1113 Safeguarding Children and Young People	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/		/	Y	C1 – Report 50% P1 – Seminar 50%
	UCSD1115 Multi-Agency Working	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	Y	C1 – Information brochure 50% P1 – Professional discussion 50%
	UCSD1116 Equality, Diversity and Cultural Differences	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	Y	C1 – Essay 50% C2 – Literature Review 50%
	UCSD1117 Lifespan Development	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	Y	C1 – Case study report 50% P1 – Presentation Training resource 50%
<b>Level 4 LOs</b>																							
Level 5	UCSD2122 Young Offenders: Factors and Considerations	/	/	/		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	Y	C1 – Case study report 50% P1 – Podcast 50%
	UCSD2121 Childhood and	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	Y	C1 – Academic Poster 30%

	Youth: responding to societal issues																					C2 – Campaign project Report 70%	
	UCSD2123 Supporting Social and Emotional Well-Being	/	/		/	/	/	/	/		/	/	/	/	/		/			/	/	Y	P1 – Presentation 50% C1 – Briefing paper 50%
	UCSD2125 Research Methods	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/			/		Y	P1 – Poster presentation 30% C1 – Research report 70%
	UCSD2124 Social Policy and Practice	/	/	/	/	/	/	/	/		/	/	/	/		/	/	/		/	/	Y	C1 – Case study 50% P1– Professional Discussion 50%
	2126 Youth Justice Practices and Interventions	/	/	/	/	/	/	/	/		/	/	/	/		/	/	/		/	/	Y	C1 – Essay 50% C2 – Briefing Paper 50%
<b>Level 5 LOs</b>																							
<b>Confirmed Award LOs</b>																							

**Operational Specification: mapping of Award Learning Outcomes. Insert rows and columns as required**

Module Title	Level	Credits	C - core E - elective	Award Learning Outcomes (for more information see Section 8 of the Programme Specification) Please map where a module does one or more of the following: <b>I – ALO is introduced</b> <b>A – ALO is assessed</b>																			
				8.1 Knowledge & understanding				8.2 Cognitive & intellectual skills				8.3 Key & transferable skills				8.4 Employment related skills				8.5 Practical skills			
				1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
UCSD1112 An Introduction to Youth Justice	4	20	C	I A	I A	I A	I A	I A	I A	I	I A	I	I A	I A	I A	I	I	I A	I	I	I	I	I
UCSD1114 Professional Practice	4	20	C		I A	I A	I	I A	I A	I	I	I	I	I A	I A	I A	I A	I	I	I A	I A	I A	I A
UCSD1113 Safeguarding Children and Young People	4	20	C	I A	I A	I	I	I A	I A	I	I A	I	I A	I A	I A	I	I	I A	I A	I A	I A	I A	I A
UCSD1115 Multi-Agency Working	4	20	C	I A	I A	I	I	I	I	I A	I	I	I A	I A	I	I	I	I A	I A	I	I A	I	I A
UCSD1116 Equality, Diversity and Cultural Differences	4	20	C	I A	I	I	I A	I A	I	I	I A	I A	I A	I	I A	I	I	I	I A	I A	I	I A	I
UCSD1117 Lifespan Development	4	20	C	I	I A	I	I A	I A	I A	I	I A	I A	I A	I A	I A	I	I A	I A	I A	I A	I A	I	I
UCSD2122 Young	5	20	C	I A	I A	I A	I A	I A	I A	I A	I A	I A	I A	I A	I A	I	I	I	I	I	I	I	1



<b>Module Code</b>	<b>Module Name</b>	<b>Mode of Assessment</b>	
UCSD1112	An Introduction to Youth Justice	C1- Briefing report 50% P1 – Presentation 50%	
UCSD1114	Professional Practice	C1 – Blog 20% C2 – Portfolio 80% C3 - Competency P/F	
UCSD1113	Safeguarding Children and Young People	C1 – Report 50% P1 – Seminar 50%	
UCSD1115	Multi-Agency Working	C1 – Brochure 50% P1 – Professional discussion 50%	
UCSD1116	Equality, Diversity and Cultural Differences	C1 – Essay 50% C2 – Literature Review 50%	
UCSD1117	Lifespan Development	C1 – Case study report 50% P1 – Presentation of Training resource 50%	

Module Code	Module Name	Mode of Assessment	
<b>Level 5:</b>			
UCSD2122	Young Offenders: Factors and Considerations	C1 – Case study report 50% P1 - Podcast 50%	
UCSD2121	Childhood and Youth: responding to societal issues	C 1 – Academic Poster 30% C2 – Project Report 70%	
UCSD2123	Supporting Social and Emotional Well-Being	P1 Presentation 50% C1 Briefing Report 50%	
UCSD2125	Research Methods	C1 – Poster presentation 30% C2 - Research report 70%	
UCSD2124	Social Policy and Practice	C1 – Case Study 50% P1 – Professional Discussion 50%	
UCSD2126	Youth Justice Practices and Interventions	C1 – Essay 50% C2 – Briefing paper 50%	

**(Please insert an \* if a resource is available electronically)**

Year 1	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>Core</b> <b>(2</b> <b>resource</b> <b>s)</b>	UCSD1111 2 An Introductio n to Youth Justice	UCSD1114 Professional Practice	UCSD1113 Safeguarding Children and Young People	UCSD1115 Multi- Agency Working	UCSD111 6 Equality, Diversity and Cultural Difference s	UCSD 1117 Lifespan Development
	Arthur, R. (2017) <i>The moral foundations of the youth justice system: Understanding the principles of the youth justice system.</i> Abingdon: Routledge.  Muncie, J. (2021) <i>Youth and crime.</i> 5 <sup>th</sup> edn. London: Sage publishing	Dobson, J and Melrose, A (2021) <i>Working with Children, Families and Young People. Professional dilemmas, Perspectives and Solutions.</i> London: Routledge.  Lefevre, M. (2018) <i>Communicating and engaging with children and young people. Making a difference.</i> Bristol: Policy Press.	Chisnell, C. and Kelly, C. (2019) <i>Safeguarding in social work practice: A lifespan approach.</i> 2 <sup>nd</sup> edn. London: Sage Publishing  Horwath, J. and Platt, D. (eds) (2019) <i>The child's world.</i> 3 <sup>rd</sup> edn. London: Jessica Kingsley Publishers	Prowle, A and Hodgkins, A. (2020) <i>Making a difference with children and families: re-imagining the role of the practitioner.</i> London: Macmillan  Walker, G. (2018) <i>Working together for children: a critical introduction to multi-agency working.</i> 2 <sup>nd</sup> edn. London: Bloomsbury	MacBlain, S., Dunn, J. and Luke, I. (2017) <i>Contemporary Childhood.</i> London: Sage.  Greene, S. Smith, C. (2014) <i>Key Thinkers in Childhood Studies.</i> Bristol: Policy Press.	Meadows, S. (2018) <i>Understanding child development: Psychological perspectives and applications.</i> Abingdon: Routledge.  Arthur, R. (2017) <i>The moral foundations of the youth justice system: Understanding the principles of the youth justice system.</i> Abingdon: Routledge.

<p><b>Further</b></p>	<p>Case, S. (2021) <i>Youth Justice: A Critical Introduction</i>. 2<sup>nd</sup> edn. Abingdon: London .</p> <p>Stephenson, M. and Allen, R. (eds) (2018) <i>Effective Practice in Youth Justice</i>. 3<sup>rd</sup> edn. Norwich: Unitas</p> <p>Stephenson, M. and Allen, R. (eds) (2017) <i>Exploring Youth Justice</i>. Norwich: Unitas</p>	<p>Prowle, A and Hodgkins, A. (2020) <i>Making a difference with children and families: re-imagining the role of the practitioner</i>. London: Macmillan</p> <p>Bolton, G and Delderfield, R (2018) <i>Reflective Practice – Writing and Professional Development</i>. London: Sage Publications.</p> <p>Rogers, M, Whitaker, D, Edmondson, D and Peach, D (2017) <i>Developing Skills for Social Practice</i>. London</p>	<p>Holmes, D. (ed) (2022) <i>Safeguarding Young People: Risk, Rights, Resilience, and Relationships (Knowledge in Practice)</i>. London: Jessica Kingsley Publishers</p> <p>Burton, S. and Reid, J. (eds) (2018) <i>Safeguarding and protecting children in the early years</i>. 2<sup>nd</sup> edn. London: Routledge</p> <p>Wate, R. and Boulton, N. (2019) <i>Multi-Agency safeguarding in a public protection world</i>. 2<sup>nd</sup> edn. Shoreham-by-Sea:</p>	<p>Wate, R. and Boulton, N. (2019) <i>Multi-agency safeguarding in a public protection world</i>. 2<sup>nd</sup> edn. Shoreham-by-Sea: Pavilion Publishing and Media</p> <p>Taylor, J. and Thoburn, J. (2016) <i>Collaborative practice with vulnerable children and their families</i>. London: CRC press</p> <p>Edmond, N. and Price, M. (eds) (2012) <i>Integrated working with children and young people</i>. London: Sage Publishing.</p> <p>DfE (2018) <i>Working Together</i></p>	<p>Warwick-Booth, L. (2019) <i>Social Inequality</i>. London: Sage.</p> <p>Owen, A. (2017) <i>Childhood Today</i>. London: Sage.</p> <p>Trussler, S. and Robinson, D. (2015) <i>Inclusive Practice in the Primary School A Guide for teachers</i>. London: Sage.</p> <p>Wyness, M. (2018) <i>Childhood, culture and society</i>. Los</p>	<p>Slater, A. and Bremner, B. (eds) (2017) <i>An introduction to developmental psychology</i>. Chichester: Wiley.</p> <p>Horwarth, J. and Platt, D. (2018) <i>The child's world: The essential guide to assessing vulnerable children, young people and their families</i>. 3<sup>rd</sup> edn. London: Jessica Kingsley Publishers.</p>
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		<p>n: Sage Publications.</p> <p>Parker, J. &amp; Doel, M. (2014) <i>Professional Social Work</i>. London: Learning Matters</p>	<p>Pavilion Publishing and Media</p> <p>Munro, E. (2020) <i>Effective child protection</i>. 3<sup>rd</sup> edn. London: Sage Publishing</p> <p>Walker, G. (2018) <i>Working together for children: a critical introduction to multi-agency working</i>. 2<sup>nd</sup> edn. London: Bloomsbury</p> <p>Robb, M., Montgomery, H. and Thomson, R. (eds) (2019) <i>Critical practice with children and young people</i>, 2<sup>nd</sup> edn. Bristol: Policy Press.</p> <p>Dobson, J. and Melrose, A. (eds)</p>	<p><i>to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children</i>. London: Stationary office books</p>	<p>Angeles: Sage.</p>	
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			(2020) Working with children, families and young people: professional dilemmas, perspectives and solutions. London: Routledge			
			Douglas, V. and Fourie, J. (2022) Safeguarding children, young people and families. London: Learning Matters			
			Lumsden, E. (2018) Child protection in the early years: A practical guide. London: Jessica Kingsley Publishers			
<b>Journals</b>	Youth Justice Journal, Sage		British Journal of social work	The British Journal of Social Work Journal of Social Work Education Social Policy and Society	Social Policy and Society Journal of Social Work Education	Bernaras, E., Jaureguizar, J. and Garaigordobil, M. (2019) 'Child and Adolescent Depression: A Review of Theories, Evaluation Instruments, Prevention Programs, and Treatments', <i>Frontiers in Psychology</i> , 10, pp. 1-24. doi: 10.3389/fpsyg.2019.00543.  Blankenstein, N.E., de Rooij, M., van Ginkel, J., Wilderjans, T.F., de Ruigh, E.L., Oldenhof, H.C., Zijlmans, J., Jambroes, T., Platje, E., de Vries-Bouw, M., Branje, S.,

					<p>The British Journal of Social Work</p> <p>Journal of Education</p> <p>Meeus, W.H.J., Vermeiren, R.R.J.M., Popma, A. and Jansen, L.M.C. (2021) 'Neurobiological correlates of antisociality across adolescence and young adulthood: A multi-sample, multi-method study', <i>Psychological Medicine</i>, 27(1), pp. 1-16. doi: 10.1017/S0033291721003457.</p> <p>Densley, J., Deuchar, R. and Harding, S. (2020) 'An Introduction to Gangs and Serious Youth Violence in the United Kingdom', <i>Youth Justice</i>, 20(1-2), pp. 3-10. doi: 10.1177/1473225420902848.</p> <p>Golding, P. and Fitzgerald, H.E. (2019) 'The early biopsychosocial development of boys and the origins of violence in males', <i>Infant Mental Health Journal</i>, 40(1), pp. 5-22. doi: 10.1002/imhj.21753.</p> <p>Ling, S., Umbach, R. and Raine, A. (2019) 'Biological explanations of criminal behavior', <i>Psychology, Crime and Law</i>, 25(6), pp. 626-640. doi: 10.1080/1068316X.2019.1572753.</p> <p>Malkani, R. (2021) 'Investigating the opportunities provided for young adults with special education needs and disabilities (SEND) to prepare for adulthood in a city in England', <i>Support for Learning</i>, 36(2), pp. 238-257. doi: 10.1111/1467-9604.12353.</p> <p>Plenty, S. and Mood, C. (2016) 'Money, Peers and Parents: Social and Economic Aspects of Inequality in Youth Wellbeing', <i>Journal of Youth and Adolescence</i>, 45(7), pp. 1294-1308. doi: 10.1007/s10964-016-0430-5.</p> <p>Walsh, C. (2020) 'The Utility of a Psycho-Social Approach for Understanding and Addressing Male Youth Violence: The Interface between Traumatic Experiences and</p>
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						Masculinity', <i>Journal of Aggression, Maltreatment and Trauma</i> , 29(2), pp. 186-205. doi: 10.1080/10926771.2018.1561572.
	The British Journal of Criminology		Child Abuse review			
	Youth & Society		Journal of Social work education			
	Youth violence and juvenile justice					
Other resources			DfES (2003) Every Child Matters – Green Paper. Norwich: DfE Laming, H. (2003). The Victoria Climbié Inquiry: Report of an Inquiry Presented by the Secretary of State for Health and the Secretary of State for the Home Department by Command of Her Majesty January 2003. London: HMSO			The Children's Society (2021) The Good Childhood Report. Available at: <a href="https://www.childrenssociety.org.uk/information/professionals/resources/good-childhood-report-2021">https://www.childrenssociety.org.uk/information/professionals/resources/good-childhood-report-2021</a> (Accessed: 06/04/2022).  The Office for Standards in Education, Children's Services and Skills (2021) <i>Supporting SEND: A summary for children and young people</i> . Available at: <a href="https://www.gov.uk/government/publications/supporting-send/supporting-send">https://www.gov.uk/government/publications/supporting-send/supporting-send</a> (Accessed: 06/04/2022).

			LSCG Haringey (2009) Serious Case review: Baby Peter: Executive summary. London			
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Year 2	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>Core</b>  (2 resources)	UCSD2122 Young Offenders: Factors and Considerations	UCSD2121 Childhood and Youth: responding to societal issues	UCSD2123 Supporting Social and Emotional Well-Being	UCSD2125 Research Methods	UCSD2124 Social Policy and Practice	UCSD2126 Youth Justice Practices and Interventions
	Arthur, R. (2017) <i>The moral foundations of the youth justice system: Understanding the principles of the youth justice system.</i> Abingdon: Routledge.  Muncie, J. (2021) <i>Youth and crime.</i> 5 <sup>th</sup> edn. London: Sage publishing	MacBlain, S, Dunn, J. and Luke, I. (2017) <i>Contemporary childhoods.</i> London: sage Publishing  Howarth, J. & Platt, D. (2018) <i>“The Childs World: The essential guide to assessing vulnerable children, young people and their families”</i> 3 <sup>rd</sup> Edition. London: Jessica Kingsley	Musgrove, J. (2017) <i>Supporting Children’s Health and Wellbeing.</i> London: Sage  Bradshaw, J. (2016) <i>The Wellbeing of Children in the UK.</i> 4 <sup>th</sup> Edn. Bristol: Policy Press	The British Psychological Society. (2018). <i>Code of ethics and conduct.</i> Leicester: The British Psychological Society.  McNiff, J. (2013) <i>Action Research: Principles and Practice.</i> 4 <sup>th</sup> Edn., Abingdon, Routledge.	Cunningham, J. & Cunningham, S. (2016) <i>Social policy and social work: An introduction.</i> London: Learning Matters  Diaz. C. (2020) <i>Decision Making in Child and Family Social Work: Perspectives on Children’s Participation.</i> Bristol: Policy Press	Joyce, P. (2017) <i>Criminal Justice.</i> 3 <sup>rd</sup> edn. Abingdon: Routledge.  Case, S., Johnson, P., Manlow, D., Smith, R. and Williams, K. (2021) <i>Criminology.</i> 2 <sup>nd</sup> edn. Oxford: Oxford University Press.
<b>Further</b>	Baidawi, S. and Sheehan, R. (2020) <i>‘Crossover’ children in the youth justice and child protection</i>	Holford, N and Cooper, V. (2020) <i>Exploring Childhood and Youth.</i> London: Taylor and Francis	Leach, P. (Ed) (2018) <i>Transforming Infant Wellbeing: Research, Policy and Practice for the</i>	Williams, J. (2020) <i>How to read and understand educational research.</i> London: Sage.	Tedam, P. (2021) <i>Anti-Oppressive Social Work Practice.</i> London: Learning Matters	Arthur, R. (2017) <i>The moral foundations of the youth justice system: Understanding the principles of the youth</i>

<p>systems. Abingdon: Routledge</p> <p>Case, S. (2021) <i>Youth Justice: A Critical introduction</i>. 2<sup>nd</sup> edn. Abingdon: London</p>		<p><i>First 1001 Critical Days</i>. Oxon:Routledge</p> <p>Aynslet-Green, A (2019) <i>The British Betrayal of Childhood: Challenging the uncomfortable truths and bringing about change</i>. Oxon: Routledge</p>	<p>British Educational Research Association (2018) <i>Ethical Guidelines for Educational Research</i>. 4<sup>th</sup> edn. London: BERA</p> <p>Wilson. E. (Ed.) (2017) <i>School-based research: A guide for education students</i>. 3<sup>rd</sup> edn. London: Sage.</p>	<p>Green, L., &amp; Clarke, K. (2016) <i>Social policy for social work: placing social work in its wider context</i>. London: Polity.</p> <p>Howarth, J. &amp; Platt, D. (2018) <i>The Childs World: The essential guide to assessing vulnerable children, young people and their families</i> 3<sup>rd</sup> Edition. London: Jessica Kingsley</p>	<p><i>justice system</i>. Abingdon: Routledge.</p> <p>Muncie, J. (2021) <i>Youth and crime</i>. 5<sup>th</sup> edn. London: Sage publishing</p>
<p>Stephenson, M. and Allen, R. (eds) 2017) <i>Exploring Youth Justice</i>. Norwich: Unitas</p>	<p>Brown, Z. and Ward (eds) (2017) <i>Contemporary Issues in Childhood: A Bio-Ecological Approach</i>. Abingdon: Routledge.</p>	<p>Horwath, J. and Platt, D. (eds) (2019) <i>The child's world</i>. 3<sup>rd</sup> edn. London: Jessica Kingsley Publishers e book</p>	<p>Coe, R., Waring, M., Hedges, L. V. and Arthur, J. (2021) <i>Research methods and methodologies in education</i>. 3<sup>rd</sup> edn. London: Sage.</p>	<p><i>Aynsley-Green, A. (2018) The British betrayal of childhood</i>. London: Routledge.</p>	<p>Hopkins Burke, R. (2016) <i>Young People, Crime and Justice</i>. 2<sup>nd</sup> edn. Abingdon: Routledge</p>
<p>Brierley, A. (2021) <i>Connecting with young people in</i></p>	<p>Owen, A. (ed) (2017) <i>Childhood today</i>.</p>			<p><i>Dickens, J. (2016) Social Work and Social Policy (2nd</i></p>	<p>Stephenson, M. and Allen, R. (eds) 2018) <i>Effective Practice in</i></p>

	trouble. Hook: Waterside Press	London: Sage Publishing		Bourne, V. (2017). Starting out in methods and statistics for psychology: A hands-on guide to doing research. Oxford: Oxford University Press.	<i>edn). London: Routledge.</i>	<i>Youth Justice. 3<sup>rd</sup> edn. Norwich: Unitas</i>
	Horwath, J. and Platt. D. (eds) (2019) The child's world. 3 <sup>rd</sup> edn. London: Jessica Kingsley Publishers e book			Cohen, L., Manion, L. and Morrison, K. (2017) <i>Research Methods in Education.</i> 8 <sup>th</sup> edn. London: Routledge Falmer.	<i>Davies, B. (2019) Austerity, youth policy and the deconstruction of the youth service in England. London: Palgrave Macmillan.</i>	Taylor, C. (2016) <i>Review of Youth Justice System in England and Wales.</i> London: Ministry of Justice.
	Stephenson, M. and Allen, R. (eds) 2018) <i>Effective Practice in Youth Justice.</i> 3 <sup>rd</sup> edn. Norwich: Unitas			Mertens, D. M. (2019) <i>Research and evaluation in education and psychology.</i> 5 <sup>th</sup> edn. London: Sage.	<i>Banks, S. (2012) Ethics and Values in Social Work. London: Macmillan, Red Globe Press</i>	
<b>Journals</b>	Youth Justice Journal, Sage	Journal of Early Adolescence  Child and Youth Care Forum	Child and Family Social Work		<i>The British Journal of Social Work</i>	Youth Justice Journal, Sage



	The British Journal of Criminology	Child & Adolescent Social Work Journal	The British Journal of Social Work		<i>Critical Social Policy</i>	The British Journal of Criminology
	Youth & Society	Childhood Journal, Sage			<i>Social Policy and Society</i>	Youth & Society
	Youth violence and juvenile justice	Children & Society, Wiley			<i>Child and Family Social Work</i>	Youth violence and juvenile justice
<b>Other resources</b>	ONS (2022) The education and social background of young people who interacts with the criminal justice system.		Department of Health and Social Care (2021) <i>The best start for life: a vision for the 1,001 critical days</i>		Kiilakoski, T (2020) Perspectives on Youth Participation	
	McAra and McVie		Public Health England (2020) <i>No child left behind: A public health informed approach to improving outcomes for vulnerable children</i>		Cahill, H. and Dadvand, B. (2018) Re-conceptualising youth participation: A framework to inform action, Children and Youth Services Review, Vol. 95	
			EIF (2020) <i>Adverse childhood experiences: What we know, what we don't know, and what should happen next</i>		Smithson, H. and Gray, P (2021) <i>Supporting children's meaningful participation in the youth justice system.</i>	

					Manchester: HM Inspectorate of Probation	
			The Children's Society (2021) The Good Childhood Report			

#### 4. 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:**  
UCSD1112

**MODULE TITLE:** An Introduction to Youth Justice

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE:** 100483  
Criminal Justice

**PRE-REQUISITES:**

**CO-REQUISITES:**

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module describes the youth justice system in the UK and assess the socio-political challenges which have shaped youth justice in modern Britain. Students explore the necessity for a separate justice system for children and discuss concepts such as restorative justice. By linking theory, policy and practice, students will understand more about different international approaches to children's offending behaviour.

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

<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Youth Justice and Youth Studies

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**

- To provide an overview of youth justice systems, policy and practice.
- To examine contemporary debates about youth offending in England.
- To describe a range of cross-cultural case studies relating to youth crimes in terms of social perceptions, criminal justice reactions and political responses.
- To explain how different international criminal justice systems deal with issues of youth crime.

**ASSESSED LEARNING OUTCOMES:**

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Present knowledge of restorative and youth justice systems and practices. 2. Evaluate different criminal justice processes and approaches in dealing with young offenders. 3. Interpret contemporary policy and practice within the youth justice system in the UK and internationally. 4. Explain contemporary debates about youth offending.	Knowledge and Understanding 8.1.1, 8.1.2,  Cognitive and intellectual skills 8.2.1, 8.2.3, 8.2.4  Key and transferable skills 8.3.1, 8.3.2,  Employment related skills 8.4.3, Practice skills 8.5.4
<b>DATE OF APPROVAL:</b> 16/06/2022	<b>AWARDING BODY:</b> South Devon College
<b>DATE OF IMPLEMENTATION:</b> 09/2022	<b>SEMESTER:</b> Semester 1
<b>DATE(S) OF APPROVED CHANGE:</b> 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:** Caroline Knight

**OTHER MODULE STAFF:** Dr. Marie Metenier

### **Summary of Module Content**

An introduction to Youth Justice will describe the youth justice systems operating in the UK and assess the key socio-political issues and debates which have shaped youth justice in modern Britain. Within this module students will also engage with a range of research focussing upon reactions to crime, with specific focus upon restorative justice and how the government are working towards bringing victims and witnesses of crime to the centre of the criminal justice process. By linking together theory, policy and practice, students will be able to understand more about different approaches to children's offending behaviour across the globe. This module will engage contemporary youth justice debates by focusing on differences around gender, race, ethnicity, and social class operate in youth justice.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Schedules learning activities	30	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Guide learning	15	Guided blended learning
Guided independent study	155	Interactive learning activities, guided reading and facilitated forum discussion
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

## **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Briefing report LO 1 and 2 (2000 words) Discuss approaches and concepts of the current youth justice system	100%
Practical	Presentation LO 3 and 4 (20 minutes or equivalent) Create and present an evaluation of contemporary policy and practice within youth justice systems	100%

## REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Briefing Report LO1 and LO2 (2000 words) Discuss and evaluate chosen approaches and processes within the current youth justice system, including theory where possible	100%
Practical	Presentation LO3 and LO4 (20 minutes) Submit recorded presentation of contemporary policy and practice within the youth justice system in the UK and internationally.	100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Marie Menterier  
Date: 09/05/2023

**Approved by:** Caroline Knight  
Date: 05/06/2023



## South Devon College Module Record

### SECTION A: DEFINITIVE MODULE RECORD.

**MODULE CODE:** UCSD1113                      **MODULE TITLE:** Safeguarding Children and Young People

**CREDITS:** 20                                      **FHEQ LEVEL:** 4                                      **HECOS CODE:** 100456  
Childhood studies

**PRE-REQUISITES:**                              **CO-REQUISITES:**                              **COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module will develop students' knowledge and understanding of harm and risks for children within families and the community and how abuse occurs. Students will develop an understanding of relevant legislation and policies designed to protect children.

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

<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
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**SUBJECT ASSESSMENT PANEL** to which module should be linked: FdA Youth Justice and Youth Studies

**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 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, to identify, address and prevent harm.

**ASSESSED 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. Describe the policy and legal frameworks for safeguarding and child protection practice. 2. Interpret the rights of the child and the voice of the child in relation to safeguarding and child protection policy and practice 3. Evaluate potential safeguarding risk factors, the nature of child abuse and its identification by practitioners 4. Apply appropriate responses by practitioners to safeguarding and child protection concerns, to a practical context	Knowledge and behaviours 8.1.1; 8.1.2, 8.1.4 Cognitive and intellectual skills 8.2.1, 8.2.3; Key and transferable skills 8.3.1, 8.3.4 Employment related skills 8.4.1, 8.4.4 Practical skills 8.5.1, 8.5.4



<b>DATE OF APPROVAL:</b> 16/06/2022	<b>AWARDING BODY:</b> South Devon College
<b>DATE OF IMPLEMENTATION:</b> 09/2022	<b>SEMESTER:</b> Semester 1
<b>DATE(S) OF APPROVED CHANGE:</b> 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: Caroline Knight**

**OTHER MODULE STAFF: Kelly Laywood**

### **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

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled activities	30	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks and activities.
Guided learning activities	15	Guided blended learning
Guided Independent study	155	Independent study towards assessments
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

## **SUMMATIVE ASSESSMENT**

Element Category	Component Name	Component Weighting
Coursework	Report LO1 & 2 (2000 words) Identify legal and policy frameworks relating to safeguarding children and young people, also highlighting the rights and voice of the child	100%
Practical	Seminar LO3 & 4 (45 minutes per group) Discuss studies and research explaining the range of child abuse and the appropriate responses from practitioners	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report LO1 & 2 (2000 words) Identify legal and policy frameworks whilst highlighting the rights and voice of the child	100%
Practical	Presentation LO3 & 4 (2000 words equivalent) Presentation of a safeguarding briefing: Exploring the range of child abuse and the appropriate responses to the abuse	100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Caroline Knight

Date: 09/05/2023

**Approved by:** Lisa Rogers

Date: 09/05/2023

## South Devon College Module Record

### SECTION A: DEFINITIVE MODULE RECORD.

**MODULE CODE:**  
UCSD1114

**MODULE TITLE:** Professional Practice

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE:** 101246  
Professional Practice in  
Education

**PRE-REQUISITES:**

**CO-REQUISITES:**

**COMPENSATABLE:** N

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

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](#)*

		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	Pass/Fail
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Youth Justice and Youth Studies

**Professional body minimum pass mark requirement:** NA

#### **MODULE AIMS:**

This 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 and evidence their ethical practice and collaborative working. The module aims to develop both academic and professional practice skills.

**ASSESSED 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
<ol style="list-style-type: none"> <li>1. Discuss key factors of professional practice, duties and responsibilities,</li> <li>2. Evaluate the impact of your own professional and academic development and ethical awareness upon your practice.</li> <li>3. Apply and reflect on the learning from the experiences of working with colleagues so, that children and young people are effectively supported.</li> <li>4. Evaluate collaborative relationships with colleagues and other professionals, that demonstrates an awareness of a range of strategies to support positive outcomes for children and young people</li> <li>5. Present evidence of safe, effective, and professional practice in the workplace.</li> </ol>	<p>Knowledge and behaviours 8.1.3;            Cognitive and intellectual skills 8.2.3;            Key and transferable skills 8.3.2, 8.3.3            Employment related skills 8.4.1, 8.4.2, 8.4.3, 8.4.4            Practical skills 8.5.1, 8.5.2</p>
<b>DATE OF APPROVAL:</b> 16/06/2022	<b>AWARDING BODY:</b> South Devon College
<b>DATE OF IMPLEMENTATION:</b> 09/2022	<b>SEMESTER:</b> Semester 1
<b>DATE(S) OF APPROVED CHANGE:</b> 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:** Kelly Smith

**OTHER MODULE STAFF:** Lisa Rogers

**Summary of Module Content**

- Reflective Development plan
- Professional portfolio building
- Professionalism, professional identity, and ethical awareness
- Academic and study skills development to include time management and organisational skills
- A focus on values that prepare students for future careers – such as Care, Compassion, Competence, Communication, Courage and Commitment.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled activities	30	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Guided learning activities	15	Guided blended learning
Guided independent study	55	Independent study towards assessments
Work based Learning	100	Placement hours
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Assessment 1: Blog post (LO1) Create a blog post discussing issues of being professional practitioner.	20%
	Assessment 2: Professional Practice Portfolio (LO2, 3 and 4) Portfolio with a range of evidence and reflections to support the learning outcomes.	80%
Practical	Competency Document (LO 5) Completion of 100 hours practice and competency document completed and signed off.	Pass/Fail

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<p>Reflection (LO1) A reflective piece linked to practice.</p> <p>Professional Practice Portfolio (LO2, 3 and 4) Completion of the portfolio with evidence to support the learning outcomes.</p>	100%
Practical	<p>Competency Document (LO5)</p> <p>Completion of 100 hours practice and competency document completed and signed off.</p>	Pass/Fail

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Kelly Smith  
Date: 08/05/2023

**Approved by:** Caroline Knight  
Date: 09/05/2023

## 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:**  
UCSD1115

**MODULE TITLE:** Multi-Agency Working

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE** 100459  
Education Studies

**PRE-REQUISITES:**

**CO-REQUISITES:**

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module is designed to provide students with the knowledge of ways to work effectively as part of a multi-agency team in their professional careers. The module facilitates investigation into the evaluation of the barriers to multi-agency collaboration, and to strategies for developing effective multi-agency practice.

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

		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Youth Justice and Youth Studies

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**

To explore and analyse the characteristics of multi-agency collaborative working both in principle and in practice. To analyse and evaluate the skills needed to work effectively as part of a multi-agency team. To critically examine contexts, barriers and enabling factors for multi-agency collaboration.

**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
<ol style="list-style-type: none"> <li>1. Explain the key principles of multi-agency working.</li> <li>2. Evaluate current policy in relation its impact on multi-agency working.</li> <li>3. Discuss the impact of potential barriers to effective multi-agency working and solutions for issues that arise</li> <li>4. Apply the skills and strategies employed within effective multi-agency working in a practical context</li> </ol>	Knowledge and behaviours 8.1.1; 8.1.2, 8.1.4 Cognitive and intellectual skills 8.2.3; Key and transferable skills 8.3.4, Employment related skills 8.4.1, 8.4.3 Practical skills 8.5.4
<b>DATE OF APPROVAL:</b> 16/06/2022	<b>AWARDING BODY:</b> South Devon College
<b>DATE OF IMPLEMENTATION:</b> 09/2022	<b>SEMESTER:</b> Semester 2
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

**ACADEMIC YEAR:** 2024/25

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Caroline Knight

**OTHER MODULE STAFF:** Kelly Laywood

### **Summary of Module Content**

- Evaluation of multi-agency working in relation to the experiences of children young people and families.
- Analysis of skills and strategies that result in effective teamwork
- Implications of policy and legislation in relation to multi-agency working
- Exploration of potential barriers to effective multi-agency
- Evaluation of effective multi-agency working

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled activities	30	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Guided learning activities	15	Guided blended learning
Guided Independent study	155	Independent study towards assessments
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>

Coursework	Information brochure (LO1, 2) 2000 words Create an information brochure, discussing multi-agency working, analysing values, principals and ethics	100%
Practical	Professional discussion (LO3, 4) 45 minutes Plan a multi-agency meeting based on a given case study, discussing your rationale and anticipated challenges and barriers.	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Information brochure (LO1, 2) 2000 words Discuss the merits of multi-agency working from a variety of perspectives	100%
Coursework in lieu of Practical	Report (LO3, 4) 2000 words	100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Caroline Knight  
Date: 09/05/2023

**Approved by:** Lisa Rogers  
Date: 09/05/2023

## 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:** UCSD1116                      **MODULE TITLE:** Equality, Rights, Diversity and Cultural Differences

**CREDITS:** 20                              **FHEQ LEVEL:** 4                              **HECOS CODE:** 100459  
education studies

**PRE-REQUISITES:**                      **CO-REQUISITES:**                      **COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

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 and young people. 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 contemporary society.

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

		<b>C1</b> (Coursework)	100%		
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Youth Justice and Youth Studies

**Professional body minimum pass mark requirement:** NA

**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, diversity and cultural difference. 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
<ol style="list-style-type: none"> <li>1. Explain how diversity and cultural differences influence experiences of children and young people</li> <li>2. Evaluate current literature about equality, diversity and cultural difference</li> <li>3. Discuss the concept of inclusion in relation to children and young people</li> <li>4. Interpret the ways in which the rights of the child can be explored in practice.</li> </ol>	Knowledge and behaviours 8.1.1; 8.1.4 Cognitive and intellectual skills 8.2.3; Key and transferable skills 8.3.1, Employment related skills 8.4.2, Practical skills 8.5.1
<b>DATE OF APPROVAL:</b> 16/06/2022	<b>AWARDING BODY:</b> South Devon College
<b>DATE OF IMPLEMENTATION:</b> 01/2023	<b>SEMESTER:</b> Semester 2
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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**ACADEMIC YEAR:** 2024/25

**NATIONAL COST CENTRE:**135

**MODULE LEADER:** Dr. Marie Metenier

**OTHER MODULE STAFF:** Caroline Knight

### **Summary of Module Content**

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 and cultural differences. 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.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Schedules learning activities	30	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Guided learning activities	15	Guided blended learning
Guided independent study	155	Independent study towards assessments
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Literature Review (LO 1 and 2) Using current literature, evaluate the impact that diversity and cultural difference has on children and families' experiences. 2,000 words	100%
Coursework	Essay (LO 3 and 4) Discuss the rights of the child in relation to inclusive practice. 2,000 words	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Literature Review (LO 1 and 2) 2,000 words	100%
Coursework	Essay (LO3 and 4) 2000 words	100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Marie Metenier  
Date: 03/5/2023

**Approved by:** Caroline Knight  
Date: 09/5/23

## 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:**  
UCSD1117

**MODULE TITLE:** Lifespan Development

**CREDITS:** 20

**FHEQ LEVEL:** 4

**HECOS CODE:** 100456  
childhood studies

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module will develop students' knowledge of the key psychological approaches to understanding child and adolescent development, as well as the biopsychosocial factors that can influence life outcomes. The assessments are designed to draw on students' psychological theoretical knowledge and professional experience to explore events that happen during the lifespan.

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

<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Youth Justice and Youth Studies

**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, young people and families. Students will develop a psychological understanding of biological, psychological and sociological factors influencing the development of children and adolescents, discussing how those factors further impact life outcomes.





**ASSESSED LEARNING OUTCOMES:**

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Explain how biopsychosocial factors influences child and adolescent development 2. Describe the impact of child and adolescent developmental factors on well-being 3. Discuss key factors influencing inclusion, special needs, and disability 4. Interpret the impact of special needs and disability on life outcomes for children and adolescents	Knowledge and behaviours 8.1.2; 8.1.4 Cognitive and intellectual skills 8.2.1; Key and transferable skills 8.3.1, Employment related skills 8.4.1, 8.4.3 Practical skills 8.5.4
<b>DATE OF APPROVAL:</b> 16/06/2022	<b>AWARDING BODY:</b> South Devon College
<b>DATE OF IMPLEMENTATION:</b> 01/2023	<b>SEMESTER:</b> Semester 2
<b>DATE(S) OF APPROVED CHANGE:</b> 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**

- Key psychological approaches to understanding child and adolescent development and behaviour
- The concept of well-being and factors that can impact child and adolescent well-being
- Inclusion legislation and models of disability
- Children's human rights
- Learning difficulties and communication and interaction disabilities
- Physical and sensory disabilities, and social, emotional and mental health difficulties
- The influence of biopsychosocial factors on life outcomes

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Schedules learning activities	30	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Guided learning activities	15	Guided blended learning
Guided independent study	155	Independent study towards assessments
<b>Total</b>	200	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>



## SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<p>Case Study Report (LO 1 and 2) Word count: 2,000</p> <p>Write a report highlighting the biopsychosocial factors that may influence the development of one child/young person from two contrasting psychological perspectives and analyse the impact of the situation on the child/young person's well-being.</p>	100%
Practical	<p>Present a Training Resource (LO 3 and 4) Word count: 15 minutes .</p> <p>Create and present a training resource (500 words) for your colleagues on one of the areas of need within the SEND Code of Practice and analyse the impact of special needs and disability on children and young people's life outcomes.</p>	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<p>Report (LO 1 and 2) Word Count: 2,000</p> <p>Write a report on the psychological factors that may influence the development of children and young people and describe the impact of these factors on well-being</p>	100%

<p>Coursework in lieu of practical</p>	<p>Information leaflet (LO 3 and 4) Word Count: 2,000</p> <p>Create an information leaflet for practitioners on one of the areas of need within the SEND Code of Practice and analyse the impact of special needs and disability on children and young people's life outcomes.</p>	<p>100%</p>
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<p><b>To be completed when presented for Minor Change approval and/or annually updated</b></p>	
<p><b>Updated by:</b> Sabrina Connolly Date: 21/06/24</p>	<p><b>Approved by:</b> Caroline Knight Date:</p>

## 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:**  
UCSD2121

**MODULE TITLE:** Childhood and Youth - Responding to societal issues

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** 100455  
childhood and youth studies

**PRE-REQUISITES:**

**CO-REQUISITES:**

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module will explore assumptions and stereotypes of contemporary childhood experiences. It allows the students an opportunity to see how children's lives are intrinsically connected to social contexts that include the family, education, community and wider society.

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

		<b>C1</b> (Coursework)	100%		
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Youth Justice and Youth Studies

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**

**This module aims to**

- Provide you with the opportunity to explore and examine contemporary societal issues faced by children and young people.
- Encourage you to critically evaluate and appraise the multiple perspectives that have influenced views of children and young people in modern society.

**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:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"> <li>1. Evaluate current issues, challenges, and ethical dilemmas within the field of childhood contemporary studies.</li> <li>2. Analyse concepts relating to the lived childhood experience of 'difference' and social inequalities.</li> <li>3. Critically appraise current legislation, policy and practice in responding to societal issues faced in the field of childhood and youth studies.</li> <li>4. Apply in a practical context knowledge of contemporary issues in childhood for both specialist and non-specialist audiences.</li> </ol>	Knowledge and behaviours 8.1.2; 8.1.4 Cognitive and intellectual skills 8.2.2; 8.2.4 Key and transferable skills 8.3.2, 8.3.3 Employment related skills 8.4.1, Practical skills 8.5.1, 8.5.2
<b>DATE OF APPROVAL:</b> 16/06/2022	<b>AWARDING BODY:</b> South Devon College
<b>DATE OF IMPLEMENTATION:</b> 09/2022	<b>SEMESTER:</b> Semester 1
<b>DATE(S) OF APPROVED CHANGE:</b> 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: Caroline Knight**

### **Summary of Module Content**

**To include but not limited to the following themes**

- Sustainability
- Social justice movements
- Poverty
- Crime
- Social media
- Mental health

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled activities	30	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Guided learning activities	15	Guided blended learning
Guided Independent study	155	Independent study towards assessments
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Academic Poster – Key issue in childhood LO 1,2 (Word count 1500)	30%
	Project Output – Campaign planning LO 3,4 (Word Count 2500)	70%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Academic Poster – Key issue in childhood (LO 1,2) (Word count 1500)	30%
	Project Output – Campaign planning LO 3,4 (Word Count. 2500)	70%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Sabrina Connolly  
Date: 21/06/24

**Approved by:** Caroline Knight  
Date: 28/06/24

## 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:**  
UCSD2122

**MODULE TITLE:** Youth Offending: Factors and Considerations

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** 100484  
criminology

**PRE-REQUISITES:**

**CO-REQUISITES:**

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module is designed to provide students with the knowledge of some of factors and considerations that

might lead to offending. Social and family contexts will be examined to understand why some children and young people fail to conform to lawful social order.

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

<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Youth Justice and Youth Studies

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**

To explore and analyse the factors that contribute to youth criminality, such as disadvantage, social class, race, and gender. The module will facilitate investigations into social contexts, how much of criminal behaviour is a rational choice for young people and how much is an unjust society targeting disadvantaged sections of society. Public opinion and the media construction of youth crime is discussed. Links will be examined between child protection, the care system and youth offending, and between prior victimisation and future offending.

**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:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"> <li>1. Critically analyse contemporary considerations and explanations of youth crime and their impact on society's understanding of the social context of crime</li> <li>2. Justify how existing evidence explains the factors influencing youth crime</li> <li>3. Critically evaluate the links between child victimisation and youth offending</li> <li>4. Review public opinion and the media portrayal of young offenders to understand their influence on the social construction of crime</li> </ol>	<p>Knowledge and behaviours 8.1.1; 8.1.2, 8.1.3            Cognitive and intellectual skills 8.2.1, 8.2.2, 8.2.3, 8.2.4;            Key and transferable skills 8.3.1, 8.3.2, 8.3.3            Employment related skills 8.4.4,            Practical skills 8.5.4</p>
<b>DATE OF APPROVAL:</b> 16/06/2022	<b>AWARDING BODY:</b> South Devon College
<b>DATE OF IMPLEMENTATION:</b> 09/2022	<b>SEMESTER:</b> Semester 1
<b>DATE(S) OF APPROVED CHANGE:</b> 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: Caroline Knight**

**OTHER MODULE STAFF: Asenath Colbourne-Laight**

### **Summary of Module Content**

- Theoretical explanations of youth crime
- Social class, age, race, ethnicity, gender and youth crime
- Child victimisation, exploitation and the offender/victim overlap
- Social disadvantage and poverty, domestic violence and abuse, the crossover between child protection, care system and youth criminality
- Youth offending as rational behaviour
- Media and Public attitudes and opinions

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled activities	30	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Guided learning activities	15	Guided blended learning
Guided Independent study	155	Independent study towards assessments
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case study report LO 1 & 2 (2000 words) Create a case study report examining contemporary considerations and explanations for youth crime	100%
Practical	Podcast LO 3 & 4 (15 mins) Create a podcast debating current research on the victim/offender overlap, in relation to youths. Compare/contrast your findings to public opinion and media attitudes to young offenders.	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report LO 1 & 2 (2,000 words) Create a briefing report informing others of explanations of youth crime	100%
Coursework (in lieu of Practical)	Report LO 3 & 4 (15 mins) Create a report examining current understanding of child victimisation and any links to subsequent offending, and what impacts the media have	100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Caroline Knight  
Date: 26/6/2024

**Approved by:** Lisa Rogers  
10/07/24

## 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:** UCSD2123  
**MODULE TITLE:** Supporting Social and Emotional Wellbeing

**CREDITS:** 20  
**FHEQ LEVEL:** 5  
**HECOS CODE:** 100456 childhood studies

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

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module provides the opportunity to explore issues of health and wellbeing for children, young people, and their families in society. It analyses legislation and policy and explores the issues of implementation in relation to childhood adversity. The module also looks at the range of factors that impact negatively on children’s health and wellbeing and the effect on families and society.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions]</i> – see <a href="#">Definitions of Elements and Components of Assessment</a>			
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<b>C1</b> (Coursework )	50%	<b>P1</b> (Practical )	50%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Youth Justice and Youth Studies

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS: -**

This module provides the opportunity to analyse a range of definitions of children’s health and wellbeing, and their impact on policy and legislation. Consideration is given to a range of factors that influence health in children, young people and families

**ASSESSED 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
<ol style="list-style-type: none"> <li>1. Analyse definitions and meanings of health and wellbeing in relation to children and young people.</li> <li>2. Critically evaluate the range of factors that can adversely impact on children’s health and wellbeing.</li> <li>3. Review research of children’s health and wellbeing within a contemporary context.</li> <li>4. Critically analyse the impact of current legislation and policy on children’s health and wellbeing in a practical context.</li> </ol>	<p>Knowledge and Understanding 8.1.1, 8.1.2,</p> <p>Cognitive and intellectual skills 8.2.1, 8.2.2, 8.2.3, 8.2.4</p> <p>Key and transferable skills 8.3.2, 8.3.3, 8.3.4</p> <p>Employment related skills 8.4.4,</p> <p>Practice skills 8.5.2, 8.5.4</p>

<b>DATE OF APPROVAL:</b> 16/06/2022	<b>AWARDING BODY:</b> South Devon College
<b>DATE OF IMPLEMENTATION:</b> 09/2022	<b>SEMESTER:</b> Semester 1
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	



## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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**ACADEMIC YEAR: 2024/25**

**NATIONAL COST CENTRE: 135**

**MODULE LEADER: Sabrina  
Connolly**

**OTHER MODULE STAFF: Kelly Smith**

### **Summary of Module Content**

- Legislation in relation to health for children, young people and families
- Implications of policy for children, young people, and families
- Childhood adversity and implications for health outcomes
- Definitions and perceptions of wellbeing
- Policy and practice in relation to health and wellbeing

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled activities	30	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Guided learning activities	15	Guided blended learning
Guided independent study	155	Interactive learning activities, guided reading and facilitated forum discussion
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Practical	Presentation (LO1, 2) 15 mins Create and deliver a presentation critically discussing definitions of health and the range of factors that adversely impact on children's health and wellbeing.	100%
Coursework	Briefing Report (2000 words) (LO3, 4) Submit a report that prepares and informs other practitioners of current research on health and wellbeing policy in the context of children and young people.	100%

### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Leaflet (LO1,2) (2000 words) Create a leaflet explaining the range of definitions and meanings within health and wellbeing. Critically discuss current known factors detrimental to children's health.	100%
Coursework	Briefing Report (LO3,4) (2000 words) submit a report to brief colleagues on your review of current research and literature in relation to child health and wellbeing.	100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Sabrina Connolly  
Date: 21/06/24

**Approved by:** Caroline Knight  
Date: 28/06/24

## 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:** UCSD2124      **MODULE TITLE:** Social Policy and Practice

**CREDITS:** 20      **FHEQ LEVEL:** 5      **HECOS CODE:**  
100456 childhood studies

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

### SHORT MODULE DESCRIPTOR:

This module will provide underpinning knowledge and skills for effective working within an integrated interdisciplinary workforce with families and their children, aged from birth to 18 years, focusing on legal and ethical approaches to practice across the continuum of need.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
		<b>C1</b> (Coursework )	50%	<b>P1</b> (Practical)	50%

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Youth Justice and Youth Studies

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

The aim of this module is to provide the underpinning knowledge required to develop an informed and ethical approach to working with children and families. Students will critically analyse theoretical perspectives, child and family policy and apply their knowledge to practice. The concept of participation will be examined with a focus on the conflict between child and parental rights and professional duty.

## ASSESSED LEARNING OUTCOMES:

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

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"><li>1. Critically analyse a range of theoretical perspectives relevant to working with children, young people, and their families</li><li>2. Apply knowledge of theoretical perspectives to current practical approaches and practice principles.</li><li>3. Critically examine the policies and rights of children and young people in respect of participation.</li><li>4. Review research in relation to the practical implementation of child participation to inform practice.</li></ol>	Knowledge and Understanding 8.1.1, 8.1.2, 8.1.4,  Cognitive and intellectual skills 8.2.1, 8.2.2, 8.2.3, 8.2.4  Key and transferable skills 8.3.2, 8.3.4,  Employment related skills 8.4.3, 8.4.4  Practical skills 8.5.2, 8.5.4
<b>DATE OF APPROVAL:</b> 16/06/2022	<b>AWARDING BODY:</b> South Devon College
<b>DATE OF IMPLEMENTATION:</b> 01/2023	<b>SEMESTER:</b> Semester 2
<b>DATE(S) OF APPROVED CHANGE:</b> 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: Kelly Smith**

**OTHER MODULE STAFF: Caroline Knight**

### **Summary of Module Content**

- Ethical approaches
- Participation and rights
- Theoretical perspectives
- Legal and ethical issues
- Relevant family and child policies
- Examining case studies

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled activities	30	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Guided learning activities	15	Guided blended learning
Guided independent study	155	Interactive learning activities, guided reading and facilitated forum discussion
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case Study: (LO1,2) (2000 words) Using a practice example discuss theoretical perspectives underpinning current practice approaches and principles	100%
Practical	Professional Discussion (LO3,4) (2000 words) Prepare for a professional discussion with your peers in relation to the concept of participation and rights and the implication of policy on practice.	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Learning resource (LO1, 2) 2000 Words Create a learning resource to support new students in their understanding of theoretical perspectives and their links practical approaches.	100%
Coursework in lieu of practical	Case study (LO3,4) 2000 words Using the case study provided to discuss issues of child participation and implementation of policy.	100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Kelly Smith  
Date: 28/06/24

**Approved by:** Caroline Knight  
Date: 28/06/24

## 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:**  
UCSD2125

**MODULE TITLE:** Research Methods

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** 101088  
research and study skills in  
education

**PRE-REQUISITES:**

**CO-REQUISITES:**

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module will introduce a variety of research methodologies including issues of reliability, validity, and ethics. Students will have the opportunity to conduct a small-scale action research project investigating a relevant issue from practice. Students will evaluate and reflect on their project in order to develop their own practice.

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

<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	30%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Youth Justice and Youth Studies

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**

This module aims to critically discuss and apply research methodologies relevant to youth and youth justice settings. Students will identify a relevant practice- informed topic of research interest and complete and reflect on a small-scale action research project, communicating their findings effectively and appropriately.

**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:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"> <li>1. Critically discuss issues of the quality of research methodology including validity, reliability, and ethics.</li> <li>2. Collect and analyse data using appropriate methods and present finding.</li> <li>3. Critically evaluate research findings and their practical applications with regard to established theory and research.</li> <li>4. Reflect on research processes and findings including ethical awareness to better inform own professional practice.</li> </ol>	<p>Knowledge and understanding 8.1.3.</p> <p>Cognitive and intellectual skills 8.2.1, 8.2.2)</p> <p>Key and transferable skills 8.3.1, 8.3.2, 8.3.3.</p> <p>Employment related skills 8.4.2.</p> <p>Practical skills 8.5.2.</p>
<b>DATE OF APPROVAL:</b> 16/06/2022	<b>AWARDING BODY:</b> South Devon College
<b>DATE OF IMPLEMENTATION:</b> 01/2023	<b>SEMESTER:</b> Semester 2
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	



## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

**ACADEMIC YEAR: 2024/25**

**NATIONAL COST CENTRE: 135**

**MODULE LEADER: Ezekiel Chattell**

**OTHER MODULE STAFF: Asenath Colbourne-Laight**

### **Summary of Module Content**

- Quantitative and qualitative research methodologies.
- Ethical research practice including ethical guidelines and codes of conduct.
- Action research principles.
- Data analysis including thematic analysis.
- Research report writing and effective communication.
- Reflective models and action plans.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled Activities	30	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks and activities.
Guided learning activities	15	Guided distance learning with study materials online
Guided Independent Study	155	Independent study toward assessments.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Poster Presentation LO1 (10 mins with academic poster) Critically discuss relevant research methodologies with regard to reliability, validity, and ethics.	100%
Coursework	Research Report present in an appropriate format. LO2, 3, 4 (3,000 words) Conduct a small-scale action research project and write it up.	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Academic Poster (1000 word) (LO1)	100%
Coursework	Research Report (3000 words) (LO2, 3, 4)	100%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Ezekiel Chattell  
Date: 26/06/2024

**Approved by:** Caroline Knight  
Date: 28/06/24

## 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:**  
UCSD2126

**MODULE TITLE:** Youth Justice Practice and Intervention

**CREDITS:** 20

**FHEQ LEVEL:** 5

**HECOS CODE:** 100483  
Criminal Justice

**PRE-REQUISITES:**

**CO-REQUISITES:**

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module will develop students' knowledge of current policies, practices, and procedures within the youth justice system.

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

<b>C1</b> (Coursework)	100%
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**SUBJECT ASSESSMENT PANEL** to which module should be linked: FdA Youth Justice and Youth Studies

**Professional body minimum pass mark requirement:** NA

**MODULE AIMS:**

This module aims to provide an overview of current research into youth justice practice, assessment and interventions. Students will consider the purpose and effectiveness of contemporary practice within youth justice and explore the many challenges of youth crime and youth justice.

**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:

<b>Assessed Module Learning Outcomes</b>		<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"> <li>1. Evaluate the purpose and application of current practices and policies within the youth justice system.</li> <li>2. Critically analyse the effectiveness of current practices and policies within the youth justice system</li> <li>3. Justify assessment and interventions within the youth justice system to reach a balanced view of their effectiveness</li> <li>4. Critically evaluate the application and challenges of assessment and intervention utilised in the youth justice system in a practical context</li> </ol>		Knowledge and behaviours 8.1.1; 8.1.4 Cognitive and intellectual skills 8.2.1, 8.2.2, 8.2.3; 8.2.4 Key and transferable skills 8.3.2, Employment related skills 8.4.2, Practical skills 8.5.1
<b>DATE OF APPROVAL:</b> 16/06/2022	<b>AWARDING BODY:</b> South Devon College	
<b>DATE OF IMPLEMENTATION:</b> 01/2023	<b>SEMESTER:</b> Semester 2	
<b>DATE(S) OF APPROVED CHANGE:</b> 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: Asenath Colbourne-Laight**

**OTHER MODULE STAFF: Caroline Knight**

### **Summary of Module Content**

This module will examine, in depth, the current youth justice system (in England and Wales) and recent developments. Students will be encouraged to critically examine practices and practice trends and their relationship to knowledge and evidence. Contemporary debate will be assessed using up-to-date research and youth justice strategies such as welfare and justice. Topics such as the age of responsibility, welfare legislation, diversion and decarceration, punitiveness, risk management, recidivism and youth offending institutions will be explored.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Scheduled activities	30	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks and activities.
Guided learning activities	15	Guided blended learning
Guided Independent study	155	Independent study towards assessments
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

## **SUMMATIVE ASSESSMENT**

Element Category	Component Name	Component Weighting
Coursework	Essay LO1 & 2 (2,000 words) A critical discussion of practices, procedures and policies in the youth justice system	50%
Coursework	Briefing Paper LO3 & 4 (2,000 words) Critically discuss how assessment and interventions work within the current youth justice system	50%

#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay LO1 & 2 (2,000 words) Review the practices, procedures and policies in the youth justice system using critical discussion.	50%
Coursework	Briefing Paper LO3 & 4 (2,000 words) Use critical discussion to explain assessments and interventions within the current youth justice system.	50%

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Asenath Colbourne-Laight  
Date: 28/06/24

**Approved by:**  
Caroline Knight  
Date: 28/06/24