



**UNIVERSITY
CENTRE**
SOUTH DEVON



**UNIVERSITY OF
PLYMOUTH**

PROGRAMME QUALITY HANDBOOK 2020-21

BA (Hons) Education, Development and Society

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1. Welcome and Introduction to BA (Hons) Education, Development and Society.

Welcome to BA (Hons) Education, Development and Society delivered at University Centre South Devon.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:
The approved programme specification
Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
 - o Available in University News & Information on Moodle.
- Plymouth University's Student Handbook
 - o available at:
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

1.1. Programme Manager

Jodie Culley: Programme Coordinator Social Science and Society

Email: jodie.culley@southdevon.ac.uk

Tel: 01803 540452

Jodie is a psychology lecturer and personal tutor with fifteen years of experience supporting adults and young people with their academic, professional and personal development. In addition to this course she coordinates the following programs at UCSD:

- FdSc Psychology and Criminology
- FdSc Psychology and Counselling
- FdSc Psychology and Sociology

Module Leader:

- SOUD3058 The Psychology of Social Interaction

HE Qualifications:

- MSc Criminology and Criminal Psychology
- BSc (Hons) Psychology with English Literature
- Level 4 Advanced Diploma in Integrated Counselling
- PGCE Further Education
- Level 4 Internal Quality Assurance

Professional Membership:

- Senior Fellow of the Higher Education Academy
- Member of the British Psychological Society
- Student member of the British Association for Counselling and Psychotherapy

Research Interests and Subject Specialisms:

- Social Psychology
- Criminal Psychology
- Clinical Psychology
- Counselling
- Bullying

1.2 Personal Tutor

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters; detailed information will be available in your teaching, learning and assessment handbooks. Further information can be found by following this link to the [Student Development Policy](#).

Your personal tutor will be Katrina Perkins.

Higher Education Lead, Personal Tutor, Sociology Lecturer

Email: katrinaperkins@southdevon.ac.uk

Tel: 01803 540415

Module Leader:

- Sociological Imaginations
- Developing Graduate Skills
- Social Change in a Modern World
- Education Policy and Practice
- Global Education

HE Qualifications:

- FdA Early Years Care and Education
- BA (Hons) Child Development and Education
- PGCE Further Education
- MA Education

Professional Membership:

- Fellow of the Higher Education Academy

Research Interests and Subject Specialisms:

- Widening Participation
- Inequalities and Achievement
- Intersectionality
- Social Policy
- Social Pedagogy

1.3 Module Leaders

Dr Estelle Tarry: Education and Psychology Lecturer

Email: estelletarry@southdevon.ac.uk

Prior to taking up her current role at the South Devon University Centre, Estelle taught at the University of Northampton for 11 years; PHD Supervisor, MA in Education International Student Co-ordinator and Programme Leader BA (Hons) in Learning and Teaching. Estelle began her career as a primary school teacher (UK). Subsequently she moved into teaching overseas and was Head of international schools in Sri Lanka, Thailand and the Netherlands. Estelle has worked with the Council of British International Schools (COBIS) and led TA workshops in Azerbaijan, Ukraine, Romania, Italy, France and the Netherlands. She was on the school inspection team for the Council of International Schools (COIS) in Australia.

Module Leader:

- SOUD3057 Educational Psychology

HE Qualifications:

- EdD. Education
- Post Graduate Certificate in Research Supervision
- MA. in Education
- B.Ed. (Hons) (Primary Science and Art)

Professional Membership:

- Fellow of the Higher Education Academy
- Fellow of the Royal Society of Arts (FRSA)

Research Interests and Subject Specialisms:

- Comparative and international education
- Learning and teaching
- Assessment and achievement
- International students/international academic staff
- Teaching assistants
- Parental choice

Samantha Smith: Psychology and Education Lecturer

Email: samanthasmith@southdevon.ac.uk

Tel: 01803 540612

Module Leader:

- SOUD3056 Research in Education

HE Qualifications:

- BSc (Hons) Psychology
- MA in Education
- Currently undertaking a PhD Social Psychology

Professional Membership:

- Graduate Membership of the British Psychological Society
- Fellow of the Higher Education Academy

Research Interests and Subject Specialisms:

- Teaching emotive subjects
- Unconscious bias/prejudice
- Cooperative learning

Anna Neale: Head of Curriculum & Psychology Lecturer

Email: annaneale@southdevon.ac.uk

Module Leader:

SOUD3054 Perception, Thought and Consciousness

HE Qualifications:

- MSc Criminology and Criminal Psychology
- BSc (Hons) Psychology and Criminal Justice Studies
- PGCE Further Education

Professional Membership:

- Graduate Basis for Membership of the British Psychological Society

Research Interests and Subject Specialisms:

- Aggression
- Developmental Psychology
- Criminal Psychology
- Evolutionary Psychology

1.4 Dissertation Supervisors

| Dissertation Supervisors | Subjects of Interest / Specialisms | Data Analysis Expertise |
|---------------------------------|---|---|
| Sam Smith | Social psychology Early years development & education / play Identity development Neuroscience Adolescent development & education | Quantitative and Qualitative Methods and analysis |
| Jodie Culley | Bullying Mental health Social psychology Criminal psychology Gender identity | SPSS: T tests, Chi Square, Mann Whitney U, Cronbach's Alpha, Pearson and Spearman Correlations, Multiple Regression |
| Issy Hallam | Psychology in education Learning support (TAs/LSAs) Social, emotional and mental health of children and young people Special educational needs and inclusion Primary education Higher education Student and teacher experiences | SPSS: T tests, Chi Square, Mann Whitney U, Wilcoxon, Correlations, ANOVA and MANOVA. Qualitative: Thematic analysis, IPA, discourse analysis |
| Anna Neale | Adolescent aggression Criminal psychology Social Psychology Developmental psychology Evolutionary psychology | SPSS: T tests, Chi Square, Mann Whitney U, Wilcoxon, Correlations, ANOVA and MANOVA. Qualitative: Thematic analysis, IPA, discourse analysis |
| Geoff Jaggs | Individual differences (personality and intelligence) Adult education and support | SPSS: T tests, Chi Square, Mann Whitney U, Wilcoxon, Pearson and Spearman Correlations |
| Jo Button | Early years care & education Autism Forest school Pedagogy of play | Qualitative Thematic analysis Auto-ethnographic |

| | | |
|-----------------|---|---|
| | Outdoor Play & Learning | |
| Katrina Perkins | Education and Inequality Social Stratification Widening participation Socioeconomic issues Social Policy | Qualitative data Interpretivist approaches |
| Sally Sharp | Primary education Special educational needs and Inclusion Supporting children who present challenging behaviour Social and emotional wellbeing Challenges and tensions in the current educational context | Qualitative data Interpretivist approaches |
| Cathie Burgess | Education: Technology in education Outdoor learning Working with young people (13+) | Qualitative data Interpretivist approaches |

1.5 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 step 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:

Reading Preparatory

Recommended books/ebooks:

Global Education: Verger, A., Altinyelken, H., and Novelli, M. (2018) *Global Education Policy and International Development: New Agendas, Issues and Policies*. London: Bloomsbury Academic- Chapter 9. Used copies available on Amazon Prime.

Perception, Thought and Consciousness: Eysenck, M.W. and Keane, M.T. (2020). *Cognitive Psychology: A Student's Handbook* (8th edn). Hove: Taylor & Francis Ltd.

The Psychology of Social Interaction: Hogg, M., & Vaughan, G. (2017). *Social Psychology* (8th ed.). Harlow: Pearson.

Research in Education: Greetham, B. (2019). *How to write your undergraduate dissertation*. London: Red Globe Press. Parts 1 & 2.

Educational Psychology: Cline, T., Gulliford, A. & Birch, S. (2015). *Educational psychology: Topics in applied psychology* (2nd ed.). London: Routledge.

Open access Journal articles:

Global Education: Antyukhova, E. (2020) Values of a Successful Person: A Postmodern Education in a Post-Industrial Society. *RUDN Journal of Political Science*, 22(2), 290-304.

Educational Psychology: Introduction to educational psychology: philosophy, psychology research and theories Available at <https://www.sciencedirect.com/journal/contemporary-educational-psychology> Accessed 2nd July 2020

Other materials:

Global Education: UNESCO (2020) Global Education Monitoring Reports Available at: <https://en.unesco.org/gem-report/allreports> Accessed 30th June 2020.

UNESCO (2020) Sustainable Development Goals Available at: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/> Accessed 30th June 2020.

Education Psychology: Seifert, K. and Sutton, R. Global Text; Education Psychology, Open textbook library; available at <https://open.umn.edu/opentextbooks/textbooks/educational-psychology> Accessed 2 July 2020

Research in Education: Begin to search for and read literature on your chosen research topic.

2. Covid 19 Programme Planning

| Covid 19 programme Planning | |
|--|--|
| General approach being undertaken | <p>We will follow government advice on social distancing and personal safety to ensure a 'Covid secure' working and learning environment.</p> <p>We know that we all may need to adapt if Covid conditions change. We will continue to provide a high quality learning experience utilising technology solutions as may be required.</p> <p>We will continue to update our dedicated Covid 19 webpage if and when circumstances change. We encourage all new and returning students to review this page to better understand the approach we are taking.</p> |
| Programme Teaching and Learning changes being undertaken | <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>It is anticipated that scheduled learning activity will be face to face in the classroom.</p> |
| Programme Assessment changes being undertaken | <p>No changes have been undertaken for the assessment of the programme.</p> |

3. Programme Specification

3.1. Final award title: BA (Hons) Education, Development and Society (Top Up)

Intermediate Awards: N/A

UCAS code: 120Z

JACS code: X300

Awarding Institution: University of Plymouth

Teaching institution(s): University Centre South Devon

3.2. Accrediting body: N/A

Summary of specific conditions / regulations N/A

Date of accreditation: N/A

Date of Approval – April 2017

3.3. Distinctive Features of the Programme and the Student Experience

The BA (Hons) Education, Development & Society will allow students to focus on psychological or sociological factors that impact upon education. The course will allow students to develop holistic knowledge, which could be applied in a range of social and educational settings. Core modules focus on global education and psychological development across the lifespan, as well as the application of social sciences in educational and social settings. Option modules consider psychological and sociological factors contributing to the 'hidden curriculum'. The distinction between this BA (Hons) Education, Development and Society and the current BA (Hons) Child Development and Education, is that it will meet the needs and interests of the broader range of internal applicants at University Centre South Devon.

The BA (Hons) Education, Development and Society has been designed alongside employers in order to ensure that on successful completion all graduates display knowledge and skills which allow them to enhance and further their practice. Focus groups provided a forum to canvas employers' views on the content, structure and delivery mode of the programme. The Section has strong links with a range of employers and continuing employer liaison will be possible through Sector Focus Groups. Current foundation degree students on Education, Psychology, Sociology and Criminology based programmes were also invited to offer input into the development of the course.

Module delivery has been devised to provide students with a holistic approach to the topic areas allowing in depth investigation and transferability of the subjects. There will be two options for study, full and part time local delivery. All students regardless of mode of study will have a personal tutor with scheduled and additional time available for tutorial support. The full time provision will be run over one day a week over one year. The part-time provision will be run over a half day/evening over two years. Full time students will undertake two 20 credit modules in the first semester and two 20 credit modules in the second semester, with the research module (40 credits) running all year. Part time students will undertake one 20 credit module in each semester, with the research module (40 credits) running all year in the second year of study.

The course is distinctive due to the breadth of knowledge and experience within the team. This broad scope is reflected in the module content and in the team's ability to offer specialist dissertation supervision underpinned by any of the following subject areas: education,

psychology, sociology or criminology. Furthermore, the range of methods used to collect and analyse data during dissertation will be broader on this programme, as the team have experience of running quantitative and qualitative research methods modules in psychology and criminology and they are able to supervise the use of SPSS (Statistical Package for Social Sciences) where required. The course is distinct from the BA (Hons) Child Development and Education because it looks at psychological and sociological factors that may impact upon or be impacted by education and wider society.

3.4. Relevant QAA Subject Benchmark Group(s)

- Framework for Higher Education Qualifications (FHEQ)
- QAA Quality Code & SEEC Level Descriptors
- Subject Benchmark Statement: Education Studies (2015)

3.5. Programme Structure

Full time

| FHEQ Level: 6 For: BA (Hons) Education, Development and Society | | | | | |
|---|--|---|---------|---|---|
| F/T Route Year | When in Year? (i.e. autumn, spring etc.) | Structure as Agreed at Programme Approval | | | Tutor |
| | | Core or Option Module | Credits | Module | |
| 1 | All Year | Core | 20 | SOUD3054 Perception, Thought and Consciousness (20 Credits) | Anna Neale |
| 1 | All Year | Core | 20 | SOUD3055 Global Education (20 Credits) | Katrina Perkins |
| 1 | All Year | Core | 40 | SOUD3056 Research in Education (40 Credits) | Sam Smith |
| 1 | All Year | Core | 20 | SOUD3057 Educational Psychology (20 Credits) | Dr Estelle Tarry |
| 1 | All Year | Option | 20 | SOUD3058 The Psychology of Social Interaction (20 Credits) | Jodie Culley |
| 1 | All Year | Option | 20 | SOUD3059 Sociology of Education (20 Credits) | Katrina Perkins *module not available in 20/21 |

Part time

| FHEQ Level: 6 For: BA (Hons) Education, Development and Society | | | | | |
|---|--|---|---------|---|---|
| F/T Route Year | When in Year? (i.e. autumn, spring etc.) | Structure as Agreed at Programme Approval | | | Tutor |
| | | Core or Option Module | Credits | Module | |
| 1 | All Year | Core | 20 | SOUD3055 Global Education (20 Credits) | Katrina Perkins |
| 1 | All Year | Core | 20 | SOUD3057 Educational Psychology (20 Credits) | Dr Estelle Tarry |
| 1 | All Year | Core | 20 | SOUD3054 Perception, Thought and Consciousness (20 Credits) | Anna Neale |
| 2 | All Year | Core | 40 | SOUD3056 Research in Education (40 Credits) | Sam Smith |
| 2 | All Year | Option | 20 | SOUD3058 The Psychology of Social Interaction (20 Credits) | Jodie Culley |
| 2 | All Year | Option | 20 | SOUD3059 Sociology of Education (20 Credits) | Katrina Perkins *Module not available in 20/21 |

3.6. Programme Aims

1. Provide a coherent programme of study which facilitates the academic and professional development of students, to develop a comprehensive understanding of key theoretical approaches that can be applied to support learning and development.
2. Develop critical thinking skills to enable students to analyse the impact of multi-disciplinary approaches in education and social settings.
3. Develop students' ability to integrate skills and knowledge throughout the programme and apply these to independent research.
4. Develop a comprehensive understanding of the importance of intervention to support learning and development, with the ability to be reflective and flexible in approaches adopted.
5. Provide an environment that fosters independent thinking and research skills, and enables students to present viewpoints in a logical and coherent manner.

3.7. Programme Intended Learning Outcomes

3.7.1. Knowledge and understanding

On successful completion students should have developed:

- 1) A comprehensive and detailed knowledge and understanding of theoretical perspectives that can be applied in education and / or social settings.
- 2) An in-depth understanding of how interventions can be applied in complex contexts.
- 3) An advanced understanding of how theory and research inform policy and practice.

3.7.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

- 1) The ability to critically discuss relevant theories, research and frameworks relating to education, child development, psychology and sociology and evaluate the impact on holistic development.
- 2) Higher level research and academic writing skills, with the ability to apply results and findings to inform/ develop educational practice.
- 3) The ability to demonstrate praxis within an identified area of focus.

3.7.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

- 1) Plan, undertake and evaluate a negotiated, self-managed major project related to education, development and society.

2) Undertake assessment in a variety of different forms to develop written, verbal, technological and interpersonal skills.

3.7.4. Employment related skills

On successful completion graduates should have developed:

- 1) Confidence and flexibility in their ability to identify and define complex problems related to educational/social practice and identify solutions.
- 2) An ethical awareness and commitment in complex and unpredictable contexts, from a broad range of standard or innovative techniques in working with children; young people and their families; and/or adults.

3.7.5. Practical skills

On successful completion graduates should have developed:

- 1) The ability to plan, justify, organise, run and analyse an independent research project.
- 2) The ability to apply conventional and innovative methods in the planning, delivery and evaluation of intervention/educational programmes across a range of practice settings and cultures.
- 3) The ability to present complex information in a coherent format to form relevant conclusions and appropriate recommendations.

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

All applicants must have GCSE Maths and English at grade C or above (or equivalent) and a relevant Level 4 (or above) qualification*.

| Entry Requirements for BA (Hons) Education (Child Development), BA (Hons) Education (Social Sciences) | |
|---|--|
| Foundation Degree | Candidates must have passed a Foundation Degree within a relevant field. |
| Diploma in Education and Training / Cert Ed | Achievement of a pass grade on a DET, DTTLs or a Cert Ed programme. |
| HND | Pass grade in a relevant subject area |
| Alternative level 5 qualification | Alternative level 5 qualifications with 120 credits at level 5 in a relevant subject area. |

Due to the nature of this Degree pre-entry induction will be offered so all applicants are clear about the content of the programme and likely progressions routes academically and vocationally.

*Applicants will also need apply for a Disclosure and Barring Service (DBS) check if they wish to carry out work experience whilst on the course. DBS checks are not mandatory for entry to the course, but applicants are advised that their future employment is likely to be dependent upon a DBS check.

3.9. Progression criteria for Final and Intermediate Awards

Students who successfully complete this programme can apply to progress on to a variety of Masters Programmes or Initial Teacher Training Programmes.

Module summary to show shared modules with the BA (Hons) Child Development and Education

| Module | Core/ option | Delivery |
|--|---------------------|---|
| SOUND3054 Perception, Thought and Consciousness (20 Credits) | Core module | Cross delivery with BA (Hons) Child Development and Education |
| SOUND3055 Global Education (20 Credits) | Core module | Cross delivery with BA (Hons) Child Development and Education |
| SOUND3056 Research in Education (40 Credits) | Core module | Cross delivery with BA (Hons) Child Development and Education |
| SOUND3057 Educational Psychology (20 Credits) | Core module | BA EDS only |
| SOUND3058 The Psychology of Social Interaction (20 Credits) | Core module | BA EDS only |

4. Module Records

SECTION A: DEFINITIVE MODULE RECORD.

| | | |
|------------------------------|----------------------|--|
| MODULE CODE: SOUD3054 | MODULE TITLE: | Perception, Thought and Consciousness |
| CREDITS: 20 | FHEQ Level: 6 | JACS CODE: X300 |

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will provide opportunities for students to develop their understanding of both biological, psychoanalytic and cognitive theories of consciousness. Students will explore perceptual development, focussing on the development of the senses, object perception and social perception. Students will understand the physiological and cognitive basis to learning and development.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

| | | | |
|-----------------|-----|----------------|-----|
| COURSEWORK | | Practical | |
| C1 (Coursework) | 75% | P1 (Practical) | 25% |

SUBJECT ASSESSMENT PANEL Group to which module should be linked: BA (Hons) Child Development and Education; BA (Hons) Education, Development and Society

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

To extend and deepen students' knowledge and understanding of perception, thought and consciousness

Students will be aware of the interaction between biology and the environment in shaping cognitive development. The psychological principles studies will provide students with frameworks for understanding learning and behaviour.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Critically explore theories of object perception in relation to biological and cognitive functions.
2. Critically examine key theories, research and issues which demonstrate the link between the brain and the mind in relation to an aspect of behaviour;
3. Critically examine how knowledge of theories relating to cognitive, motor and/or perceptual development can inform our interpretation and understanding of behaviour;
4. Apply knowledge of theories and research to critically analyse how practitioners can support learning and development

| | | | |
|------------------------------------|---------|------------------------|-------------------------------|
| DATE OF APPROVAL: | 04/2017 | FACULTY/OFFICE: | Academic Partnerships |
| DATE OF IMPLEMENTATION: | 09/2017 | SCHOOL/PARTNER: | University Centre South Devon |
| DATE(S) OF APPROVED CHANGE: | 04/2017 | TERM/SEMESTER: | All Year |

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

| | |
|-------------------------------|----------------------------------|
| ACADEMIC YEAR: 2020/21 | NATIONAL COST CENTRE: 135 |
|-------------------------------|----------------------------------|

| | |
|----------------------------------|---|
| MODULE LEADER: Anna Neale | OTHER MODULE STAFF: Samantha Smith |
|----------------------------------|---|

SUMMARY of MODULE CONTENT

Key within this module is the link between the influence of the brain (biology) and the mind (cognitive function) in understanding child development, behaviour and learning. Students will also study the relationships between sensation, perception, knowledge and understanding; relationships between implicit (tacit) and explicit knowledge; and the social nature of learning and development.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

| Scheduled Activities | Hours | Comments/Additional Information |
|--|-------------------|--|
| Scheduled activities/formative tutorials/student directed sessions | 45 | 3 hours for 15 weeks |
| Guided distance learning activities | 35 | Interactive learning activities, guided reading and facilitated forum discussion |
| Guided independent study | 120 | Guided reading and self-directed study |
| Total | <u>200</u> | (NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.) |

| Category | Element | Component Name | Component Weighting | Comments include links to learning objectives |
|------------|---------|-----------------|---------------------|---|
| Coursework | C1 | Report | Total = 100% | 3,000 word report to demonstrate the mind/brain link in relation to a chosen disorder, the influence of the disorder on learning and development, and the role of the practitioner/ organisation in supporting individuals with this disorder (LO 2, 3, 4). |
| Practical | P1 | Academic Poster | Total = 100% | Poster presentation to critically explore theories of object perception in relation to biological and cognitive functions (LO1). |

| | | | |
|----------------------------------|----------------------------|-------------------------------------|----------------------------|
| Updated by: Anna Neale | Date: 03/06/2019 | Approved by: Jodie Culley | Date: 20/06/2019 |
|----------------------------------|----------------------------|-------------------------------------|----------------------------|

Recommended Texts:

Banyard, P., Dillon, G., Norman, C. and Winder, B. (2015) *Essential Psychology* (2nd edn.). London: Sage.

Braisby, N. (2012) *Cognitive Psychology* (2nd edn.). Oxford: Oxford University Press.

Eysenck, M.W. and Keane, M.T. (2015) *Cognitive Psychology: A Student's Handbook* (7th edn.). Hove: Taylor & Francis Ltd.

Kellogg, R.T. (2015) *Fundamentals of Cognitive Psychology* (3rd edn.). London: Sage Publications.

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

| | | | |
|--|-----------------------------|------------------------|-------------------------------|
| MODULE CODE: | SOUD3055 | MODULE TITLE: | Global Education |
| CREDITS: | 20 | FHEQ Level: | 6 |
| | | JACS CODE: | X300 |
| PRE-REQUISITES: | None | CO-REQUISITES: | None |
| | | COMPENSATABLE: | Yes |
| SHORT MODULE DESCRIPTOR: <i>(max 425 characters)</i> | | | |
| Global Education is based upon the interconnectedness of everything. It asks the student to explore contemporary global issues - development, environment, children's rights, social justice, peace and conflict - within the framework of the world as a system. Discussion around the concept of education will be developed and how knowledge of other cultures informs educational development. | | | |
| ELEMENTS OF ASSESSMENT <i>Use HESA KIS definitions]</i> | | | |
| COURSEWORK | | | |
| C1 (Coursework) | | 100 % | |
| SUBJECT ASSESSMENT PANEL Group to which module should be linked: BA (Hons) Child Development and Education; BA (Hons) Education, Development and Society | | | |
| Professional body minimum pass mark requirement: N/A | | | |
| MODULE AIMS: | | | |
| For students to explore the concepts of interconnectedness, interdependence and inter-relatedness as they apply understanding the world. The exploration of education falling under the global education umbrella - development, environmental, children's rights, peace education, and education for social justice – and their inter-relationship and how they relate to sustainable futures and education for global citizenship. | | | |
| ASSESSED LEARNING OUTCOMES: <i>(additional guidance below)</i> | | | |
| At the end of the module the learner will be expected to be able to: | | | |
| <ol style="list-style-type: none"> 1. Demonstrate a comprehensive understanding of interconnections within and between lands and peoples, and between human and environmental well-being, and an understanding of interconnectedness as a means of framing curriculum, teaching and learning 2. Critically analyse theory and practice of the fields of global, development, environmental, human rights and peace education, and education for social justice 3. Critically review holistic conceptions of human potential and learning that are proposed as means of promoting sustainability 4. Critically reflect on the learning experience of global education | | | |
| DATE OF APPROVAL: | 04/2017 | FACULTY/OFFICE: | Academic Partnerships |
| DATE OF IMPLEMENTATION: | 09/2017 | SCHOOL/PARTNER: | University Centre South Devon |
| DATE(S) OF APPROVED CHANGE: | Click here to enter a date. | TERM/SEMESTER: | All Year |
| Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required | | | |

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

| | |
|-------------------------------|----------------------------------|
| ACADEMIC YEAR: 2020/21 | NATIONAL COST CENTRE: 135 |
|-------------------------------|----------------------------------|

| | |
|---------------------------------------|---------------------------------------|
| MODULE LEADER: Katrina Perkins | OTHER MODULE STAFF: Anna Neale |
|---------------------------------------|---------------------------------------|

SUMMARY of MODULE CONTENT

To understand *the links* between our own lives and those of people throughout the world. To develop the *skills, attitudes and values* which enable people to work together to bring about change. Also consider ways to achieve a *more just and sustainable world* in which power and resources are more equitably shared.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

| Scheduled Activities | Hours | Comments/Additional Information |
|-------------------------------------|-------------------|--|
| Scheduled activities | 45 | 3 hours for 15 weeks |
| Guided distance learning activities | 35 | Interactive learning activities, guided reading and facilitated forum discussion |
| Guided independent study | 120 | Guided reading and self-directed study |
| Total | <u>200</u> | (NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc) |

| Category | Element | Component Name | Component Weighting | Comments include links to learning objectives |
|------------|---------|---------------------|---------------------|---|
| Coursework | C1 | Leaflet | 20% | (LO3) |
| | | Reflective Diary | 80% | (LO1, LO2 and LO4) |
| | | Total = 100% | | |

| | | | |
|---------------------------------------|----------------------------|--------------------------------------|--------------------------|
| Updated by: Katrina Perkins | Date: 30/06/2020 | Approved by: Kelly Smaller | Date: 30/06/20 |
|---------------------------------------|----------------------------|--------------------------------------|--------------------------|

Recommended Texts:

Verger, A., Altinyelken, H. and Novelli, M. (2018) *Global education policy and international development: new agendas, issues and policies*. London: Bloomsbury Academic.

Misiaszek, G. (2019) *Educating the global environmental citizen: Understanding ecopedagogy in local and global contexts*. London: Routledge.

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

| | | | |
|---------------------|----------|----------------------|-----------------------|
| MODULE CODE: | SOUD3056 | MODULE TITLE: | Research in Education |
|---------------------|----------|----------------------|-----------------------|

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|--------------------|----------------------|------------------------|
| CREDITS: 40 | FHEQ Level: 6 | JACS CODE: X300 |
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| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: No |
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Students will critically examine a variety of approaches and methods of data collection and consider the ethical issues involved in carrying out investigations in naturalistic settings. This module provides students with the opportunity to design an investigation in their chosen aspect of education, society or development; carry out a sustained and rigorous piece of work; and analyse and discuss their findings through a written study.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK

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| C1 (Coursework) | 100% |
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SUBJECT ASSESSMENT PANEL Group to which module should be linked: BA (Hons) Child Development and Education; BA (Hons) Education, Development and Society

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

By critically examining various research methods, students will choose appropriate methods for their study. Students will design a research project of their own, produce a rationale, draft proposal that includes ethical considerations and undertake a comprehensive literature review. Ethical consideration will be adhered to in the collection and presentation of data for their research projects.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*

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

1. Explore and critically review a range of literature pertaining to a specialist topic of interest within education, development and / or society.
2. Collect data to further your understanding of a topic of interest, using an appropriate methodological framework and an ethical approach.
3. Analyse data using conventions that are relevant to your methodology.
4. Critically discuss the outcomes of an extended research project, the methodological issues encountered and the scope for future research.

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| DATE OF APPROVAL: | 04/2017 | FACULTY/OFFICE: | Academic Partnerships |
| DATE OF IMPLEMENTATION: | 09/2017 | SCHOOL/PARTNER: | University Centre South Devon |
| DATE(S) OF APPROVED CHANGE: | Click here to enter a date. | TERM/SEMESTER: | All Year |

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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| ACADEMIC YEAR: 2020/21 | NATIONAL COST CENTRE: 135 |
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| MODULE LEADER: Sam Smith | OTHER MODULE STAFF: Anna Neale, Issy Hallam, Jodie Culley, Katrina Perkins, Catherine Burgess, Jo Button, Sally Sharp, Geoff Jaggs |
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SUMMARY of MODULE CONTENT

Key within this module is the development of advanced research skills which will be demonstrated in an independent research project. Students will develop a knowledge of: Approaches to research; Library skills for a comprehensive literature search; Methods of data collection (observation, interviews, questionnaires, etc.); Ethical considerations whilst involved in the process of research and producing an ethics protocol; Planning and designing a research project with due consideration to methodology, reliability and validity; Carrying out a project (involving data collection under supervision by a tutor); Data analysis and interpretation; and writing up a research project, using appropriate conventions.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

| Scheduled Activities | Hours | Comments/Additional Information |
|--------------------------|------------|---|
| Scheduled activities | 30 | 1 hour for 30 weeks |
| Dissertation supervision | 15 | Arranged between student and supervisor |
| Guided independent study | 355 | Guided reading and self-directed study |
| Total | 400 | (NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.) |

| Category | Element | Component Name | Component Weighting | Comments include links to learning objectives |
|------------|---------|------------------|---------------------|--|
| Coursework | C1 | Research Project | 90% | A report of 7,250 words (including literature review) on the individually chosen topic for the research project (LO 1,2,3,4) |
| | | Presentation | 10% | Poster presentation on skills developed and evidenced during completion of the project (LO 4) |
| | | | Total = 100% | |

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| Updated by: Sam Smith | Date: 20/05/2019 | Approved by: Jodie Culley | Date: 20/05/19 |
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Recommended Texts and Sources:

Gray, D. E. (2017). *Doing research in the real world*. London: Sage.

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

British Education Research Association (2018). *Ethical guidelines for educational research*. London: British Education Research Association.

The British Psychological Society (2014). *Code of human research ethics*. Leicester: The British Psychological Society.

Coe, R., Waring, M., Hedges, L. V. & Arthur J. (2017). *Research methods and methodologies in education*. London: Sage.

Punch, K. & Oancea, A. (2014). *Introduction to research methods in education*. London: Sage.

Braun, V. & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.

Bourne, V. (2017). *Starting out in methods and statistics for psychology: A hands-on guide to doing research*. Oxford: Oxford University Press.

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

| | |
|------------------------------|---|
| MODULE CODE: SOUD3057 | MODULE TITLE: Educational Psychology |
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| CREDITS: 20 | FHEQ Level: 6 | JACS CODE: X300 |
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| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Yes |
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 This modules will allow students' to synthesise their knowledge and understanding of education and psychology, and apply it to the learning environment. They will explore the professional role of the Educational Psychologist and of psychological investigation in a range of current topics and issues. Students will question whether psychological understanding could be used to enhance learning and wellbeing.

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| ELEMENTS OF ASSESSMENT Use HESA KIS definitions] | |
| COURSEWORK | |
| C1 (Coursework) | 100 % |
| SUBJECT ASSESSMENT PANEL Group to which module should be linked: BA (Hons) Education, Development and Society | |

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
 For students to extend and deepen knowledge and understanding of the application of psychology in education, and the professional role of the Educational Psychologist. To enable students to analyse educational psychology evidence-based practice and develop ideas for tackling complex problems in the learning environment.

ASSESSED LEARNING OUTCOMES: *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:

1. Apply psychological analysis and explanation to current educational topics and issues.
2. Critically analyse how psychology knowledge, methods and practice can be applied to education.
3. Apply psychological knowledge and understanding to propose an intervention for a complex educational psychology issue.
4. Critically analyse an educational psychology intervention.

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| DATE OF APPROVAL: 04/2017 | FACULTY/OFFICE: Academic Partnerships |
| DATE OF IMPLEMENTATION: 09/2017 | SCHOOL/PARTNER: University Centre South Devon |
| DATE(S) OF APPROVED CHANGE: 01/2017 | TERM/SEMESTER: All Year |

Additional notes (for office use only):
 For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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| ACADEMIC YEAR: 2020/21 | NATIONAL COST CENTRE: 135 |
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| MODULE LEADER: Dr Estelle Tarry | OTHER MODULE STAFF: Katrina Perkins |
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SUMMARY of MODULE CONTENT

Key within this module is the study the role of the Educational Psychologist. This will involve study of: methods and practice within educational psychology; current issues in cognition and learning; current issues in social, emotional and mental health wellbeing; evidence-based interventions within educational settings; and applying psychology and education research and evidence to complex problems.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

| Scheduled Activities | Hours | Comments/Additional Information |
|--|-------------------|--|
| Scheduled activities/formative tutorials/student directed sessions | 45 | 3 hours for 15 weeks |
| Guided distance learning activities | 35 | Interactive learning activities, guided reading and facilitated forum discussion |
| Guided independent study | 120 | Guided reading and self-directed study |
| Total | <u>200</u> | (NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc.) |

| Category | Element | Component Name | Component Weighting | Comments include links to learning objectives |
|------------|---------|-----------------------------|---------------------|--|
| Coursework | C1 | Case study Report | 50% | A 2000-word case study report using educational psychology techniques (LO 1 & 2). |
| | | Intervention recommendation | 50% | A 2000-word critical analysis of an educational psychology intervention (LO3 & 4). |
| | | | Total = 100% | |

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| Updated by: Issy Hallam | Date: 18/05/19 | Approved by: Alison Milner | Date: 20/05/19 |
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Recommended Texts and Sources:

Core Text:

Cline, T., Gulliford, A. and Birch, S. (2015) *Educational psychology: Topics in applied psychology* (2nd edn). London: Routledge.

Kelly, B., Woolfson, L. and Boyle, J. (2016) *Frameworks for practice in educational psychology: A textbook for trainees and practitioners* (2nd edn). London: Jessica Kingsley Publishers.

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

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|---------------------|----------|----------------------|--------------------------------------|
| MODULE CODE: | SOUD3058 | MODULE TITLE: | The Psychology of Social Interaction |
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| CREDITS: 20 | FHEQ Level: 6 | JACS CODE: X300 |
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| PRE-REQUISITES: None | CO-REQUISITES: None | COMPENSATABLE: Yes |
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SHORT MODULE DESCRIPTOR: *(max 425 characters)*
 Half of this module will focus on the factors which cause social interaction and group identity to breakdown. The other half of the module will focus the ways that social interaction and group identity can be improved. Emphasis will be placed on critical discussion of the various applications of social psychology.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]

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| COURSEWORK | |
| C1 (Coursework) | 100 % |

SUBJECT ASSESSMENT PANEL Group to which module should be linked:
 BA (Hons) Education, Development and Society

Professional body minimum pass mark requirement: N/A

- MODULE AIMS:**
- Critically examine factors that contribute to the development and breakdown of social interaction.
 - Apply psychological theory and research to explain social interaction.
 - Apply psychological theory and research to improve social interaction.
 - Critically evaluate the application of social psychology theory and research.

- ASSESSED LEARNING OUTCOMES:** *(additional guidance below)*
 At the end of the module the learner will be expected to be able to:
1. Apply psychological theory and research to explain the breakdown of social interaction and / or group identity.
 2. Critically evaluate the application of social psychology as an explanation for the breakdown of social interaction and / or group identity.
 3. Apply psychological theory and research to explain how social interaction and / or group identity could be improved in an educational or social setting.
 4. Critically evaluate the application of social psychology for improving social interaction and / or group identity in an educational or social setting.

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| DATE OF APPROVAL: | 04/2017 | FACULTY/OFFICE: | Academic Partnerships |
| DATE OF IMPLEMENTATION: | 09/2017 | SCHOOL/PARTNER: | University Centre South Devon |
| DATE(S) OF APPROVED CHANGE: | 01/2017 | TERM/SEMESTER: | All Year |

Additional notes (for office use only): For delivering institution's HE Operations or Academic Partnerships use if required

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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| ACADEMIC YEAR: 2020/21 | NATIONAL COST CENTRE: CX83 |
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| MODULE LEADER: Jodie Culley | OTHER MODULE STAFF: Issy Hallam |
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SUMMARY of MODULE CONTENT

Half of this module will focus on the factors which cause social interaction and group identity to breakdown. Topics include: attribution theory and attributional bias, the negative effects of social influence (leadership and in-group behaviour), prejudice and discrimination, intergroup behaviour and aggression. Emphasis will be placed on critical discussion of social psychology theory and research.

The other half of the module will focus the ways that social interaction and group identity can be improved. Topics include: impression formation, social schemas, the development of individual and social identity, attitude formation and attitude change, the positive effects of social influence (leadership and in-group behaviour), prosocial behaviour, attraction, relationship maintenance and environmental factors. Emphasis will be placed on critical discussion of social psychology theory and research to improve social interaction and / or group identity.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

| | | |
|--|-------------------|--|
| Scheduled activities/formative tutorials/student directed sessions | 45 | 3 hours for 15 weeks |
| Guided distance learning activities | 35 | Interactive learning activities, guided reading and facilitated forum discussion |
| Guided independent study | 120 | Guided reading and self-directed study |
| Total | <u>200</u> | (NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.) |

| Category | Element | Component Name | Component Weighting | Comments include links to learning objectives |
|-----------------|----------------|--------------------------------------|----------------------------|--|
| Coursework | C1 | Letter & Incident Report | 50% | A report offering social psychological explanations for social conflict in a work based or educational setting (LO's 1 & 2). |
| | | Intervention Strategy and Evaluation | 50% | An intervention designed to resolve social conflict and evaluation drawing on social psychological theory and research (LO's 3 & 4). |
| | | | Total =100% | |

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| Updated by: Jodie Culley | Date: 06/07/20 | Approved by: Anna Neale | Date: 20/07/20 |
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Recommended Texts and Sources:

Core Text

Hogg, M.A. and Vaughan, G. M. (2014) *Social Psychology (7th Edn)*. Harlow: Pearson.

Aronson, E., Wilson, T. D., Akert, R. M. (2014) *Social Psychology*. Harlow: Pearson.

Mercer, J. D., Clayton, D. and Upton, D. (2012) *Psychology Express: Social Psychology (Undergraduate Revision Guide)*. Essex: Pearson.