



**UNIVERSITY
CENTRE**
SOUTH DEVON

PROGRAMME QUALITY HANDBOOK

2021-22

FdA Education & Childhood

Contents

1. Welcome and Introduction to FdA Education and Childhood.....	3
1.1. Programme Management	4
1.2. Personal Tutor	4
1.3. Module Leader Contact List	4
1.4. Preparing for your programme	5
1.5. COVID19 Programme Planning	7
2. Programme Specification.....	8
2.1. Programme Details	8
2.2. Brief Description of the Programme	8
2.3. Details of Accreditation by a Professional/Statutory Body (if appropriate)	9
2.4. Exceptions to Regulations	9
2.5. Programme Aims	9
2.6. Programme Intended Learning Outcomes (ILO)	9
2.7. Progression Route(s)	12
2.8. Admissions Criteria	12
2.9. Programme Structure (<i>Please use * to indicate any shared modules</i>).....	14
2.10 Exposition and Mapping of Learning Outcomes, Teaching & Learning and Assessment 16	
3. Reading Lists	17
4. Module Records.....	20

1. Welcome and Introduction to FdA Education and Childhood

Welcome to the Foundation Degree FdA Education and Childhood.

This Programme Quality handbook contains important information including:

1. The approved programme specification
2. Module records

The Foundation Degree in Education and Childhood, awarded by the University Centre at South Devon College, is a holistic programme that will help you to become a knowledgeable and skilled educational practitioner. You will learn about the psychological and educational theories that underpin teaching and learning, develop your professional practice to support learning and child development, and become an ethical, inclusive, and safeguarding conscious practitioner.

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.

1.1. Programme Management

The FdA Education and Childhood is led by the Higher Education Lead, Lisa Rogers.

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.



Your personal tutor is Lisa Rogers. Lisa taught for 12 years within Early Years, education and school management before joining the South Devon College teaching team. She has taught and managed across a range of HE and FE education programmes. Her research interests are Professional Practice and Special Educational Needs. She teaches the Professional Practice and Alternative Pedagogies modules.

Email : lisarogers@southdevon.ac.uk

Further information about personal tutoring at UCSD can be found by following this link to the [Student Development](#) policy.

1.3. Module Leader Contact List

- **Lisa Rogers:** Lisa is Module leader for Professional Practice and Alternative Pedagogies modules. She worked for 12 years as a teacher within Early Years, education and school management, before joining the UCSD teaching team. Lisa is currently undertaking a MA in Childhood Studies and Early Years. lisarogers@southdevon.ac.uk
- **Caroline Knight:** Caroline joined the teaching team here at UCSD after 30 years of service as a Detective for Devon and Cornwall Police, specialising in victim and witness interviews and rape and sexual offences. She is currently a safeguarding governor for a local education Trust and is completing her MSc in Criminology and Criminology Psychology. Her dissertation examines child victims of domestic violence and their subsequent exploitation. Caroline is module leader for Safeguarding and Child Protection. carolineknight@southdevon.ac.uk

- **Helene Chandler-Slack:** Helene is module leader for Learners in Education. She has worked for 24 years as a Secondary teacher including inclusion and pastoral management. Helene worked for The Children's Society in Child Sexual Exploitation and is undertaking an MSc in advanced Child Protection and Adult Safeguarding. Hchandlerslack@southdevon.ac.uk
- **Marie Metenier:** Marie is module leader for Equality, Rights, Diversity and Cultural Differences and Inclusion and Wellbeing. Her PhD thesis focused on social change in protected areas of England. Marie has worked as an associate lecturer for an MA "Movement, Mind and Ecology" at a Devon college.
- **Lauren Beamish:** Lauren is module leader for Child Development. She graduated with BA(Hons) in Education Development and Society here at UCSD. Lauren has worked in social care supporting transitions for care leavers. Lauren also has experience with working in rehabilitation of offenders. laurenbeamish@southdevon.ac.uk
- **Alison Milner:** Module leader for Social Pedagogy, Alison has been teaching education studies within South Devon College for many years. Alison is currently undertaking PhD research exploring academic identity in college higher education using creative methods. amilner@southdevon.ac.uk
- **Sam Smith:** Sam worked for many years as a manager in Early Years settings before joining the college. She is a psychology and education lecturer whose PhD research involves exploring the use of cooperative learning within the classroom to increase social harmony. Sam leads the module in Research Methods and Professional Investigation modules. samanthasmith@southdevon.ac.uk

1.4. 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:

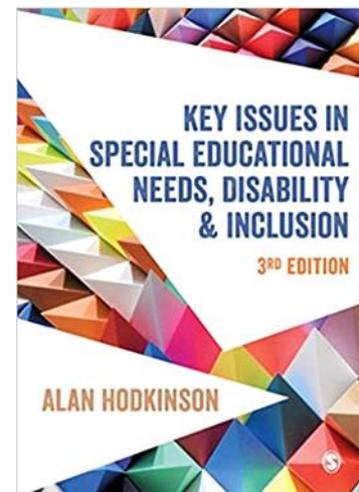
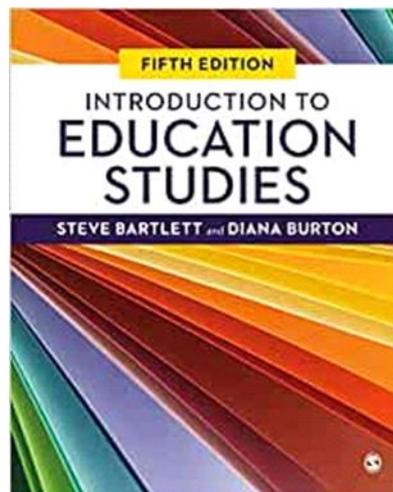
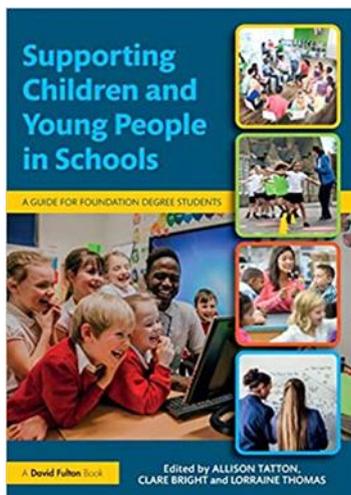
Preparatory Reading

Recommended books/eBooks:

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

Bartlett, S. and Burton, D. (2020) *Introduction to educational studies*. 5th edn. London: Sage

Hodkinson, A. (2019) *Key issues in special educational needs, disability and inclusion*. 3rd edn. London: Sage



You can often get second-hand copies of these books on online sites, it does not matter too much if they are previous editions, or join the [UCSD Children & Young People Degrees](#) Facebook group and ask if anyone is selling their texts.

Other materials:

Department of Education and Department of Health (2015) *Special educational needs and disability code of practice: 0 to 25 years*. Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf (Accessed: 23 June 2020).

1.5. COVID19 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	<p>It is anticipated that students will undertake 100 hours of work-based learning in a learning support role during Level 4. However, in the event of work-based learning disruption due to COVID-19 you may be able to complete your 100 hours in a variety of forms in Level 4 and/or Level 5.</p>
Programme Assessment changes being undertaken	<p>No assessment changes have been required for the FdA Education & Childhood programme.</p>

2. Programme Specification

2.1. Programme Details

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

2.2. Brief Description of the Programme

Welcome to the FdA Education and Childhood this programme intends to provide you an opportunity to become active, reflective and self-critical learners, with a sound understanding of the relationship between theoretical frameworks and the active empirical methods of enquiry which inform the development, interpretation and re-evaluation of theory. The rights of children, understanding of anti-discriminatory practices and safeguarding will be encouraged throughout. The incorporation of theories, research and policy relating to education and child development spanning the ages from 0 – 18 years, with specialist modules focussing on Special Educational Needs and Development (SEND) are also an important part of the programme. This unique curriculum will comprise elements of early years provision, as well as primary and special provision.

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

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

Not applicable

2.4. Exceptions to Regulations

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

2.5. Programme Aims

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

The programme will:

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

2.6. Programme Intended Learning Outcomes (ILO)

Knowledge and understanding

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

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

Cognitive and intellectual skills

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

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

Key and transferable skills

On successful completion students should have developed the ability to:

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

Employment related skills

On successful completion students should have developed the ability to:

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

Practical skills

On successful completion students should have developed:

1. Appropriate ethics, values and beliefs when working with children, young people and professionals including anti-discriminatory practice and equality of opportunity.

2. The ability to demonstrate critical reflection and build upon personal professional knowledge and skills.
3. The ability to demonstrate, adapt and innovate their educational practice to support holistic child development and learning.
4. A practical knowledge and understanding of the importance of, and strategies, for effective communication with children, parents/carers and other multi-agency professionals.

2.7. Progression Route(s)

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

- BA (Hons) Child, Development and Education (this programme is awarded by the University of Plymouth, delivered at South Devon College)
- BA (Hons) Education, Development and Society (this programme is awarded by the University of Plymouth, delivered at South Devon College).

Students could also progress to Plymouth University for the following courses:

- BA (Hons) Education
- BA (Hons) Education with Foundation Studies
- BA (Hons) Early Childhood Studies

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

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

2.8. Admissions Criteria

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

Entry Requirements for FdA Education and Childhood	
A-level/AS-level	Normal minimum entry requirements are 48 UCAS points at A-level
BTEC National Diploma/QCF Extended Diploma	Normal minimum entry requirements are 48 UCAS points
Access to Higher Education at level 3	Normal minimum entry requirements are 48 UCAS points, with a minimum of 24 credits at Merit
Welsh Baccalaureate	Normal minimum entry requirements are 48 UCAS points
Scottish Qualifications Authority	Normal minimum entry requirements are 48 UCAS points, from Scottish Advanced Highers
Irish Leaving Certificate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, and Ordinary Level Grade C Maths and English

International Baccalaureate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
Work Experience	Previous experience within an education setting is preferable prior to being accepted onto the programme, but not essential.
Interviews	No
An enhanced Disclosure and Barring Service (DBS) clearance is required for this programme.	

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

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

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

Level 4 – Part time

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

Level 5 – Part time

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

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

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)																Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical				
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills						Practical skills			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			1	2	3	4
Level 4	UCSD1084	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	N	C1 20% C2 80%
	UCSD1085	x			x	x			x	x	x	x	x		x	x	x			x		Y	C1 50% P1 50%
	UCSD1086	x			x	x	x	x	x			x	x		x	x	x	x			x	Y	C1 50% C2 50%
	UCSD1087	x	x		x	x	x	x	x		x	x	x			x			x			Y	C1 50% C1 50%
	UCSD1088	x	x		x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	Y	C1 50% C2 50%
	UCSD1089	x	x	x	x	x	x	x	x		x	x			x		x	x	x	x		Y	C1 50% P1 50%
Level 4 LOs																							
Level 5	UCSD2100	x		x		x	x		x	x	x	x	x		x		x	x	x	x		Y	C1 50% C2 50%
	UCSD2101	x		x		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	Y	C1 30% C2 70%
	UCSD2102	x	x		x	x	x	x	x			x	x	x		x			x		x	Y	C1 50% P1 50%
	UCSD2103	x	x		x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	Y	C1 50% P1 50%
	UCSD2104	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Y	C1 50% C2 50%
	UCSD2105	x			x	x	x	x	x		x	x		x	x			x		x	x	Y	C1 50% C2 50%
Level 5 LOs																							
Confirmed Award LOs																							

3. Reading Lists

Programme core texts

- Bartlett, S. and Burton, D. (2020) *Introduction to education studies*. 5th edn. London: Sage
- Hodkinson, A. (2019) *Key issues in special educational needs, disability and inclusion*. London: Sage.
- Tatton, A., Bright, C. and Thomas, L. (Ed.) (2018) *Supporting children and young people in schools: A guide for foundation degree students*. Abingdon: David Fulton

Module reading lists

Module code	Module title	Core text	Further reading	Journals
UCSD1084	Professional Practice	Bolton, G and Delderfield, R (2018) <i>Reflective Practice – Writing and Professional Development</i> . London: Sage Publications.lk	<ul style="list-style-type: none"> • Tatton, A., Bright, C. and Thomas, L. (2018) <i>Supporting children and young people in schools: A guide for foundation degree students</i>. Abingdon: David Fulton Books. • Campbell-Barr, V. (2019) <i>Professional knowledge and skills in the early years</i>. 2019 London: Sage Publications. • Cottrell, S. (2019) <i>The study skills handbook</i>. 5th edn. London: Palgrave Macmillan. • Bates, B. (2019) <i>Learning theories simplified</i>. London: Sage Publications. • Pears, R. and Shields, G (2019) <i>Cite them right: the essential referencing guide</i> (11th edn). Basingstoke: Palgrave MacMillan 	Journal of Education

UCSD1085	Safeguarding Children and Young People	<ul style="list-style-type: none"> Chisnell, C. and Kelly, C. (2019) <i>Safeguarding in social work practice: A lifespan approach</i>. 2nd edn. London: Sage Publications Ltd. Frost, N. (2021) <i>Safeguarding children & young people: A guide for professionals working together</i> London: Sage Walker, G. (2018) <i>Working together for children: A critical guide to multi-agency working</i>. London: Bloomsbury Howarth, J. and Platt, D. (eds) (2019) <i>The Child's World</i>. 3rd edn. London: Jessica Kingsley Publishers. 	<ul style="list-style-type: none"> Burton, S. and Reid, J. (eds) (2018) <i>Safeguarding and protecting children in the early years</i>. 2nd edn. Abingdon: Routledge. Cocker, C. and Allain, L. (2019) <i>Social work with Looked After Children</i>. 3rd edn. London: Sage Publishing Hann, G. and Fertleman, C. (2016) <i>The Child Protection Manual: training practitioners how to safeguard children</i>. Oxford: Oxford University Press Wate, R. and Boulton, N. (2015) <i>Multi-agency safeguarding in a public protection world: A handbook for protecting children and vulnerable adults</i>. Pavilion Leigh, J. and Laing, J. (2018) <i>Thinking about child protection practice: case studies for critical reflection and discussion</i> Bristol: Policy Press Lumsden, E. (2018) <i>Child protection in the early years: A practical guide</i>. London: JKP. 	<ul style="list-style-type: none"> British Journal of social work http://www.oxfordjournals.org/our_journals/social/childcare_articles.html Child Abuse review www.wileyonlinelibrary.com Journal of Social work education http://www.tandfonline.com/ Child abuse & Neglect journal, Science Direct Children & Society Wiley Online Sexual abuse Sage Journals Journal of Education
UCSD1086	Equality, Rights, Diversity and Cultural Differences	<ul style="list-style-type: none"> 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. Warwick-Booth, L. (2019) <i>Social Inequality</i>. London: Sage. 	<ul style="list-style-type: none"> Owen, A. (2017) <i>Childhood Today</i>. London: Sage. Trussler, S. and Robinson, D. (2015) <i>Inclusive Practice in the Primary School A Guide for teachers</i>. London: Sage. Wyness, M. (2018) <i>Childhood, culture and society</i>. Los Angeles: Sage. 	<ul style="list-style-type: none"> Social Policy and Society Journal of Social Work Education The British Journal of Social Work Journal of Education
UCSD1087	Learners and Education	<ul style="list-style-type: none"> Castle, P. and Buckler, S. (2021) <i>Psychology for teachers</i>. 3rd edn. London: Sage 	<ul style="list-style-type: none"> Whitebread, D., Grau, V., Kumpulainen, K., McClelland, M.M., Perry, N. E., and Pino-Pasternak, D. (Ed) (2019) <i>The SAGE Handbook of Developmental</i> 	<ul style="list-style-type: none"> Teacher Education and Special Education https://journals.sagepub.com/home/tesa

		<ul style="list-style-type: none"> McInerney, D. and Putwain, D. (2016) <i>Developmental and educational psychology for teachers: An applied approach</i>. London: Routledge 	<p><i>Psychology and Early Childhood Education</i>. Sage http://dx.doi.org/10.4135/9781526470393</p> <ul style="list-style-type: none"> Minton, S. J. (2012) <i>Using psychology in the classroom</i>. Sage http://dx.doi.org/10.4135/9781446251171 	<ul style="list-style-type: none"> Journal of Teacher Education https://journals.sagepub.com/home/jtea Journal of Special Education https://journals.sagepub.com/home/seda Topics in Early Childhood Special Education https://journals.sagepub.com/home/teca TEACHING Exceptional Children https://journals.sagepub.com/home/tcxa Psychology in the Schools https://onlinelibrary.wiley.com/journal/15206807 Journal of Education
UCSD1088	Inclusion and Wellbeing	<ul style="list-style-type: none"> Glazzard, J. (2019) <i>Supporting Mental Health in Primary and Early Years</i>. London: Sage. Musgrave, J. (2017) <i>Supporting Children's Health and Wellbeing</i>. London: Sage. Trussler, S. and Robinson, D. (2015) <i>Inclusive Practice in the Primary School A Guide for teachers</i>. London: Sage 	<ul style="list-style-type: none"> Humphrey, N. (2013) <i>Social and Emotional Learning a critical appraisal</i>. London: Sage. Walker, G. (2018) <i>Working Together for Children: A Critical Introduction to Multi-Agency Working</i>. London: Bloomsbury. Sutherland, H and Mukadam, Y. (eds) (2018) <i>Supporting Toddlers' Wellbeing in Early Years Settings. Strategies and Tools for Practitioners and Teachers</i>. London: Sage. 	<ul style="list-style-type: none"> National Association for Special Educational Needs (NASEN) Emotions and Society Journal of Education
UCSD1089	Alternative Pedagogies	<ul style="list-style-type: none"> Carnie, F (2017) <i>Alternative Approaches to Education</i>. London:Routledge 	<ul style="list-style-type: none"> Kraftl P (2013) <i>Geographies of Alternative Education</i>. Bristol: Policy Press Aubrey, K. and Riley, A. (2019) <i>Understanding and Using Educational Theories</i>. London : Sage Lees, H and Noddings, N (2016) <i>The Palgrave International Handbook on Alternative Education</i>. London : Palgrave Macmillan 	<ul style="list-style-type: none"> Journal of Education https://educationendowmentfoundation.org.uk/

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: UCSD1084 **MODULE TITLE:** Professional Practice
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:**
PRE-REQUISITES: None **CO-REQUISITES:** NA **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:

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

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

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> 1. Reflect upon ethical awareness within professional duties, responsibilities and practice. 2. Evaluate the impact of your own professional and academic development upon your practice. 3. Reflect on the importance of working with colleagues to effectively support children and young people 4. Evidence collaborative working with colleagues and other professionals, demonstrating an awareness of positive change, shared goals and outcomes for children and young people. 	Knowledge and Understanding – 1,2,3,4 Cognitive and intellectual skills – 1,2,3,4 Key and transferable skills – 1,2,3,4 Employment related skills – 1,2,3,4 Practical Skills – 1,2,3,4

DATE OF APPROVAL:	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION:	SEMESTER: 1

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22
MODULE LEADER: Lisa Rogers

NATIONAL COST CENTRE:
OTHER MODULE STAFF: Marie Metenier

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.

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assessment 1: Reflection (LO1) A reflective piece linked to practice.	20%
	Assessment 2: Professional Practice portfolio (LO2, 3 and 4)	80%
		Total = 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflection – (LO1) A reflective piece linked to practice. Portfolio – (LO 2,3,4) Completion of the professional practice portfolio with evidence to support the learning outcomes	Total :100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Lisa Rogers Date: 4/5/2021	Approved by: Alison Milner Date: 5/05/2021

South Devon College Module Record

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

MODULE CODE: UCSD1085 **MODULE TITLE:** Safeguarding Children and Young People
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:**
PRE-REQUISITES: None **CO-REQUISITES:** **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:

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

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

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> 1. Identify potential safeguarding risk factors and the nature of child abuse. 2. Examine appropriate responses and responsibilities for practitioners when safeguarding children and young people. 3. Discuss the rights of the child and the voice of the child in relation to safeguarding and child protection. 4. Describe the policy and legal frameworks for safeguarding and child protection practice. 	Knowledge and Understanding – 1,4 Cognitive and intellectual skills – 1,4 Key and transferable skills – 1,2,3,4 Employment related skills – 2,3,4 Practical Skills - 3

DATE OF APPROVAL:	AWARDING BODY: South Devon College
--------------------------	---

DATE OF IMPLEMENTATION:	SEMESTER: 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2021/22

NATIONAL COST CENTRE:

MODULE LEADER: Caroline Knight

OTHER MODULE STAFF: Helene Chandler-Slack

Summary of Module Content

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

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report	Identify legal and policy frameworks whilst highlighting the rights and voice of the child (LO3, 4) 100%
Practical	Seminar	Create a training resource to explain the range of child abuse and the appropriate responses to the abuse. Present and discuss your findings (LO1,2) 100%

REFERRAL ASSESSMENT

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

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

Updated by: Caroline Knight
Date: 05/05/2021

Approved by: Alison Milner
Date: 05/05/2021

South Devon College Module Record

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

MODULE CODE: UCSD1086 **MODULE TITLE:** Equality, Rights, Diversity and Cultural Differences

CREDITS: 20

FHEQ LEVEL: 4

HECOS CODE:

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:

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

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

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
-------------------------	--	------------------------	------	-----------------------	--

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Evaluate current literature with regard to equality. 2. Examine ways that the rights of the child can be explored in practice. 3. Explore the concept of inclusion. 4. Investigate ways that diversity and cultural difference influences experiences for children and young people.	Knowledge and Understanding – 1,4 Cognitive and intellectual skills –1,2,3,4 Key and transferable skills – 3, 4 Employment related skills – 2,3,4 Practical Skills – 1,4

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22
MODULE LEADER: Marie Meteneir

NATIONAL COST CENTRE: 135
OTHER MODULE STAFF: Lisa Rogers

Summary of Module Content

This module explores equality legislation, protected characteristics, and a rights perspective in the ways in which diversity and cultural difference influence the experiences for children and young people. This considers the concept of inclusion in its broadest sense, for example pupil premium and disadvantaged children and young people.

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

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay: Identify the impact of cultural influences for the rights of the child to be upheld (LO1,2,3,4)	100% Total:100%

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

Updated by: Alison Milner
Date: 30/06/2021

Approved by: Anna Neale
Date: 30/06/2021

South Devon College Module Record

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

MODULE CODE: UCSD1087 **MODULE TITLE:** Learners and Education
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:**
PRE-REQUISITES: **CO-REQUISITES:** **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:

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

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

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> 1. Explain different psychological perspectives of learning. 2. Examine how educational practitioners apply the psychology of learning and teaching in the classroom. 3. Analyse reliable sources to inform practice-based educational approaches. 4. Evaluate the impact of educational approaches on supporting learning. 	Knowledge and Understanding – 1,2,4 Cognitive and intellectual skills – 1,2,3,4 Key and transferable skills – 2,3,4 Employment related skills – 3 Practical Skills - 2

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

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22

NATIONAL COST CENTRE:

MODULE LEADER: Helene Chandler-Slack

OTHER MODULE STAFF: Caroline Knight

Summary of Module Content

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

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assessment 1: Teaching observation reflection LO1, LO2 Students will observe a lesson in their placement (or an online lesson video) and explain and examine on how different psychological perspectives have been applied during the observed lesson.	50%
	Assessment 2: Practice change recommendation presentation resource LO3, LO4 Students will create a PowerPoint presentation and notes	50 %

as if they were going to present to school colleagues. They will recommend a change in teaching and learning practice, including an evaluation of the impact on learners and practitioners.

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<p>Teaching and learning report Students will observe an online video lesson (supplied) and explain and examine on how different psychological perspectives have been applied. They will then recommend and justify a contemporary learning approach that could be implemented to address one of their observations from the video lesson. (LO1, LO2, LO3. LO4)</p>	100%

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

Updated by: Issy Hallam

Date: 05/05/2021

Approved by: Alison Milner
 Date: 05/05/2021

South Devon College Module Record

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

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

SHORT MODULE DESCRIPTOR:

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

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

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> 1. Explain the concept of inclusion within the context of education. 2. Describe ways to promote an inclusive environment. 3. Evaluate strategies for supporting children’s well-being. 4. Analyse the importance of practitioner well-being. 	Knowledge and Understanding – 1,2,4 Cognitive and intellectual skills – 1,2,3,4 Key and transferable skills – 2,3,4 Employment related skills – 1,2,3,4 Practical Skills – 1,2,3,4

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

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. 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: 2021/22
MODULE LEADER: Marie Meteneir

NATIONAL COST CENTRE:
OTHER MODULE STAFF: Lisa Rogers

Summary of Module Content

- Concept of inclusion in the broadest sense in relation to a range of inequalities
- Application of theory; humanistic, behaviourism, constructivism and cognitivism to supporting wellbeing
- Investigation of contemporary educational practice in relation to wellbeing
- Exploration of social policy that relates to wellbeing

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assessment 1: LO1. and LO2.	50%
	Report: Induction for a new practitioner: Supporting inclusion in education	50%

<p>Assessment 2: LO3. And LO.4. Case Study: Identify challenges to wellbeing and evaluate strategies used to support wellbeing.</p>
--

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<p>Teaching and learning report LO1, LO2, LO3 and LO4. Report – The importance of inclusion in education and evaluate strategies to support wellbeing</p>	100%

To be completed when presented for Minor Change approval and/or annually updated	
<p>Updated by: Alison Milner Date: 05/05/2021</p>	<p>Approved by: Anna Neale Date: 05/05/2021</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: UCSD1089 **MODULE TITLE:** Alternative Pedagogies
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:**
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:

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

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

E1 (Examination)		C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Compare and contrast three ‘alternative’ educational theories and practices. 2. Examine the benefits and barriers of alternative approaches to education. 3. Analyse the importance of wider social, political and cultural impacts on alternative education.	Knowledge and Understanding – 1,2,3,4 Cognitive and intellectual skills – 1,2,3,4 Key and transferable skills – 3,4 Employment related skills – 2,4 Practical Skills – 1,2,3

4. Reflect on own educational experiences, beliefs, attitudes and values and evaluate the importance of developing a holistic perspective within current education.	
---	--

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

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22
MODULE LEADER: Lisa Rogers

NATIONAL COST CENTRE:
OTHER MODULE STAFF: Marie Meteneir

Summary of Module Content

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

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Presentation to colleagues about the benefits and barriers of alternative pedagogies (LO1, LO2)	100%
Coursework	Reflection: The impacts of alternative pedagogies within the wider social, political and cultural context. (LO3, LO4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical Course work	Presentation to colleagues about the benefits and barriers of alternative pedagogies1 (LO1, LO2)	100%
	Reflective Essay – The impacts of alternative pedagogies within the wider social, political and cultural context (LO3, LO4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Lisa Rogers Date: 4/5/2021	Approved by: Alison Milner Date: 05/05/2021

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: UCSD2100 **MODULE TITLE:** Research Methods
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:**
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:

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

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

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
-------------------------	--	------------------------	------	-----------------------	--

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> 1. Evaluate research, policy and practice issues to rationalise a proposed research initiative. 2. Analyse theory and research on an issue within contemporary education or child development. 3. Formulate a research proposal to explore a contemporary issue in education or child development. 4. Critically discuss issues of research methodology quality including validity, reliability and ethics. 	Knowledge and Understanding – 1,3 Cognitive and intellectual skills – 1,2,4 Key and transferable skills – 1,2,3,4 Employment related skills – 2,4 Practical Skills – 1,2,3

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. 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: 2021/22
MODULE LEADER: Sam Smith

NATIONAL COST CENTRE:
OTHER MODULE STAFF: Issy Hallam

Summary of Module Content

- Critical analysis of theory and research in education or childhood
- Research paradigms
- Research methodologies including action research, participatory approaches, surveys and experimental designs
- Data collection and analysis approaches
- Issues of research quality including reliability, validity and ethics
- Presenting proposed research

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Introduction and Literature Review (2000 words) (LO1, L02)	50%
	Proposal poster (500 words) and research methodology rationale and justification (1500 words) (LO3, LO4)	50%
	Total: 100%	

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research proposal: Introduction, Literature Review and Methodology, including quality and ethics (LO1, LO2, LO3, LO4)	Total: 100%

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

Updated by: Sam Smith

Date: 05/05/2021

Approved by: Alison Milner

Date: 05/05/2021

South Devon College Module Record

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

MODULE CODE: UCSD2101 **MODULE TITLE:** Professional Investigation
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:**
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:

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

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

C1 (Coursework)	100%
------------------------	------

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> 1. Implement a research methodology appropriate for your subject area. 2. Analyse and appropriately present your collected data. 3. Effectively communicate information, arguments and interpretations from your research in the context of previously published theory and research. 4. Evaluate issues arising within own research project and recommend modifications and extensions. 	Knowledge and Understanding – 1,3 Cognitive and intellectual skills – 1,2,3,4, Key and transferable skills – 1,2,3,4 Employment related skills – 1,2,4 Practical Skills – 1,2,3,4

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22
MODULE LEADER: Sam Smith

NATIONAL COST CENTRE:
OTHER MODULE STAFF: Issy Hallam

Summary of Module Content

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

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Critical Reflection (1000 words) (LO4)	30%
	Results and Discussion (or joint Findings sections) (2700 words) and Abstract (300 words) (LO1,2, 3)	70%
		Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Abstract, Methodology, Results and Discussion (or joint Findings) sections (4000 words) (LO1, LO2, LO3, LO4)	Total:100%

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

Updated by: Sam Smith

Date: 05/05/2021

Approved by: Alison Milner

Date: 05/05/2021

South Devon College Module Record

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

MODULE CODE: UCSD2102 **MODULE TITLE:** Social Pedagogy
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:**
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:

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

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

C1 (Coursework)	50%	P1 (Practical)	50%
------------------------	-----	-----------------------	-----

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> 1. Explain the history and social policy background in the UK to multi-agency working to support children and young people's well-being, learning and growth. 2. Analyse the theoretical background to and principles of social pedagogy. 3. Critically discuss successful strategies and barriers to social pedagogy and multi-agency work. 4. Identify and evaluate social pedagogical practice currently experienced. 	Knowledge and Understanding – 1, 2, 4 Cognitive and intellectual skills – 1, 2, 3, 4 Key and transferable skills – 3, 4 Employment related skills – 1, 3, Practical Skills – 2, 4

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2021/22
MODULE LEADER: Alison Milner

NATIONAL COST CENTRE:
OTHER MODULE STAFF: Kelly Smith

Summary of Module Content

- History and principles of social pedagogy
- Current UK social policy, legislation and practice
- Psychological, educational, sociological and philosophical theories underpinning social pedagogy
- Practical skills, including active listening, safeguarding, confidentiality, roles and responsibilities, communication & information sharing
- Barriers to multi-agency working

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

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

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

Updated by: Alison Milner

Date: 5/05/2021

Approved by: Anna Neale

Date: 05/05/2021

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: UCSD2103 **MODULE TITLE:** Special Educational Needs and Disabilities (SEND) Learning

CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:**
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:

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

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

E1 (Examination)		C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> 1. Critically analyse the relationship between education and disability. 2. Discuss policy in relation to special educational needs and disability. 3. Critically analyse learning theory in relation to cognition and learning. 4. Evaluate educational approaches to support cognition and learning. 	Knowledge and Understanding – 1,2,4 Cognitive and intellectual skills – 1,2,3,4 Key and transferable skills – 2,3,4 Employment related skills – 1,2,3,4 Practical Skills – 1,2,3,4

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

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22

NATIONAL COST CENTRE:

MODULE LEADER: Sam Smith

OTHER MODULE STAFF: Lisa Rogers

Summary of Module Content

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

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

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay: LO1 and LO2 Explore special educational needs policy and education in England.	100%
Presentation	Presentation: LO3 and LO4. Supporting cognition and learning in the English primary classroom	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Alison Milner Date: 5/05/2021	Approved by: Anna Neale Date: 05/05/2021

South Devon College Module Record

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

MODULE CODE: UCSD2104 **MODULE TITLE:** Special Educational Needs and Disabilities (SEND) Communication

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE:

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR:

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

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

E1 (Examination)		C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)					

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> 1. Evaluate educational approaches to supporting communication and interaction needs. 2. Critically analyse psychological, biological, social and cultural theories in relation to social communication and interaction. 3. Critically analyse contemporary understandings of social emotional and mental health difficulties. 4. Discuss the impact of strategies used to support social, emotional and mental health difficulties. 	Knowledge and Understanding – 1,2,3,4 Cognitive and intellectual skills – 1,2,3,4 Key and transferable skills – 1,2,3,4 Employment related skills – 1,2,3,4 Practical Skills – 1,2,3,4

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

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. 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: 2021/22

NATIONAL COST CENTRE:

MODULE LEADER: Sam Smith

OTHER MODULE STAFF: Lisa Rogers

Summary of Module Content

- Enabling environments for communication
- Strategies for supporting communication and interaction
- Relating theory; humanism, behaviourism, constructivism and cognitivism to practice
- Exploration of social policy that relates to social emotional and mental health
- Developing ways of understanding social emotional and mental health

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Presentation	Assessment 1: LO1 and LO2 Presentation: 'Creating an educational environment that enables communication and interaction'	50%
Coursework	Assessment 2: LO3 and LO4 Report: Supporting social and emotional difficulties.	50 %

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Presentation	Assessment 1: LO1 and LO2 Explore barriers to learning in relation to communication and interaction.	50%
Coursework	Assessment 2: LO3 and LO4 Report: Explore barriers to learning in relation to social emotional and mental health difficulties.	50%

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

Updated by: Alison Milner

Date: 04/05/2021

Approved by: Anna Neale

Date: 05/05/2021

South Devon College Module Record

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

MODULE CODE: UCSD2105 **MODULE TITLE:** Child Development
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:**
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:

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

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

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
-------------------------	--	------------------------	------	-----------------------	--

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

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

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

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

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

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2021/22

NATIONAL COST CENTRE:

MODULE LEADER: Lauren Beamish

OTHER MODULE STAFF: Anna Neale

Summary of Module Content

- Key psychological perspectives on development, potentially including: behaviourism, cognitivism, social constructivism, biological, humanistic, ecological, and psychodynamic
- Analysis of factors influencing self-concept and identity including: Self-esteem, motivation, relationships, gender identity, and moral development

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case study report on child or young person exploring factors influencing their development (2000 words) (LO1, LO2)	50%
	PSHE lesson plan on an aspect of self-concept and identity with accompanying teacher guidance (2000 words) (LO3, LO4)	50%
		Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case study report (LO1, LO2, LO3, LO4)	Total:100%

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

Updated by: Lauren Beamish

Date: 4/05/2021

Approved by: Alison Milner

Date: 4/05/2021