



**UNIVERSITY
CENTRE**
SOUTH DEVON



**UNIVERSITY OF
PLYMOUTH**

PROGRAMME QUALITY HANDBOOK 2019-2020

FdA Teaching and Learning

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1. Welcome and Introduction to FdA Teaching and Learning

Welcome to the Foundation Degree in Teaching and Learning. University Centre South Devon is a proud partner of Plymouth University offering you the opportunity to study in state of the art facilities, located in the beautiful English Riviera.

The foundation degree in Teaching and Learning aims to produce highly skilled and well-equipped teaching support staff whilst looking at current issues, policies and impacts on the role. Through the completion of all the necessary components of the module contents you will gain a broad understanding of teaching and learning theory and practice.

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 Management

The FdA Teaching and Learning is led by the course manager Issy Hallam. It is overseen by the Programme Co-ordinator Alison Milner.

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 will be **Issy Hallam**. Issy is a psychologist by background but has been working in education for over ten years, in early years, primary, special and higher education. She has post-graduate qualifications in supporting learners with social, emotional and mental health difficulties, and development studies. She is currently conducting PhD research in the role of personal tutoring in student persistence.

Further information can be found by following this link to the [University personal tutoring](#) policy.

1.3. Module Leaders

- **Issy Hallam:** In addition to being Personal Tutor, Issy is also module leader for Inclusion & Wellbeing, Rights & Responsibilities, Research Methods and Professional Investigation.
- **Alison Milner:** Module leader for Reflective Practitioner and Social Pedagogy, Alison has been teaching education studies within South Devon College for many years. Alison is currently undertaking PhD research in teachers' professional values and identity.
- **Kelly Smaller:** Kelly is module leader for the Education Policy and Practice and Learners and Education modules. Kelly worked in Early Years settings and secondary schools supporting literacy skills before joining the UCSD teaching team, her research interests are in educational policy.
- **Sam Smith:** Sam worked for many years in Early Years settings before joining the college to train Early Years Practitioners. She is a psychology and education lecturer whose PhD research involves exploring student bias within the classroom. Sam leads the module in Special Educational Needs and Disability (SEND): Behaviour.
- **Sally Sharp:** Sally teaches the Core Curriculum Support and SEND: Learning module. Previously a primary school teacher and Special Educational Needs Co-ordinator, Sally is currently researching student wellbeing for her PhD.
- **Lisa Rogers:** Lisa is the Placement Co-ordinator and leads the Professional Practice module. Lisa worked for 11 years as an Early Years teacher before joining the UCSD teaching team, she also teaches early years practice to Further Education students.

- **Linda Österholm:** Linda is module leader for Wellbeing & Inclusion. After training as a primary school teacher, Linda undertook a Master's degree in Psychology before moving into teaching adults.

1.4. Course Contact List

If you have questions about a module, please contact the appropriate module leader.

If you have any questions about the programme or your pastoral needs please contact your personal tutor, Issy Hallam on issyhallam@southdevon.ac.uk

If you have any questions about fees, funding or support from the university please contact university@southdevon.ac.uk

2. Programme Specification

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	South Devon College, Vantage Point, Paignton.
Accrediting Body:	N/A
Language of Study:	English ¹
Mode of Study:	Full Time/Part Time
Final Award:	FdA Teaching and Learning
Intermediate Award:	N/A
Programme Title:	FdA Teaching and Learning
UCAS Code:	P9L5
JACS Code:	X370
Benchmarks:	Framework for Higher Education Qualifications (FHEQ)(2008) Foundation Degrees the Foundation Degree Qualification Benchmark (FDQB) (2014) Education Studies (2015)
Date of Programme Approval:	8 th December 2015

Brief Description of the Programme

The aim of the programme is to produce highly skilled and well-qualified teaching support staff. It enables students to develop awareness of current educational issues and policies and their impact on the role of the teaching assistant and other support-staff in the development of teaching and learning. It will extend and develop their knowledge and understanding of the needs and characteristics of learners, including children and young people with special educational needs and disabilities. Students will acquire and refine a range of effective skills for supporting teaching and learning in a team work context. Within this foundation degree, the focus is on the teaching and learning of children and young people, that is those aged 0- 25 years, in line with the SEND code of practice (2015).

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

N/A

Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available on the extranet: <https://www.plymouth.ac.uk/student-life/academic-regulations>)

None

¹ Unless otherwise approved through Plymouth University's Academic Development and Partnerships Committee

Programme Aims

The programme will deliver:

1. Students with appropriate knowledge and understanding connected to teaching and learning
2. Students with cognitive and intellectual approach directly related to the workplace and schools sector
3. Students with a range of analytical approaches to teaching and learning, identifying variances in the education of children and young people and the impact of sector developments, published research findings and new legislation on professional practice
4. Students with an analytical understanding of the wider social, political stance and economic issues related to the care, education and development of children and young people.
5. Students with graduate skills in line with the sector and employer needs

Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

- 1 Develop expertise and knowledge to support the development, learning and progress of children and young people
- 2 Contribute to effective personalised provision by taking practical account of diversity by selecting and preparing resources using ICT suitable for children and young people's interests and abilities
- 3 Plan, facilitate and adapt objectives, content and intended outcomes for the learning activities in which they are involved
- 4 Question orthodoxy using balanced, logical and supported argument in considering policy for children and young people's provision and curriculum planning.
- 5 Plan, undertake and evaluate a negotiated, self-managed major project related to children and young people.
- 6 Reflect on the needs of children and young people as individuals and within groups relating practice to theory.

Distinctive Features

Designed together with local external partners involved in the education of children and young people, the programmes provide a coherent and responsive educational experience which will equip participants with the graduate knowledge and skills to work in a range of educational settings. The flexible delivery of the programme will allow students the opportunity to work and learn. The programme has been developed with two modules at Level 4 and two modules at Level 5 being delivered as blended learning which will facilitate collaboration both online and face to face. The flexible nature of the delivery also allows students the opportunity to continue to work in their professional capacity and still develop academically. The curriculum demonstrates the interrelationship between academic theory and practical application through work-based and experiential learning. The adaptive curriculum of the programme will allow students to achieve individually while working as part of learning community, in the classroom, school environment and online.

This programme offers students the opportunity to: develop an understanding of the expectations of their role; benefit from supported professional development and training that will enable them to undertake their professional role as teaching assistants more effectively; to develop skills necessary for career development and progression; gain from the vocational focus of the programme and the increased relevancy of programme content, allowing relationships between theory and practice to be understood and applied.

The modules offer a range of contemporary aspects aligned to the sector. The delivery team are experienced sector specialists offering an in depth practical and theoretical perspective. The relevance of the modules is in tune with the current issues and targets for education in the UK today.

Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:

Minimum student numbers per stage = 12

Target student numbers per stage = 15

Maximum student numbers per stage = 25

Progression Route(s)

Approved 'progression route(s)' are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to 'top-up' to complete a Bachelor degree, but may be employed for other award types.

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3-years.

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

Students who successfully complete the FdA Teaching and Learning may progress to: BA (Hons) Child Development and Education at University Centre South Devon, BA (Hons) Education, Development and Society at University Centre South Devon or BA (Hons) Education Studies at Plymouth University.

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.

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
<p>Level 2:</p> <p>7 Key Skills requirement / Higher Level Diploma:</p> <p>and/or</p> <p>- GCSEs required at Level 4 or above:</p>	<p>Communication and Application of number Level 2 combined with either GCSE (key skills will not be accepted on their own)</p> <p>4 relevant subject areas including Maths and English</p>
<p>Level 3: at least one of the following:</p> <p>8 AS/A Levels</p> <p>9 Advanced Level Diploma:</p> <p>10 BTEC National Certificate/Diploma:</p> <p>11 VDA: AGNVQ, AVCE, AVS:</p> <p>12 Access to HE or Year 0 provision:</p> <p>13 International Baccalaureate:</p> <p>14 Irish / Scottish Highers / Advanced Highers:</p>	<p>48 UCAS points</p> <p>Alternative Level 3 vocational programme within a related field.</p> <p>Access qualification at pass or above</p>
<p>Work Experience:</p>	<p>Considered on individual merit</p>
<p>Other HE qualifications / non-standard awards or experiences:</p>	<p>Considered on individual merit</p>
<p>APEL / APCL² possibilities:</p>	<p>APL will be considered as per Plymouth University Regulations</p>
<p>Interview / Portfolio requirements:</p>	<p>Interviews may be employed</p>
<p>Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:</p>	<p>Yes</p> <p>A fully enhanced DBS is required for this programme to safeguard children and young people during placements/ work based employment. The completion and payment is the responsibility of the student but will be processed by South Devon College. Should any caution, conviction or warning be reported on the DBS a panel will be held, chaired by the Section Head, to determine the suitability of the student and admission to the programme. The acceptance of a student for a placement, based on their DBS, is entirely at the discretion of the setting. Students are required to inform South Devon College and their placement should they receive a warning, caution</p>

² Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

	and/or conviction throughout the duration of the foundation degree. This could result in removal from the programme,
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Academic Standards and Quality Enhancement

The Programme Leader/Manager (or other descriptor) leads the Programme Committee in the following of Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed change to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s): All modules are parented by this programme and therefore covered by this programme's external examiner.

Additional stakeholders specific to this programme: Students, graduates, local employers, industry expert speakers, PU and local primary and secondary schools. All the contributing schools and learning environments provide regular placement opportunities for students currently at SDC. The schools also attend and Sector Focus groups paving the way for change in practice and or academic achievement for the students who are on programmes within the sector at SDC.

Programme Structure

The following structure diagram(s) provides the current structure for this programme:

Partner: South Devon College

Academic Year: 2019/20

Programme Code: 5784

Programme Title: FdA Teaching and Learning

Full/Part Time: Full Time

Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD1390	Educational Policy and Practice	20	1	All Year	Core
SOUD1391	Learners and Education	20	1	All Year	Core
SOUD1499	Inclusion and Wellbeing	20	1	All Year	Option**
SOUD1394	Professional Practice	20	1	All Year	Core
SOUD1395	The Reflective Practitioner	20	1	All Year	Core
SOUD1486	Core Curriculum Support	20	1	All Year	Core
SOUD1397	Information, Advice and Guidance	20	1	All Year	Option**

** Following student feedback, the programme team have taken the decision to teach Pastoral Care as the option module for Level 4 in the 2019/20 academic year.

*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

Partner: South Devon College
 Academic Year: 2019/20
 Programme Code: 5784
 Programme Title: FdA Teaching and Learning
 Full/Part Time: Full Time

Level 5					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD2454	Special Educational Needs and Disability (SEND): Behaviour	20	2	All Year	Core
SOUD2342	Social Pedagogy	20	2	All Year	Core
SOUD2455	Special Educational Needs and Disability (SEND): Learning	20	2	All Year	Option**
SOUD2344	Promoting Positive Behaviour	20	2	All Year	Option**
SOUD2347	Research Methods	20	2	All Year	Core
SOUD2345	Professional Investigation	20	2	All Year	Core
SOUD2456	Rights and Responsibilities	20	2	All Year	Core

** Following student feedback, the programme team have taken the decision to teach Supporting Learners with Learning Difficulties and Disabilities as the option module for Level 5 in the 2019/20 academic year. Note some of the content from Promoting Positive Behaviour as being incorporated into Understanding Psychological, Social and Emotional Aspects of Behaviour.

*e.g a foundation degree delivered full-time over two years would have all level 4 modules delivered in year 1. A foundation degree delivered part-time over 3 years would normally have 80 credits of level 4 delivered in year 1 and 40 credits delivered in year 2

Academic Year: 2019/20

Programme Code: 5786

Programme Title: FdA Teaching and Learning

Full/Part Time: Part Time over 3 years

Level 4 & 5					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD1391	Learners and Education	20	1	All Year	Core
SOUD1395	The Reflective Practitioner	20	1	All Year	Core
SOUD1499	Inclusion and Wellbeing	20	1	All Year	Option
SOUD1394	Professional Practice	20	1	All Year	Core
SOUD1397	Information, Advice and Guidance	20	1	All Year	Option
*SOUD1486	*Core Curriculum Support	20	2	All Year	Core
*SOUD1390	*Educational Policy and Practice	20	2	All Year	Core
SOUD2454	Special Educational Needs and Disability (SEND): Behaviour	20	2	All Year	Core
SOUD2342	Social Pedagogy	20	2	All Year	Core
SOUD2456	Rights and Responsibilities	20	3	All Year	Core
SOUD2344	Promoting Positive Behaviour	20	3	All Year	Option
SOUD2455	Special Educational Needs and Disability (SEND): Learning	20	3	All Year	Option
SOUD2347	Research Methods	20	3	All Year	Core
SOUD2345	Professional Investigation	20	3	All Year	Core

*Level 4 modules need to be completed prior to undertaking the Level 5 modules

Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributes and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalized. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

FHEQ level: 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Programme Aims	Programme intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding:</p> <p>Framework for Higher Education Qualifications (FHEQ)(2008)</p> <p>Foundation Degrees the Foundation Degree Qualification Benchmark (FDQB) (2014)</p> <p>Education Studies (2015) 5.5.1 – 5.5.6</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: 40%</p>	<p>Primary: Lectures, Seminars, Tutorials, Guided Independent Study, online resource based delivery, blogs, work based learning</p> <p>Secondary/Supplementary: External visits</p>	1, 3, 4	1, 2, 3, 4, 5, 6.	Essays, Reflections, Case Studies, reports,	SOUD1390 SOUD1391 SOUD1395 SOUD1394

<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Given the nature of this proposed degree, subject knowledge and assessment will be embedded throughout the programme. All modules will embed knowledge and understanding through various methods of teaching and levels of understanding will be clearly seen through various assessments that will take place.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>Framework for Higher Education Qualifications (FHEQ)(2008)</p> <p>Foundation Degrees the Foundation Degree Qualification Benchmark (FDQB) (2014)</p> <p>Education Studies (2015) 4.1 5.5.3 5.5.5</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: 40%</p>	<p>Primary: Lectures, Seminars, Tutorials, Guided Independent Study, online resource based delivery, blogs, work based learning Secondary/Supplementary: External visits</p>	<p>2, 4</p>	<p>1, 2, 3, 4, 5, 6.</p>	<p>Essays, Reflections, Case Studies, reports, research</p>	<p>SOUD1390 SOUD1391 SOUD1395 SOUD1394 SOUD1396</p>
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: The methods of assessment within the modules are diverse and it able to capture the range of learning that has taken place. The assessments range from essays, reports, group work and presentations.</p>					
<p>Key Transferable Skills:</p> <p>Framework for Higher Education Qualifications (FHEQ)(2008)</p> <p>Foundation Degrees the Foundation Degree Qualification Benchmark (FDQB) (2014)</p> <p>Education Studies (2015)</p>			<p>1, 2, 3, 4, 5, 6.</p>		

<p>4.1 5.7</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: 40%</p>	<p>Primary: Lectures, Seminars, Tutorials, Guided Independent Study, online resource based delivery, blogs, work based learning Secondary/Supplementary: External visits</p>	<p>5, 4</p>		<p>Essays, Reflections, Case Studies, reports, research, portfolios</p>	<p>SOUD1390 SOUD1391 SOUD1395 SOUD1394 SOUD1396</p>
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Throughout this programme of study students will be equipped with skills that will certainly be transferable to the work place. Each module taught will embed transferable skills through teaching and learning in some measure. The hands-on approach to learning in a practical way will enable students to develop their skills which will include problem solving, organising working to deadlines, management and leadership, motivation, making decisions and research.</p>					
<p>Employment Related Skills:</p> <p>Framework for Higher Education Qualifications (FHEQ)(2008)</p> <p>Foundation Degrees the Foundation Degree Qualification Benchmark (FDQB) (2014)</p> <p>Education Studies (2015) 5.5 5.7</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: 40%</p>	<p>Primary: Lectures, Seminars, Tutorials, Guided Independent Study, online resource based delivery, blogs, work based learning Secondary/Supplementary: External visits</p>	<p>2, 4</p>	<p>1, 2, 3, 4, 5, 6.</p>	<p>Essays, Reflections, Case Studies, reports, research, portfolios</p>	<p>SOUD1390 SOUD1391 SOUD1395 SOUD1394 SOUD1396</p>

An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme:
 Students will undertake a minimum of 100 WBL hours at level 4. These hours will be necessary to carry out the reflective elements within assessments. The primary research undertaken will be in conjunction with the placement and all ethical considerations will be adhered to.

<p>Practical Skills:</p> <p>Framework for Higher Education Qualifications (FHEQ)(2008)</p> <p>Foundation Degrees the Foundation Degree Qualification Benchmark (FDQB) (2014)</p> <p>Education Studies (2015) 5.5 5.7</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: 40%</p>	<p>Primary: Lectures, Seminars, Tutorials, Guided Independent Study, online resource based delivery, blogs, work based learning</p> <p>Secondary/Supplementary: External visits</p>	<p>2, 4</p>	<p>1, 2, 3, 4, 5, 6.</p>	<p>Presentations, Reflections, Case Studies, Reports, Research, Portfolios, reflection</p>	<p>SOUD1390 SOUD1391 SOUD1395 SOUD1394 SOUD1396</p>
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An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:
 Whilst this degree is academic in approach there will be practical opportunity given to students throughout the programme. Students will be encouraged to participate in volunteering in the work place of which there could be many options within the local area. This will also relate to the placement that they will be undertaking within the research methods module.

FHEQ level: 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Programme Aims	Programme intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding:</p> <p>Framework for Higher Education Qualifications (FHEQ)(2008)</p>			<p>1, 2, 3, 4, 5, 6.</p>		<p>SOUD2454 SOUD2342 SOUD2345 SOUD2346</p>

<p>Foundation Degrees the Foundation Degree Qualification Benchmark (FDQB) (2014)</p> <p>Education Studies (2015) 5.5.1 – 5.5.6</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: 40%</p>	<p>Primary: Lectures, Seminars, Tutorials, Guided Independent Study, online resource based delivery, blogs, work based learning Secondary/Supplementary: External visits</p>	<p>1, 3, 5</p>		<p>Essays, Reflections, Case Studies, reports, research proposal, research report</p>	
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Given the nature of this proposed degree, subject knowledge and assessment will be embedded throughout the programme. All modules will embed knowledge and understanding through various methods of teaching and levels of understanding will be clearly seen through various assessments that will take place.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>Framework for Higher Education Qualifications (FHEQ)(2008)</p> <p>Foundation Degrees the Foundation Degree Qualification Benchmark (FDQB) (2014)</p> <p>Education Studies (2015) 4.1 5.5.3 5.5.5</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: 40%</p>	<p>Primary: Lectures, Seminars, Tutorials, Guided Independent Study, online resource based delivery, blogs, work based learning Secondary/Supplementary: External visits</p>	<p>2, 4</p>	<p>1, 2, 3, 4, 5, 6.</p>	<p>Essays, Reflections, Case Studies, reports, research</p>	<p>SOUND2454 SOUND2342 SOUND2347 SOUND2345 SOUND2346</p>

<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: The methods of assessment within the modules are diverse and it able to capture the range of learning that has taken place. The assessments range from essays, reports, group work and presentations.</p>					
<p>Key Transferable Skills:</p> <p>Framework for Higher Education Qualifications (FHEQ)(2008)</p> <p>Foundation Degrees the Foundation Degree Qualification Benchmark (FDQB) (2014)</p> <p>Education Studies (2015) 4.1 5.7</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: 40%</p>	<p>Primary: Lectures, Seminars, Tutorials, Guided Independent Study, online resource based delivery, blogs, work based learning Secondary/Supplementary: External visits</p>	<p>4, 5</p>	<p>1, 2, 3, 4, 5, 6.</p>	<p>Essays, Reflections, Case Studies, reports, research, portfolios</p>	<p>SOUD2454 SOUD2342 SOUD2347 SOUD2345 SOUD2346</p>
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Throughout this programme of study students will be equipped with skills that will certainly be transferable to the work place. Each module taught will embed transferable skills through teaching and learning in some measure. The hands-on approach to learning in a practical way will enable students to develop their skills which will include problem solving, organising working to deadlines, management and leadership, motivation, making decisions and research.</p>					
<p>Employment Related Skills:</p> <p>Framework for Higher Education Qualifications (FHEQ)(2008)</p> <p>Foundation Degrees the Foundation Degree Qualification Benchmark (FDQB) (2014)</p>			<p>1, 2, 3, 4, 5, 6.</p>	<p>Essays, Reflections, Case Studies, reports, research, portfolios</p>	<p>SOUD2454 SOUD2342 SOUD2347 SOUD2345 SOUD2346</p>

<p>Education Studies (2015) 5.5 5.7</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: 40%</p>	<p>Primary: Lectures, Seminars, Tutorials, Guided Independent Study, online resource based delivery, blogs, work based learning Secondary/Supplementary: External visits</p>	<p>2, 4, 5</p>			
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Through the placement within the research methods module students will undertake placement hours in order to complete the assessment. The primary research undertaken will be in conjunction with the placement and all ethical considerations will be adhered to.</p>					
<p>Practical Skills:</p> <p>Framework for Higher Education Qualifications (FHEQ)(2008)</p> <p>Foundation Degrees the Foundation Degree Qualification Benchmark (FDQB) (2014)</p> <p>Education Studies (2015) 5.5 5.7</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: 40%</p>	<p>Primary: Lectures, Seminars, Tutorials, Guided Independent Study, online resource based delivery, blogs, work based learning Secondary/Supplementary: External visits</p>	<p>2, 4, 5</p>	<p>1, 2, 3, 4, 5, 6.</p>	<p>Essays, Reflections, Case Studies, reports, research, portfolios</p>	<p>SOUD2454 SOUD2342 SOUD2347 SOUD2345 SOUD2346</p>

An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:
 Whilst this degree is academic in approach there will be practical opportunity given to students throughout the programme.
 Students will be encouraged to participate in volunteering in the work place of which there could be many options within the local area. This will also relate to the placement that they will be undertaking within the research methods module.

Work Based/Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ level: 4					
WBL/WRL Activity:	Logistics	Programme Aim	Programme Intended LO	Range of Assessments	Related Core Module(s)
<p>It is suggested that a minimum of 100 WBL hours are completed at level 4. These hours will be necessary to carry out the reflective elements within assessments.</p> <p>Research project Reflection Seminar/ Presentation.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Identify potential dates to attend placement. Identify placement provider/ employer Make contact with placement/ employer. Seek authorisation of placement officer Utilise resources and placement handbook at SDC. Utilise subject tutor to help 	2, 4, 5	1-6	<p>Portfolios Case studies Reflections Observations</p>	<p>SOUD1499</p> <p>SOUD1394</p>

	devise and carry out research project in line with ethical guidelines.				
Work based Learning activity will enhance the understanding of theory and allow application in a practical context.	<p>Students will:</p> <ul style="list-style-type: none"> • Liaise with placement officer to arrange appropriate placement. • Make contact and arrange interview. • Attend placement • Attend monitoring visits. • Reflect on experiences within assessment. • Devise, implement and evaluate activities based on theories and frameworks introduced. • Review how legislation guides practice within the work 	2, 4, 5	1-6	Portfolios Case studies Reflections Observations	SOUD1499 SOUD1394

	placement and evaluate its effectiveness.				
FHEQ level: 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Research Methods Professional Investigation Supporting the Curriculum	Work Based Learning will be integral to the programme meeting the vocational element of study throughout the duration of the two year programme.	1, 2, 3, 4, 5	1-6	Portfolios Case studies Reflections Observations Research Proposals Literature Reviews	SOUD2347 SOUD2345 SOUD2346

There are a number of strategies which are put in place to support the students throughout their work based learning.

Students are responsible for securing their own WBL placement as this is seen to increase employability skills. However guidance and support is given by the work placement co-ordinator whose job description includes:

To visit students in their placement area to ensure opportunity for work based learning opportunities and to evaluate student progress through communication with their mentor and provide feedback where required.

Ensure quality assurance documentation, procedures and processes are adhered to.

A Work Place Guide is available for all students and mentors and sets out clear student responsibilities, placement/employer responsibilities and college responsibilities. Included within the latter is "ensuring that the student has access to relevant work-based learning opportunities and support".

A work placement agreement is also provided by the work placement co-ordinator and is signed by the student, the placement/employer and the work placement co-ordinator. This is often done on the initial visit which is conducted with every student during their first semester.

3. Module Records

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD 1390	MODULE TITLE:	Educational Policy and Practice
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CREDITS: 20	FHEQ Level: 4	JACS CODE: X370
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR:

This module offers a background to the processes of education, learning and teaching in both formal and informal settings, including contexts, systems, practices and contemporary issues.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdA Teaching and Learning

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will introduce students to current national and local policy initiatives and their impact on learning support. The development of schools policies for learning support will be reviewed. Students will gain an understanding of the responsibilities of the Teaching Assistant.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Review relevant current and historical government policy initiatives and the cultural and political impacts upon these.
2. Evaluate the role of the Teaching Assistant at school level
3. Analyse the role of informal and formal learning

DATE OF APPROVAL:	12/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	01/2016	SCHOOL/PARTNER:	South Devon College
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: 2019/2020	NATIONAL COST CENTRE: 135
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MODULE LEADER: Kelly Smaller	OTHER MODULE STAFF: Issy Hallam
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SUMMARY of MODULE CONTENT

Current developments to learning support
 Different approaches and perspectives on teaching and learning
 Recognising and respecting the different values of all those with an interest in the learning process
 Review of literature on issues within learning support
 The organisation and management of schools and classrooms
 Team development and structure
 Specific issues, e.g.: transition, equal opportunities
 Critical and analytical skills – thinking and writing

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled lectures/seminars	45	This module will have blended delivery with two hours a week taught delivery and one hour a week online.
Guided distance learning activities	45	Including self-assessment questions/Blogs, individual writing tasks and suggested reading.
Guided independent study	110	Assessment and wider reading activities to develop further depth of the module content.
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Group article (1000 words)	40%	LO1
		Report (3000 words)	60%	LO2, LO3
			Total = 100%	

Updated by: Issy Hallam	Date: 23/05/2019	Approved by: Anna Neale	Date: 06/06/2019
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Recommended Texts and Sources:

Books:

Adams, P. (2014) *Policy and education: Foundations of education studies*. London: David Fulton.

Bates, J. Lewis, S. and Pickard, A. (2019) *Education policy, practice and professional*. 2nd edn. London: Bloomsbury.

Boronski, T. and Hassan, N. (2015) *Sociology of Education*. Sage: London

Bosanquet, P., Radford J. and Webster, R. (2016) *The teaching assistants guide to effective interaction: How to maximise your practice*. Routledge: Oxon

Jones, K. (2015) *Education in Britain: 1944 to the present*. 2nd edn. Cambridge: Polity Press.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD 1391	MODULE TITLE:	Learners and Education
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CREDITS: 20	FHEQ Level: 4	JACS CODE: X370
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR:

This module introduces students to the psychology of learning and development. This module aims to enable students to gain insights into how to adapt their practice in education settings to meet the needs of individual students and to create personalised learning programmes.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdA Teaching and Learning

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module will introduce students to theories of learning and development with a focus on relating theory to practice. Students will analyse the impact of psychological theory on their own classroom practice and on learning.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Analyse a range of relevant theories and principles of learning
2. Evaluate the impact of learning theories on supporting learning and development
3. Evaluate the implications of learning theories on own practice

DATE OF APPROVAL:	12/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	01/2016	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:		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: 2019/2020	NATIONAL COST CENTRE: 135
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MODULE LEADER: Kelly Smaller	OTHER MODULE STAFF: Issy Hallam
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<p>SUMMARY of MODULE CONTENT</p> <p>Theories and principles of learning Cognitive, humanist and behaviourist theories that affect teaching and learning strategies The impact of learning theories on supporting the delivery of learning Implications of learning theories on TA practice</p>
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled lectures/seminars	45	This module will have blended delivery with two hours a week taught delivery and one hour a week online.
Guided distance learning activities	45	Including self-assessment questions/Blogs, individual writing tasks and suggested reading.
Guided independent study	110	Assessment and wider reading activities to develop further depth of the module content.
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Seminar paper	60%	LO1, LO2 – Discussion of learning theories
		Presentation resources	40%	LO3 – Learners will create a PowerPoint presentation with notes as if they were going to present a CPD session for their colleagues regarding the application of learning theory to TA practice.
			Total = 100%	

Updated by: Issy Hallam	Date: 23/05/2019	Approved by: Anna Neale	Date: 06/06/2019
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<p>Core Text</p> <ul style="list-style-type: none"> Aubrey, K. and Riley A. (2018) <i>Understanding and using educational theories</i>. 2nd edn. London: Sage Aubrey, K. and Riley A. (2017) <i>Understanding and using challenging educational theories</i>. London: Sage Bates, B. (2019) <i>Learning theories simplified</i>. 2nd edn. London: Sage Castle, P. and Buckler, S. (2018) <i>Psychology for teachers</i>. London: Sage Pritchard, A. (2018) <i>Ways of learning</i>. Oxon: Routledge

- Smith, M. and Firth, J. (2018) *Psychology in the classroom: A teacher's guide to what works*. London: Routledge

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD 1394	MODULE TITLE:	Professional Practice
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CREDITS: 20	FHEQ Level: 4	JACS CODE: X370
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR:

This is a work based learning course where students will be encouraged to evaluate their own professional skills, abilities and competencies and compare these with those required for their occupation, profession or workplace.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdA Teaching and Learning

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to allow students to develop existing skills and acquire new competences within their professional practice. Students will complete a Professional Practice Portfolio of evidence of their academic and professional skills including academic writing, reflective practice and presentation skills.

ASSESSED LEARNING OUTCOMES:

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

1. Demonstrate an ability to support the teacher in the planning, delivery and assessment of learning
2. Plan and develop resources that meet individual needs
3. Demonstrate professional working experiences with colleagues and other professionals so that learners are supported effectively
4. Reflect on own professional experiences within education, relating relevant models and theories to own practice.
5. Evaluate own academic and professional development within your practice setting.

DATE OF APPROVAL:	12/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	01/2016	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:		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: 2019/2020	NATIONAL COST CENTRE: 135
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MODULE LEADER: Lisa Rogers	OTHER MODULE STAFF: Issy Hallam
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SUMMARY of MODULE CONTENT

Study skills, including Essay writing, reflective accounts, time management, organisation, report writing, Personal and Professional Development Plan.
Evidence of professional practice through work-based practice, presentations and group work.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled lectures/seminars	45	This module will have blended delivery with one hour taught delivery and half an hour a week online for 30 weeks.
Work Based Learning	60	Placement activity
Guided distance learning activities	20	Resources and templates to be found on Moodle
Guided independent study	75	Independent study time
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Learning Activity Report	40%	LO1, LO2
		Reflective Journal	60%	LO3, LO4, LO5
			Total = 100%	

Updated by: Lisa Rogers	Date: 23/05/2019	Approved by: Issy Hallam	Date: 31/05/2019
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Recommended Texts and Sources:

Core Text

Walton, A. and Goddard, G. (2012) *Supporting Every Child*. London: Learning Matters/ Sage Publications Ltd.

Supplementary Text

Cottrell, S. (2013) *The study skills handbook* (4th edn). Basingstoke: Palgrave Macmillan.

McMahon, M., Forde, C. and Martin, M. (2011) *Contemporary Issues in Learning and Teaching*. London: Sage.

Pears, R. and Shields, G. (2016) *Cite them right: the essential referencing guide* (10th edn). Basingstoke: Palgrave Macmillan.

Petty, G. (2009) *Evidence based teaching: A practical approach* (2nd edn). Cheltenham: Nelson Thornes,

Tatton, A., Bright, C. and Thomas, L. (eds) (2018) *Supporting children and young people in schools: A guide for foundation degree students*. Abingdon: David Fulton Books.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD1395	MODULE TITLE:	The Reflective Practitioner
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CREDITS: 20	FHEQ Level: 4	JACS CODE: X370
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR:

This module will allow students to consider the importance of Continued Professional Development and how curriculum frameworks have changed and developed over time and ultimately influence their practice.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdA Teaching and Learning

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to engaging the student in reflection, the student will be encouraged to evaluate and analyse their role and to explore the skills, knowledge and collaborative endeavour that exists within the learning organisation at the centre of their professional practice.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Observe and assess strategies to support teaching and learning in relation to current curriculum guidelines.
2. Discuss the historical development of the current education systems.
3. Demonstrate the importance of continuing professional development.
4. Use models of reflection to identify areas for improvement in practice.

DATE OF APPROVAL:	12/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	01/2016	SCHOOL/PARTNER:	South Devon College
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: 2019/2020	NATIONAL COST CENTRE: 135
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MODULE LEADER: Alison Milner	OTHER MODULE STAFF: Lisa Rogers
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SUMMARY of MODULE CONTENT

Discussion on how the observation process supports individualised learning within current the curriculum framework.

Describe the historical context of the current curriculum frameworks

Consider models of reflection to inform and change practice.

Recognise the importance of continuing professional development in accordance with government strategy.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled lectures/seminars	45	This module will have blended delivery with one hour a week taught delivery and half an hour a week online for 30 weeks.
Guided distance learning activities	45	Resources and templates to be found on Moodle
Guided independent study	110	
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Blog	60%	LO1, LO2, LO4
		Reflective Action Plan	40%	LO3
			Total = 100%	

Updated by: Alison Milner	Date: 31/05/2019	Approved by: Issy Hallam	Date: 31/05/2019
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Recommended Texts and Sources:

Core Text:

Bolton, G. and Delderfield, R. (2018) *Reflective practice: writing and professional development* (5th edn). London: Sage

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: SOUD1486	MODULE TITLE: Core Curriculum Support	
CREDITS: 20	FHEQ LEVEL: 4	JACS CODE: X370
PRE-REQUISITES: NA	CO-REQUISITES: None	COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module will promote understanding of how learners become literate and numerate, with an examination of linked strategies that aim to support and promote this development. The module will also explore curriculum frameworks; and the expectations for attainment by learning support assistants and learners.

ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i> – see Definitions of Elements and Components of Assessment			
E1 (Examination)		C1 (Coursework)	100%
E2 (Clinical Examination)		A1 (Generic assessment)	
T1 (Test)		P1 (Practical)	

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Teaching & Learning

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The aim of this module is to explore the theoretical and policy underpinning the development of learners' core skills in English and mathematics. Students will evaluate the role of learning support assistants to promote, develop and provide an inclusive learning environment. Students will practically apply these skills to core curriculum subjects.

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
LO1: Demonstrate broad understanding of the theory underpinning of teaching and learning core curriculum subjects LO2: Evidence links between policy and current curriculum frameworks for practice LO3: Plan and implement an activity to support a core curriculum subject LO4: Evaluate the effectiveness of teaching and learning activities in core curriculum subjects	Programme LOs 1. Develop expertise and knowledge to support the development, learning and progress of children and young people 2. Contribute to effective personalised provision by taking practical account of diversity by selecting and preparing resources using ICT suitable for children and young people's interests and abilities 3. Plan, facilitate and adapt objectives, content and intended outcomes for the learning activities in which they are involved 4. Question orthodoxy using balanced, logical and supported argument in considering policy for children and young people's provision and curriculum planning.

	<p>5. Plan, undertake and evaluate a negotiated, self-managed major project related to children and young people.</p> <p>6. Reflect on the needs of children and young people</p> <p>KU 1,2,3,4,5,6 C&IS 1,2,3,4,5,6 KTS 1,2,3,4,5,6 ERS 1,2,3,4,5,6 PS 1,2,3,4,5,6</p>
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Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

DATE OF APPROVAL: 02/2018	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 17/09/2018	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: All Year

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019/20	NATIONAL COST CENTRE: 135
MODULE LEADER: Sally Sharp	OTHER MODULE STAFF: Kelly Smaller

Summary of Module Content

- Contemporary teaching and learning theory
- Core curriculum frameworks
- Biological, psychological and social influences of literacy and numeracy development
- Differentiation and inclusion
- Planning for core curriculum subjects
- Evaluating curriculum activities

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities <i>[KIS definitions]</i>	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled	45	This module will have blended delivery with two hours a week taught delivery and one hour a week online.
Independent	120	Guided and assessment learning
Placement	35	Practice based learning
Total	200	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Rationale and plan LO1 & LO2	50%
	Patchwork assessment including activity plan, evaluation and reflection LO3 & LO4	50%
		Total:100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Rationale and plan LO1 & LO2	50%
	Patchwork assessment including activity plan, evaluation and reflection LO3 & LO4	50%
		Total:100%

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

Updated by: Sally Sharp Date: 21/05/2019

Approved by: Issy Hallam Date: 28/05/2019

Recommended Texts and Sources:
Essential Reading

MacBlain, S. (2014) *How Children Learn*. London: Sage

Recommended Reading:

Haylock, D and Manning, R (2017) *Mathematics explained for Primary Teachers*. (5th edn) London:

Sage

Medway, J. Wray, D. Moore, G and Griffiths, V. (2017) *Primary English: Knowledge and Understanding*.

(7th edn) London: Sage

Pound, L. and Lee, T. (2015) *Teaching mathematics creatively*. (2nd edn). London: Routledge.

Savage, M and Barnett, A. (2017) *Technology-enhanced Learning in the Early Years Foundation Stage*.

London: Sage

Tussler, S. and Robinson, D. (2015) *Inclusive practice in the Primary School*. A guide for teachers.

London: Sage

Wearmouth, J (2017) *Special Educational Needs and Disability* (2nd ed) London: Routledge

Journals:

British Journal of Special Education

International Journal of Inclusive Education

Support for Learning

Supporting Documents:

Department for Education. (2015) Special educational needs and disability code of practice: 0-25 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 9.5.18)

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD1397	MODULE TITLE:	Information, Advice and Guidance
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CREDITS: 20	FHEQ Level: 4	JACS CODE: X30
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR:

Students will develop an understanding of the key legislation, policies, procedures and frameworks which govern the delivery of effective advice and guidance. Students will study the key features of effective resource design and development for information materials. Students will develop a detailed understanding of the referral and mediation process.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdA Teaching and Learning

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The aim of this module is to provide students with a detailed understanding of the various roles that information, advice and guidance practitioners can provide within an educational context.

ASSESSED LEARNING OUTCOMES:

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

1. Design and develop information materials for use within own school
2. Evaluate the effectiveness of the materials created
3. Explain and analyse the importance of legislation and procedures in providing advice and guidance
4. Explain and analyse the role practitioners in supporting children and young people in the referral and/or mediation process.

DATE OF APPROVAL: 12/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION: 01/2016	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:	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: 2019/20	NATIONAL COST CENTRE: 135
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MODULE LEADER: Catherine Burgess	OTHER MODULE STAFF: Alison Milner
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SUMMARY of MODULE CONTENT

- Interactions with advice and guidance clients
- The importance of legislation and procedures
- Design and development of information materials
- Referrals
- Multi-agency working
- The mediation process
- Careers Education Guidance (CEG)

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled lectures/seminars	45	This module will have blended delivery with two hours a week taught delivery and one hour a week online. .
Guided distance learning activities	45	Lesson preparation reading and activities
Guided independent study	110	Independent study towards assessments.
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Information resource and evaluation	60%	LO1, LO2
		Reflective report: mediation or referral	40%	L03, LO4
			Total = 100%	

Updated by: Catherine Burgess	Date: 23/05/2019	Approved by: Issy Hallam	Date: 23/05/2019
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Recommended Texts and Sources:

Aiming High for Young People (2007) available at:

www.dcsf.gov.uk/everychildmatters/youth/aiminghigh

http://www.cabinetoffice.gov.uk/strategy/work_areas/accessprofessions.aspx.

Impartial Careers Education Statutory Guidance: Resources Pack

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00066-2010&>

Impartial careers education: Effective leadership of information, advice and guidance (National College, 2009)

<http://www.nationalcollege.org.uk/download?id=32437&filename=impartial-careerseducation-effective-leadership-of-information-advice-and-guidance.pdf>

Impartial Careers Education: Principles into Practice (National College, 2009)

<http://www.nationalcollege.org.uk/download?id=32435&filename=impartial-careerseducation-principles-into-practice.pdf>

New opportunities: fair chances for the future, 2009, available at:

<http://www.hmg.gov.uk/newopportunities.aspx>

Quality, Choice and Aspiration - A strategy for young people's information, advice and guidance

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00977-2009>

Statutory Guidance for schools on Impartial Careers Education

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00978-2009>

Youth Matters (2005) available at: www.dcsf.gov.uk/everychildmatters/youth/youthmatters

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD1499 **MODULE TITLE:** Inclusion and Wellbeing
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100462 Learning Support
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

The module brings together discussions about educational inclusion and wellbeing to enable students to explore the theoretical concepts. This will be in relation to their own practice, the children and young people they work with, and their settings.

ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i> – see Definitions of Elements and Components of Assessment	
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C1 (Coursework)	100%
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Teaching and Learning

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

This module aims to enable students to explore the concepts of inclusion and wellbeing within educational settings. Students will develop an understanding of equality, diversity and inclusion of learners from different backgrounds. They will analyse strategies put in place to promote learners positive inclusion in social and learning activities. Students will explore notions of learner and practitioner wellbeing and its impact on learning and behaviour. They will also analyse strategies used to support wellbeing of both learners and practitioners.

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. Demonstrate knowledge and understanding of equality, diversity and inclusion in a wider historical and cultural context 2. Analyse the concepts of equality, diversity and inclusion in educational settings, and the strategies use to promote inclusion 3. Demonstrate knowledge and understanding of learner and practitioner wellbeing 4. Analyse educational strategies used to 	<ol style="list-style-type: none"> 1. Develop expertise and knowledge to support the development, learning and progress of children and young people 2. Contribute to effective personalised provision by taking practical account of diversity by selecting and preparing resources using ICT suitable for children and young people's interests and abilities 3. Plan, facilitate and adapt objectives, content and intended outcomes for the learning activities in which they are involved

<p>promote learner and practitioner wellbeing</p>	<ol style="list-style-type: none"> 4. Question orthodoxy using balanced, logical and supported argument in considering policy for children and young people's provision and curriculum planning. 5. Plan, undertake and evaluate a negotiated, self-managed major project related to children and young people. 6. Reflect on the needs of children and young people
<p>DATE OF APPROVAL: 16/01/2019</p>	<p>FACULTY/OFFICE: Academic Partnerships</p>
<p>DATE OF IMPLEMENTATION: 23/09/2019</p>	<p>SCHOOL/PARTNER: South Devon College</p>
<p>DATE(S) OF APPROVED CHANGE: XX/XX/XXXX</p>	<p>SEMESTER: All year</p>

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: 2019/20

NATIONAL COST CENTRE: 104

MODULE LEADER: Linda Österholm

OTHER MODULE STAFF: Sally Sharp

Summary of Module Content

- History of special educational needs and disability education
- Contemporary equality, diversity and inclusion legislation, policy and practice
- Inclusive education
- Strategies used to support social and learning inclusion within educational setting
- Wellbeing in education for both learners and practitioners
- Theoretical conceptions of wellbeing
- Psychological theories underpinning strategies to support wellbeing

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, seminars, formative tutorials,	45	This module will have blended delivery with two hours a week taught delivery and one hour a week online.
Teaching focused reading linked to sessions	40	Academic reading for each session
Guided independent study	70	Directed weekly reading, Moodle based tasks, and assessment development/revision / reflections.
Placement hours	45	Work-based learning
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: Poster and/or Leaflet , 1500 words LO1, LO2	50%
	Assessment 2: Fictional case study report, 2500 words LO3, LO4	50%
		Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Fictional case study report, 4000 words	100%

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

Updated by: Issy Hallam

Date: 16/5/19

Approved by: Anna Neale

Date: 03/06/2019

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD2342	MODULE TITLE:	Social Pedagogy
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CREDITS: 20	FHEQ Level: 5	JACS CODE: X370
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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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, young people and their families.

ELEMENTS OF ASSESSMENT Use HESA KIS definitions]

COURSEWORK		PRACTICAL	
C1 (Coursework)	50%	P1 (Practical)	50%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdA Teaching and Learning

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
The 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, young people, their families and the multi-agencies supporting them.

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

1. Explain the history and social policy background in the UK to multi-agency working to support children and young people's well-being, learning and growth.
2. Analyse the theoretical background to and principles of social pedagogy.
3. Critically discuss the successfully strategies and barriers to social pedagogy and multi-agency working.
4. Demonstrate practical multi-agency working skills of Teaching Assistants.

DATE OF APPROVAL:	12/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	1/2016	SCHOOL/PARTNER:	South Devon College
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: 2019/2020	NATIONAL COST CENTRE: 135
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MODULE LEADER: Alison Milner	OTHER MODULE STAFF: Sam Smith
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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
Scheduled lectures/seminars	45	Weekly taught lessons in which students will work together and contribute to class discussions.
Guided independent study	45	Wider reading activities to develop further depth of the module content.
Guided distance learning activities	110	Reading and research to support assessment preparation.
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Article	Total = 100%	Article about social pedagogy (LO2, LO3)
Practical	P1	Podcast	Total = 100%	Podcast regarding the TA's role in social pedagogy (LO1, LO4)

Updated by: Alison Milner	Date: 28/05/2019	Approved by: Issy Hallam	Date: 28/05/2019
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Recommended Texts and Sources:

Core text:

Hatton, K. (2013). *Social pedagogy in the UK: Theory and practice*. Lyme Regis: Russell House.
 Kaska, M. and Ladbroke, A. (2015) *Social pedagogy: An invitation*. London: Jacaranda
 Storø, J. (2013) *Practical social pedagogy: Theories, values and tools for working with children and young people*. Bristol: The Policy Press.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD2344	MODULE TITLE:	Promoting Positive Behaviour
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CREDITS: 20	FHEQ Level: 5	JACS CODE: X370
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR:

Exploration of the necessary theories and practice which underpin the promotion of positive behaviour. Students will analyse the influences which affect individuals from sociological, psychological, biological and environmental perspectives by drawing on their experiences from practice and underpinning with theory.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdA Teaching and Learning

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The aim of this module is to develop your appreciation of potential antecedents to behaviour which include influences on the individual such as sociological, psychological, biological and environmental perspectives. You will develop a range of classroom management strategies which will inform your practice and assist the development of skills when managing challenging behaviour.

ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Analyse the behaviour of an observed learner in relation to theoretical constructs.
2. Analyse a range of strategies to support learners who present challenging behaviour and draw upon theory to inform practice.
3. Consider and recommend suitable strategies for the observed learner.
4. Carry out a reasoned analysis of the growing understanding of the range of issues influencing classroom behaviour.

DATE OF APPROVAL:	12/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	1/2016	SCHOOL/PARTNER:	South Devon College
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: 2019/2020	NATIONAL COST CENTRE: 135
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MODULE LEADER: Issy Hallam	OTHER MODULE STAFF: Sam Smith
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SUMMARY of MODULE CONTENT

- Identifying a range of issues influencing behaviour
- Behavioural difficulties and labelling
- Practical strategies for dealing with conflict
- Individual differences - including gender, intellectual attainment and aspirations
- Differences in family patterns – types, socio economic status and structures
- Impairment/disabilities – physiological and emotional
- Environmental factors – geographical and social,
- Psychological factors – including motivation and character

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled lectures/seminars	45	Weekly lessons. Students will be expected to prepare for lessons by reading the guided text and contributed to group activities and class discussion.
Guided distance learning activities	45	Guided reading and activities in preparation for class learning.
Guided independent study	110	Independent reading and research in preparation for assessments.
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Reflective diary in Blog format	30%	Reflective diary on personal experiences of promoting positive behaviour in blog format (using Moodle) LO1
		Literature review	70% Total = 100%	2000 word literature review linking the underpinning concepts and theories of positive behaviour management within your workplace/ placement. LO2, LO3, LO4

Updated by: Issy Hallam	Date: 18/05/19	Approved by: Anna Neale	Date: 03/06/2019
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Recommended Texts and Sources:

Core text:

Roffey, S. (2010) *Changing behaviour in schools: Promoting positive relationships and wellbeing*. London: SAGE

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD2347	MODULE TITLE:	Research Methods
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CREDITS: 20	FHEQ Level: 5	JACS CODE: X370
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR:

A research methodologies based module focusing on the research process. In this module students will identify an area of research, write a proposal which links to underpinning theoretical frameworks to form a solid research platform.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions*

COURSEWORK	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL Group to which module should be linked: FdA Teaching and Learning

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

To identify professional and academic requirements of the course, with specific reference to the research process. You will read and analyse a range of research papers on topics related to education, 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:

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

1. Use a range of media to research current curriculum and practice in education and present your findings using appropriate academic style
2. Identify and explain a range of research methodologies linked to practice
3. Define and explain the concepts of validity and reliability
4. Critically discuss the nature of academic inquiry with specific reference to legislative frameworks and related initiatives

DATE OF APPROVAL: 12/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION: 1/2016	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:	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: 2018/2019	NATIONAL COST CENTRE: 135
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MODULE LEADER: Issy Hallam	OTHER MODULE STAFF: Alison Milner
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SUMMARY of MODULE CONTENT

The significance of research theory and practice in understanding and explaining educational practice

Action research, Interpretive and normative research, methodologies, longitudinal and cross-sectional research.

Use of the internet, journals, databases and other materials in the research process

Presentation and referencing skills

Critical analysis

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled lectures/seminars	45	Lectures will be interactive taught lessons, in which students are expected to contribute to whole class discussions and small group tasks.
Guided distance learning activities	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	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Literature review	50%	LO1: A 2000 word review of research and theory related to an area of interest
		Rationale Research Proposal	50%	LO2, LO3, LO4: A 700 word research proposal poster, plus 1300 word rationale
			Total = 100%	

Updated by: Issy Hallam	Date: 16/05/2019	Approved by: Anna Neale	Date: 06/06/2019
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Recommended Texts and Sources:

Essential Reading

- Punch, K. and Ocancea, A. (2014) *Introduction to Research Methods in Education*. 2nd edn. London: SAGE.

Recommended Reading

- Cohen, L., Manion, L. and Morrison, K. (2017) *Research Methods in Education*. 8th edn. London: Routledge Falmer.

- Cottrell, S. (2011) *Critical Thinking Skills: Developing Effective Analysis and Argument*. 2nd edn. Basingstoke: Palgrave MacMillan.
- Mertens, D. M. (2015) *Research and evaluation in education and psychology*. 4th edn. London: Sage.
- Mukherji, P. and Albon, D. (2018) *Research methods in early childhood. An introductory guide*. 3rd edn. London: Sage
- Thomas, G. (2017) *How to do Your Research Project: A Guide for Students in Education and Applied Social Sciences*. 3rd edn. London: Sage.

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE:	SOUD2345	MODULE TITLE:	Professional Investigation
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CREDITS: 20	FHEQ Level: 5	JACS CODE: X370
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PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
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SHORT MODULE DESCRIPTOR: A negotiated and supervised individual work based project, within an area of personal interest.
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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: FdA Teaching and Learning

Professional body minimum pass mark requirement: N/A

MODULE AIMS: Students will 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.
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ASSESSED LEARNING OUTCOMES: At the end of the module the learner will be expected to be able to: <ol style="list-style-type: none"> 1. Complete a critical analysis of current literature in your chosen topic area and use this to justify and select research methodology. 2. Design, develop and implement a research methodology appropriate for your subject area. 3. Analyse the ethical issues associated with own research project and ensure appropriate actions and amendments have been made in line with ethical guidelines. 4. Effectively communicate information, arguments and analysis from your data collection and presentation, including future recommendations.
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DATE OF APPROVAL: 12/2015	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION: 1/2016	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:	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: 2019/2020	NATIONAL COST CENTRE: 135
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MODULE LEADER: Issy Hallam	OTHER MODULE STAFF: Alison Milner
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SUMMARY of MODULE CONTENT

Deciding upon a research topic area
 Using current literature to guide your reading and methodology
 Collecting and presenting data
 Analysing and evaluated data
 Inspecting the place of research within practice
 Inspect and examine ethical guidelines for researching with children

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Scheduled lectures/seminars	45	As part of our blended learning approach, this module will be delivered online via Moodle, our virtual learning environment. You will be expected to watch weekly lessons video and take part in the guided independent and group activities online. There will be a chance to discuss ideas within the programme tutorial session and independently with the module leader via email and phone.
Guided distance learning activities	45	
Guided independent study	110	Students will need to undertake independent study and research towards their assessments.
Total	200	

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Methodology	40%	LO2
		Findings	60%	LO1, LO3, LO4: Results and Discussion (or joint Findings section) and Abstract
			Total = 100%	

Updated by: Issy Hallam	Date: 16/05/2019	Approved by: Anna Neale	Date: 03/06/2019
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Recommended Texts and Sources:

Essential Reading

- Punch, K. and Ocancea, A. (2014) *Introduction to Research Methods in Education*. 2nd edn. London: SAGE.

Recommended Reading

- Cohen, L., Manion, L. and Morrison, K. (2017) *Research Methods in Education*. 8th edn. London: Routledge Falmer.
- Cottrell, S. (2011) *Critical Thinking Skills: Developing Effective Analysis and Argument*. 2nd edn. Basingstoke: Palgrave Macmillan.
- Mertens, D. M. (2015) *Research and evaluation in education and psychology*. 4th edn. London: Sage.
- Mukherji, P. and Albon, D. (2018) *Research methods in early childhood. An introductory guide*. 3rd edn. London: Sage
- Thomas, G. (2017) *How to do Your Research Project: A Guide for Students in Education and Applied Social Sciences*. 3rd edn. London: Sage.

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD2454 **MODULE TITLE:** Special Educational Needs and Disability (SEND): Behaviour
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100496 Educational Psychology
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces psychological, social, emotional and cultural aspects of behaviour and the need to understand this in the context of interaction, communication, learning and teaching. The module explores the impact of behavioural difficulties on the child, their families and on others in the classroom as well as discussing the supporting role of education practitioners from a variety of psychological perspectives.

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

C1 (Coursework)	50%	P1 (Practical)	50%
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Teaching & Learning

Professional body minimum pass mark requirement: NA

MODULE AIMS:

The module aims to develop awareness of the complex nature of environmental, societal and biological factors contributing to behavioural difficulties, with a particular focus on the voice of the child. The module explores the impact of a range of behavioural difficulties on interaction, communication and learning on the child, their families, classroom peers and educators. In addition, to evaluate the role of educators in supportive interventions underpinned by a variety of psychological perspectives.

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> 1. Critically analyse both past and contemporary understandings of the psychological, biological, social and cultural contributors to developmental conditions and mental health difficulties. 2. Conceptualise the impact of developmental conditions and mental health difficulties on communication, interaction and learning behaviours. 3. Evaluate the psychological theories underpinning school based interventions for 	<ol style="list-style-type: none"> 1. Develop expertise and knowledge to support the development, learning and progress of children and young people 2. Contribute to effective personalised provision by taking practical account of diversity by selecting and preparing resources using ICT suitable for children and young people's interests and abilities 3. Plan, facilitate and adapt objectives, content and intended outcomes for the learning activities in which they are involved

<p>children with developmental conditions and mental health difficulties.</p> <p>4. Identify and reflect on the role of educational practitioners in supporting children with developmental conditions and mental health difficulties.</p>	<p>4. Question orthodoxy using balanced, logical and supported argument in considering policy for children and young people's provision and curriculum planning.</p> <p>5. Plan, undertake and evaluate a negotiated, self-managed major project related to children and young people.</p> <p>6. Reflect on the needs of children and young people</p>
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DATE OF APPROVAL: 16/01/2019	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 23/09/2019	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: All Year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019/20
MODULE LEADER: Sam Smith

NATIONAL COST CENTRE: 104
OTHER MODULE STAFF: Sally Sharp

Summary of Module Content

- Strategies for identifying children with behavioural difficulties arising from developmental conditions and mental health difficulties.
- Impact of behavioural difficulties on the child, families, peers and school staff, including importance of maintaining effective staff wellbeing for adults working with children with behavioural difficulties.
- Psychological perspectives on behaviour: Biological, behavioural, cognitive-behavioural, social learning, psychodynamic, humanistic, ecosystem and ecological.
- Introduction to a range of prevalent developmental conditions and mental health difficulties that impact communication, interaction and classroom based learning.
- Role of education practitioners in supporting children with developmental conditions and mental health difficulties.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, seminars, formative tutorials,	45	A combination of face-to-face taught delivery and blended learning. 2.5 hours per week for 15 weeks plus online learning.
Teaching focused reading linked to sessions	40	Academic reading for each session
Guided independent study	70	Directed weekly reading, Moodle based tasks, and assessment development/revision / reflections.
Placement hours	45	Work-based learning
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting

Coursework	A 2,000 word magazine article evaluating psychological perspectives underpinning school based interventions of behavioural difficulties and a reflection on the role of education practitioners in supporting children's needs. LO 3 & 4	100%
Practical	A 20 minute presentation on one developmental condition or mental health difficulty, its impact on the child, families, peers and educators. LO 1 & 2	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	2000 word literature review on a developmental condition or mental health difficulty (LO1 & LO2)	100%
Coursework	2000 word essay on psychological perspectives underpinning school interventions (LO3&4)	100%

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

Updated by: Sam Smith
Date: 20/05/2019

Approved by: Issy Hallam
Date: 28/05/2019

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD2455 **MODULE TITLE:** Special Educational Needs and Disability (SEND): Learning
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 101087 Special Needs Training
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces contemporary issues with regard to Special Educational Needs and Disabilities, exploring policy and practice in contemporary education.

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

C1 (Coursework)	50%	P1 (Practical)	50%
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Teaching & Learning

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 difficulties, and physical and/sensory difficulties.

ASSESSED LEARNING OUTCOMES:

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> 1. Critically analyse the contribution of psychological, biological, social and cultural factors to cognition and learning difficulties 2. Evaluate educational approaches to supporting cognition and learning needs. 3. Critically analyse the relationship between education and disability. 4. Examine contemporary educational policy and provision in relation to Special Educational Needs and Disability. 	<ol style="list-style-type: none"> 1. Develop expertise and knowledge to support the development, learning and progress of children and young people 2. Contribute to effective personalised provision by taking practical account of diversity by selecting and preparing resources using ICT suitable for children and young people's interests and abilities 3. Plan, facilitate and adapt objectives, content and intended outcomes for the learning activities in which they are involved 4. Question orthodoxy using balanced, logical and supported argument in considering policy for children and young people's provision and curriculum planning.

	<ul style="list-style-type: none"> 5. Plan, undertake and evaluate a negotiated, self-managed major project related to children and young people. 6. Reflect on the needs of children and young people
DATE OF APPROVAL: 16/01/2019	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION 23/09/2019	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: All year

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: 2019/20

MODULE LEADER: Sally Sharp

NATIONAL COST CENTRE: 104

OTHER MODULE STAFF: Linda Österholm

Summary of Module Content

- Special Educational Needs and Disabilities (SEND) in the current context with a focus on two of the four broad areas of need as identified in the Special Educational Needs and Disability Code of Practice: 0-25 (2015)
 - 'cognition and learning' and
 - 'sensory and/or physical need'.
- Evaluation of current literature and research in relation to Special Educational Needs and Disability
- Exploration and analysis of policy and practice in relation to disability.
- Evaluation of approaches to supporting cognition and learning needs.
- Exploration of the relationship between disability, education and society.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, seminars, formative tutorials,	45	A combination of face-to-face taught delivery and blended learning. 2.5 hours per week for 15 weeks plus online learning.
Teaching focused reading linked to sessions	40	Academic reading for each session
Guided independent study	70	Directed weekly reading, Moodle based tasks, and assessment development/revision / reflections.
Placement hours	45	Work-based learning
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay – Discuss the impact of disability within educational settings (2,000 Words) (LO3, LO4)	100%
Practical	Presentation – Evaluate educational strategies to support cognition and learning (15 minutes) (LO1, LO2)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	A 2000 word report evaluating educational strategies to support cognition and learning (LO1, LO2). 100%	100%
Coursework	Essay – Discuss the impact of disability within educational settings (2,000 Words) (LO3, LO4)	100%

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

Updated by: Sally Sharp
Date: 21/05/2019

Approved by: Issy Hallam
Date: 28/05/2019

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: SOUD2456 **MODULE TITLE:** Rights and Responsibilities
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100462 Learning Support
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module identifies the key concepts, definitions, policies and legal frameworks relevant to educational settings to protect the rights and promote the responsibilities of children, young people and their families, and the practitioners and professionals that work with them. There will be a particular emphasis on safeguarding and child protection.

ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i> – see Definitions of Elements and Components of Assessment	
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C1 (Coursework)	100%
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Teaching & Learning

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The aim of this module is to explore the international, national and local policy, and legal frameworks that impact on educational practitioners and professionals. Students will consider their own rights and responsibilities as practitioners, and those of the children, young people and families with whom they work. Students will evaluate key conventions on the rights of children and people with disabilities, national legislation to safeguard and protect children and vulnerable adults, and local policies within their setting.

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 discuss rights and responsibilities legislation, policy and practice, exploring their development from a historical and contemporary perspective 2. Critically analyse the significance of prevention and early intervention in protecting children and young people from harm 	<ol style="list-style-type: none"> 1. Develop expertise and knowledge to support the development, learning and progress of children and young people 2. Contribute to effective personalised provision by taking practical account of diversity by selecting and preparing resources using ICT suitable for children and young people's interests and abilities

<ul style="list-style-type: none"> 3. Evaluate critically the implications of the rights of the child/vulnerable people and their voice within educational settings 4. Examine the role and responsibilities of the practitioner within a safeguarding context 	<ul style="list-style-type: none"> 3. Plan, facilitate and adapt objectives, content and intended outcomes for the learning activities in which they are involved 4. Question orthodoxy using balanced, logical and supported argument in considering policy for children and young people's provision and curriculum planning. 5. Plan, undertake and evaluate a negotiated, self-managed major project related to children and young people. 6. Reflect on the needs of children and young people
DATE OF APPROVAL: 16/01/2019	FACULTY/OFFICE: Academic Partnership
DATE OF IMPLEMENTATION: 23/09/2019	SCHOOL/PARTNER: South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: All year

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2019/20

NATIONAL COST CENTRE: 104

MODULE LEADER: Issy Hallam

OTHER MODULE STAFF: Kelly Smaller

Summary of Module Content

- UN Conventions on the Rights of Children and the UN Convention on the Rights of Persons with Disabilities
- National legislation on safeguarding and protecting children, young people and vulnerable people from harm
- Application of policy and legal frameworks to local educational settings
- Education practitioners' roles and responsibilities
- Involving children, young people and vulnerable people in decisions
- Positive engagement with parents, carers and families
- Working with other professionals within education and other services

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures, seminars, formative tutorials,	45	This module will be delivered as a blended learning module. You will be expected to watch the video lessons and interact with your peers on the virtual learning environment.
Teaching focused reading linked to sessions	40	Academic reading for each session
Guided independent study	70	Directed weekly reading, Moodle based tasks, and assessment development/revision / reflections.
Placement hours	45	Work-based learning
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: Training resource, 2500 words (LO1, LO2).	60%
	Assessment 2: Child/Students' voice proposal, 1500 words (LO3, LO4)	40%
		Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case study report , 4000 words (LO1, LO2, LO3, LO4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Issy Hallam Date: 16/5/19	Approved by: Anna Neale Date: 03/06/2019