



**UNIVERSITY
CENTRE**
SOUTH DEVON

PROGRAMME QUALITY HANDBOOK 2022-2023

***FdA Working with Children,
Young People and Families***

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1. Welcome and Introduction to FdA Working with Children, Young People and Families

1.1 Welcome statement

Welcome to your Programme Quality Handbook (PQH), this PQH is designed to provide you with programme related information both for before and during your studies. In addition to this PQH our UCSD interactive website contains our online Handbook to support you which studying at UCSD. A link is available here [Student Handbook | University Centre South Devon \(ucsd.ac.uk\)](http://www.ucsd.ac.uk). It can also be navigated by going to www.ucsd.ac.uk and searching for student handbook.

The programme is intended to develop students' knowledge and understanding of a wide range of inter-related factors (physical, intellectual, emotional, social and cultural) which contribute to children and young people's development. Students will be prepared to work effectively and sensitively with children, families and colleagues.

1.2 Programme Management

Role	Person	Email address
Personal Tutor and/or HE Lead	Caroline Knight	carolineknight@southdevon.ac.uk
Programme Coordinator	Lisa Rogers	lisarogers@southdevon.ac.uk
Higher Education Coordinator	Lisa Rogers	lisarogers@southdevon.ac.uk
Curriculum Head	Anna Neale	annaneale@southdevon.ac.uk
Assistant Principal	Liz Lawrence	lizlawrence@southdevon.ac.uk

1.3 Personal Tutor

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters.



Your personal tutor is Caroline Knight. Caroline is a retired police officer who worked within crime investigation and has extensive experience working with victims and child interviews. Her specialist subjects are policing, youth justice and safeguarding children. She sits on a scrutiny panel for Devon and Cornwall police, on the Torbay Safeguarding Partners forum and is a safeguarding governor for a local education trust with a secondary and primary schools. She has BA (Hons) Child Development and Education and MSc Criminology and Criminology Psychology.

1.4 Tutoring at UCSD

UCSD's aim is to facilitate and promote positive student engagement in learning, wellbeing, academic success, and progression. This is coordinated through an integrated tutorial model:

1. Personal and pastoral tutoring to monitor students' wellbeing and support their personal development
2. An academic tutoring curriculum to support in the development of academic and employability skills and monitor your academic and professional progress
3. Professional services including the Student Support Hub team, library services, employability, academic standards and quality.

The integrated tutorial model ensures all students have a personal tutor and scheduled weekly group and/or one-to-one Tutorials, and are able to access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

The tutorial curriculum and Personal Development is tailored for your programme including consideration of the size of programme, the hours that you are studying and the level of your programme. Details will be provided by your personal tutor.

Your personal tutor's role is to support your personal and professional development, develop your academic skills, manage student expectations, achieve positive student-staff communications, provide pastoral support and signposting, and monitor your wellbeing. They should be your first port of call for advice and/or direction for further support on academic or pastoral matters. However, your tutor may refer you to members of the Student Support Hub to provide specialist advice and information. See section [Student Support Hub](#) below for more information.

1.5 Course Contact List

Details of your module's leaders and how and when they can be contacted are below. You can also view the profile of the teaching team within the curriculum area that your programme is based via this link:

<https://www.ucsd.ac.uk/research-and-expertise/childhood-and-youth/>

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

If you have any questions about the programme or your pastoral needs, please contact your personal tutor.

If you have any questions about fees, funding or support from the university please contact

university@southdevon.ac.uk

Module Leader	Modules	Contact	If part time days/hours that are worked
Caroline Knight	UCSD1022 Safeguarding Children and Young People UCSD1023 Multi- Agency working	01803540399 carolineknight@southdevon.ac.uk	Tuesdays, Wednesdays and Fridays
Kelly Laywood	UCSD1090 Assessment, Policy and Parenting UCSD2042 Supporting Social and Emotional Wellbeing UCSD2041 Social Policy and Practice	kellylaywood@southdevon.ac.uk	Tuesdays and Fridays
Sabrina Connolly	UCSD1025 Lifespan Development	sabrinaconnolly@southdevon.ac.uk	Tues, Thurs and Fridays
Marie Metenier	UCSD1024 Equality, Diversity and Cultural Differences	mariemetenier@southdevon.ac.uk	Tues, Thurs and Fridays
Lisa Rogers	UCSD1021 Professional Practice	lisarogers@southdevon.ac.uk	Full time including role as Programme Co-ordinator
Sam Smith	UCSD2038 Research Methods	samanthasmith@southdevon.ac.uk	Tuesdays - Fridays
Kelly Smith	UCSD2040 Social Pedagogy	kellysmith@southdevon.ac.uk	Tues, Thurs and Fridays

1.6 Preparing for your programme

At UCSD, we understand that degree level study is a big step up from previous studies. To help prepare you for the degree we recommend engaging with preparatory activities. Each year UCSD organise Stepping up to HE workshops, with a focus on supporting you to develop your research and writing skills, alongside academic techniques.

For more information on the workshops and resources available, please visit our website: <https://www.ucsd.ac.uk/the-first-year-at-university/>.

The Student Support Hub is available throughout the duration of your programme and offers a range of services, acting as a first port of call for academic, study, wellbeing, disability, fees/funding, employability and progression support. When progressing to the next level of study of your higher education, there are also workshops and activities available to support you with progressing your graduate skills.

Preparatory reading is a great way to develop your knowledge and skills to be ready for the next level of study in higher education. Please see below some recommended reading to undertake prior to the start of your course:

Preparatory activities and reading

1. Carry out some research to find out what placements might be available for you. Think about what interests you and see what organisations there are. You can search by job role, or for 'volunteering' or by types of workplaces/organisations, such as schools, charities or agencies. Look at job descriptions and the way the organisation describes its work. Once you find one that interests you, make contact and see if they would be willing to take a placement. Our placement Officer, Sue Billinghamhurst: suebillinghamhurst@southdevon.ac.uk supports students in this area.
2. You will need to complete a DBS check with us before the course starts. You will need identification, such as a passport or a driving licence. You will also need some documentation with your details on, such as a utility bill or a bank statement. You can get these ready now (you may have to ask your bank for assistance for example).
3. Listen to this podcast created by Research in Practice.
<https://www.researchinpractice.org.uk/children/content-pages/podcasts/adverse-childhood-experiences-what-they-tell-us-and-implications-for-social-care/>

It is about Adverse Childhood Experiences. Make some notes as you listen. Does the podcast make you think about your own practice? Or how you might think about children now as you consider going out into a placement? See also the research papers under the podcast recording. You might want to download and read/save them for your own research.

1.7 Curriculum design principles

Programme Rationale (summary)

This programme was approved in 2019 with our first cohort taught from 2020/21 academic year. The aim of this programme is to promote the role of social care within the community and to increase the number of qualified practitioners to support timely and effective multi-agency communications, assessments and early intervention for children and their families. As such the person-centred approach and content of this programme further supports the importance of the holistic nature of working with children, young people and families. It is designed to allow progressions from level 3 college courses such as children and young people and youth work. The course team has strong links with the sector and liaises on a regular basis. As a result, we have a strong range of placement opportunities for our students.

Context

The FdA Working with Children, Young People and Families programme has been designed alongside employers in order to ensure that on successful completion all graduates display knowledge and skills which allow them to enhance and further their practice. Focus groups and questionnaires provided a forum to canvas employers' views on the content, structure and delivery mode of the programme. The Section has strong links with a range of employers and continuing employer liaison will be possible through Academic Liaison Groups. Current learners from level three programmes, including Youth Work, Social Sciences and Health and Social Care, were invited to provide input for the development of the course content. Industry and sector representatives have offered feedback on the programme, enabling the team to ensure currency. We hold annual award celebrations and invite industry representatives to the university centre to ensure we maximise our links locally. The team attend conferences and are linked to numerous organisations to ensure we reflect national updates and changes too.

Content

The entire programme reflects and promotes the importance of inclusion, equality, diversity and rights as underpinning tenets and will be emphasised throughout.

The work based learning and subsequent reflection on practice form a core value of the course ensuring that students can contextualise and personalise their learning by linking it to their own placement/work-place. Yet at the same time the students will develop other areas of expertise and reflect upon their application and possible use in their sector. Praxis therefore forms a key part of the course.

The programme has been designed around the knowledge, behaviours, and skills of the Institute of Apprentices <https://www.instituteforapprenticeships.org/apprenticeship-standards/children-young-people-and-families-practitioner-v1-0>

Modules have been sequenced both from module to module and across the two years. For example, UCSD1022 Safeguarding children and young people begins the discussion about the requirement for many professionals working together to protect children, and this is picked up in UCSD1023 Multi-Agency working, where this is then studied in greater depth. UCSD Equality, diversity and cultural differences look at the rights of the individual and how inclusion can be implemented, and in year 2, level 5, UCSD Social Pedagogy picks up on the individual and how they can affect social change through education and practice.

The role and the actions of the professional is scrutinised and reflected upon in UCSD1021 Professional Practice links to all modules and in turn feeds into other modules such as UCSD Alternative Pedagogies and the values and principles required for a practitioner to work in a multi-agency context (UCSD1023).

Teaching and Learning Strategy

This programme is designed to be delivered face-to-face scheduled learning activities, with lecture capture facilities to assist inclusion. Students will be required to undertake guided independent learning in preparation for scheduled learning activities, and independent study towards assessments. UCSD currently uses MS Teams as an online collaboration tool, with students able to interact with their peers and module leader on the chat function, scheduled learning activities recorded and transcribed within the module channels, and module leaders able to give summaries and notices and remind students in an asynchronistic manner. Modules are designed to promote detailed understanding of complex issues affecting children, young people and families and the relevant sectors. Student-led seminars, research, analytical draft assessments, and problem-solving activities will cultivate independent and critical thinkers. An inquisitive approach will be further nurtured through expert guest lectures, group discussion and debate to gain a deeper understanding of the work of practitioners in the private and voluntary sectors, including local and central government, as well as providing insight into local, national, and international organisations. The programme is designed to develop students' skills and knowledge, aligned to local and national employment opportunities, and to assist them to apply these skills practically.

The teaching and learning strategy is built upon on the South Devon College Teaching and Learning Framework. The framework is underpinned by five core principles: the evidence-informed teacher, the evidence-informed learner, the ambitious and inclusive curriculum, the responsive teacher, and the confident and employable learner. As evidence-informed teachers, teaching practice is based on research applying cognitive psychology in the classroom (Rosenshine, 2012), to create learning cultures where students are secure in the key concepts, skills, and behaviours. In practice, our schemes of learning are designed to embed daily review, introducing new topics in small steps, using probing questions, offering guided practice, scaffolding new skills development, and opportunities for independent practice and regularly reviews.

As responsive teachers, we seek to create a learning culture that empowers staff to deliver a curriculum that is student-centred and responsive to prior knowledge, skills and behaviours, and the progress made by individual students. Collaborative learning and group work are incorporated into schemes of learning, enabling students to learn from and with their peers, and practice their thinking for formative feedback.

We support our students to be evidence-informed learners by prompting the development of study and academic skills, through scaffolding of skills and guided practice in the classroom, and study skills support from the dedicated HE Study team at the University Centre. We encourage students to learn the metacognitive skills to reflect on their learning, gather feedback, plan, and apply strategies for their learning to promote motivation and persistence in their studies.

The ambitious and inclusive curriculum is designed in response to the needs of our diverse student population, employers, and the local community. The modules and assessments allow students to extend their prior knowledge and experience, explore new and emerging topics, and investigate in depth an area of academic and/or professional interest. Creating a flexible and holistic curriculum allows a degree of personalisation for students. Inclusive teaching and learning practices, and the importance of our personal development programme embedded within the tutorial curriculum are designed to enable all students to thrive in their chosen area and develop their employability.

Resources

As a UCSD student you will have access to the following resources:

- Microsoft Office applications and OneDrive via your southdevon.ac.uk account
- MS Teams for online learning and communication with your peers and teaching team
- Moodle, South Devon College and the University Centre's virtual learning environment
- The South Devon College Learning Resources Centre (LRC) in the main college building. The LRC hosts the library with thousands of hard copy textbooks.
- The South Devon College online library, via Moodle, which hosts thousands of ebooks and online journals specifically selected for courses related to children and young people.

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

1.8 Knowledge, skills and behaviours developed on the programme

This programme is mapped to the Level 4 Children, Young People and Families Practitioner standard which can be accessed [at Institute for Apprentices here](#)

Module Titles	Knowledge
UCSD1022 UCSD1024 UCSD1090 UCSD2042 UCSD1025 UCSD1090 UCSD2041 UCSD2042 UCSD2043	Communication that enables the voice of the child, young person or family members to be heard
UCSD1023 UCSD1024 UCSD1025 UCSD1090 UCSD2041 UCSD2042 UCSD2043	Multiple factors that contribute to uncertainty in the lives of children, young people and families
UCSD1022 UCSD1023 UCSD1024 UCSD1025 UCSD1090 UCSD2038 UCSD2039	Equality, rights, diversity and cultural differences, and the values of the organisation in which you are working

UCSD2040 UCSD2041 UCSD2042 UCSD2043	
UCSD1024 UCSD1022 UCSD1090 UCSD2041 UCSD2042	The range of potential safeguarding risk factors (e.g. domestic violence, membership of gangs, missing children, online activity, radicalisation and Prevent agenda), the different forms of harm to children and vulnerable adults (e.g. neglect, child sexual exploitation, physical abuse, emotional abuse) and the local and national thresholds for safeguarding
UCSD1022 UCSD1090 UCSD2042	the safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent
UCSD1025 UCSD2042 UCSD2043	Child, adolescent and adult development
UCSD1022 UCSD1025 UCSD1090 UCSD2040 UCSD2042	The spectrum of needs and how they may be met
UCSD1022 UCSD1023 UCSD1024 UCSD1025 UCSD2038 UCSD2042 UCSD2039 UCSD2040 UCSD2043	The principles of effective assessment and the importance of analysis and professional judgement
UCSD1022 UCSD1090 UCSD2041 UCSD2042	Models for monitoring changes in a child, young person or family member's wellbeing
UCSD1022 UCSD1090 UCSD2041 UCSD2038 UCSD2039 UCSD2040 UCSD2042 UCSD2043	A range of evidence based interventions and their strengths and weaknesses
UCSD1021 UCSD1023 UCSD1024 UCSD1025 UCSD1090 UCSD2038 UCSD2040 UCSD2041 UCSD2042	Theories and guidelines underpinning sound practice

UCSD2043	
UCSD1022 UCSD1021 UCSD1023 UCSD1025 UCSD1024 UCSD1025 UCSD1090 UCSD2038 UCSD2039 UCSD2040 UCSD2041 UCSD2042 UCSD2043	Systems and policy frameworks for work with children, young people and families. e.g. education, health, care, employment, criminal justice, special educational needs and disabilities, first aid, safeguarding
UCSD1022 UCSD1021 UCSD1023 UCSD1024 UCSD1025 UCSD1090 UCSD2038 UCSD2039 UCSD2042 UCSD2043	The role of professional judgement and analysis in complex situations
UCSD1023 UCSD1024 UCSD1025 UCSD1090 UCSD2038 UCSD2039 UCSD2040 UCSD2041 UCSD2042 UCSD2043	The importance of considering ethics and values, challenging self and the systems in use
UCSD1022 UCSD1023 UCSD1025 UCSD1090 UCSD2041 UCSD2042 UCSD2043	Practice and principles of effective multi agency working

Module title	Behaviours
UCSD1022 UCSD1024 UCSD1025 UCSD1090	Care: Respecting and valuing individuals to keep them safe, being affirming and working with them to help them make a positive difference to their lives

UCSD2040 UCSD2041 UCSD2042 UCSD2043	
UCSD1022 UCSD1021 UCSD1024 UCSD1025 UCSD1090 UCSD2040 UCSD2041 UCSD2042 UCSD2043	Compassion: Consideration and concern for children, young people and their families, combined with an understanding of the perspective of those you work with
UCSD1022 UCSD1021 UCSD1023 UCSD1024 UCSD1025 UCSD1090 UCSD2040 UCSD2042 UCSD2043	Courage: Honesty and a positive belief in helping children, young people and families. Being confident when faced with confrontation, holding a safe space to manage and contain really difficult behaviours and working with children, young people and families to challenge and enable them to fulfil their potential
UCSD1022 UCSD1021 UCSD1023 UCSD1090 UCSD1025 UCSD2040 UCSD2042 UCSD2043	Communication: Your work is based on building effective relationships, being perceptive and empathic and building good rapport
UCSD1022 UCSD1021 UCSD1023 UCSD1024 UCSD1025 UCSD1090 UCSD2040 UCSD2041 UCSD2042 UCSD2043	Competence: The relationships you build to effect change for children, young people and families will be informed by social care ethics and values and will be developed through reflective practice.
UCSD1022 UCSD1023 UCSD1024 UCSD1025 UCSD1090 UCSD2038 UCSD2039 UCSD2040 UCSD2042 UCSD2043	Commitment: Creating sustainable change in others by working alongside children, young people and families and being authentic, consistent, patient, persistent and resilient

Module Titles	Skills
UCSD1022 UCSD1025 UCSD1090 UCSD2042	Communicates in way that enables the voice of the child, young person or family members to be heard
UCSD1022 UCSD1023 UCSD1024 UCSD1025 UCSD1090 UCSD2040 UCSD2042 UCSD2043	Encourages individuals to engage positively with their community and relevant agencies and actively participate in the way their care and support is delivered
UCSD1022 UCSD1021 UCSD1023 UCSD1025 UCSD1024 UCSD1090 UCSD2038 UCSD2039 UCSD2040 UCSD2041 UCSD2042 UCSD2043	Actively promotes respect, equality, diversity and inclusion
UCSD1022 UCSD1023 UCSD1025 UCSD1090 UCSD2041 UCSD2042 UCSD2043	Works together with children, young people and families to keep them safe and manage risk and promoting the development of skills the family need to successfully manage risk themselves
UCSD1022 UCSD1023 UCSD1025 UCSD1090 UCSD2042	works with and supports other professionals to respond to safeguarding concerns
UCSD1022 UCSD1023 UCSD1024 UCSD1025 UCSD1090 UCSD2040 UCSD2042	Identifies the influences on the individual and the family and supports them to make informed choices
UCSD1022 UCSD1024 UCSD1021 UCSD1023	Identifies and manages evidence-based approaches and evaluates their effectiveness

UCSD1025 UCSD1090 UCSD2038 UCSD2041 UCSD2042 UCSD2043	
UCSD1023 UCSD1021 UCSD1025 UCSD1090 UCSD2038 UCSD2040 UCSD2041 UCSD2042 UCSD2043	Contributes to the development of a resilient, consistent and persistent approach to practice
UCSD1022 UCSD1021 UCSD1023 UCSD1025 UCSD1090 UCSD2040 UCSD2042	Models clarity of purpose, clear expectations and a professional approach to decision making
UCSD1021 UCSD1025 UCSD1090 UCSD2041 UCSD2042 UCSD2043	Appropriately challenges and/or offers alternative perspectives with the children, young person
UCSD1022 UCSD1090	works with and supports other professionals to respond to safeguarding concerns
UCSD1022 UCSD1023 UCSD1090 UCSD2042	Builds networks with others and contributes to the development and evaluation of interventions
UCSD1022 UCSD1023 UCSD1090 UCSD2043	Challenges interagency non-performance
UCSD1022 UCSD1090 UCSD2042	Negotiates and navigates the systems of social welfare to secure effective joint outcomes
UCSD1022 UCSD1024 UCSD1025 UCSD1090 UCSD2042	Engages effectively with child, young person and/or family members
UCSD1022 UCSD1090 UCSD2042	Supports children, young people or vulnerable adults to identify and take action to deal with safeguarding risk

1.9 Assessment and feedback strategy

Assessment of your learning is an essential part of attaining your qualification. Your assessments will be design in accordance with the UCSD Assessment Policy <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> and the assessment guidance on the UCSD website <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/>

Your module leaders will support you to develop the skills to succeed in your assessments. But you can also use the self-directed guidance on <https://www.ucsd.ac.uk/student-life/support/assessment-guidance/> and receive one-to-one support from the HE Study team by contacting HEstudy@southdevon.ac.uk

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

Apprentices are initially assessed against the knowledge, skills, and behaviours (KSBs) and learning outcomes of the course. An initial skills scan is carried out by the University Centre South Devon in partnership with the employer. Examples of learning that take place in the workplace ('on-the-job') as well as through the delivery of 'off-the-job' hours are below. On-the-job learning is recorded to assure the ESFA that each apprentice has received at least 20% off-the-job learning/training. The breakdown of the off-the-job training for each apprentice is recorded in the commitment statement. Acquisition of knowledge and understanding takes place through a combination of face-to-face lectures, small group seminars/workshops and work-based learning tutorials, online learning resources material and guided independent study.

There are two assessments per 20 credit modules. The programme aims to use a variety of assessment methods which develop students' employability skills ensure inclusivity and the development of a variety of transferable skills, the programme will include a range of assessment methods such as practical's, presentations, case studies, reports, essays, articles, posters, primary research, reflective diaries, professional discussions, and research projects. There is also a competency form to submit, which is completed with a workplace mentor. To complete the apprenticeship route apprentices must undertake an end-point assessment. The EPA has assessment methods of a project report; a presentation with questioning; and professional discussion underpinned by a portfolio of evidence. The assessment approach on the programme supports students' development of skills relevant to this. This assessment will take place following achievement of the Foundation Degree and confirmation of achievement of level 2 Maths and English (or equivalent qualifications). It is the employer's responsibility to determine when the student is ready for the end-point assessment, but advice can be sought from the student's academic team. The end-point assessment is undertaken by an independent assessor and must be carried out in accordance with the Apprenticeship Standard for the Working with Children, Young People and Family Practitioner Level 4 Assessment Plan.

A variety of assessment types will be utilised in both draft and summative assessment. Graduates are expected to have interpersonal, leadership and analytical skills, alongside subject specific knowledge. Within the placement aspect of the programme, whether volunteering or employed, students will work alongside other professionals and organisations to overcome barriers maximise independence and improve outcomes for children, young people and families.

Coursework Assessment on this programme is submitted via Turnitin on the SDC online learning platform (Moodle). The programme team will facilitate access to appropriate support, such as ICT support, to enable successful submission, assessment and feedback.

To ensure the currency of the programme content, assessments, where appropriate, will be designed in collaboration with local stakeholders. This will support local industry research requirements, support the employability of students, and model the importance of research informed practice.

The Certificate of Higher Education in Working with Children, Young People and Families (accelerated programme) will have both a September and January to align with employer lead initiatives. Subject assessment panels and Assessment Award boards will be held throughout the year according to academic regulations with referral periods taken into account. This will be on an exceptional basis, as the panels and boards may not align with the scheduled meetings in the academic year.). The foundation degree will adopt the traditional model of a two-semester academic year structure. Where there is overlap of the delivery of modules, these will be cross-taught to reduce the risk and opportunity for academic dishonesty and enable student's individual application to own work placement aligning to future employability.

1.10 Student Support Hub

The University Centre South Devon (UCSD) is committed to an ethos of equality and inclusivity. How we will support you is set out in the Student Development Policy, available on the UCSD website <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/> By becoming a UCSD student you enter a partnership with us, committing yourself to positively engaging and actively taking part in scheduled learning activities, self-directed learning and alerting your teaching team and/or the Student Support Hub to any additional needs you have. In return we commit to support you to achieve your potential. This relationship is set out in our Student Charter <https://www.ucsd.ac.uk/student-life/essential-information/academic-regulations-and-procedures-and-policies/>

The UCSD Student Support Hub <https://www.ucsd.ac.uk/student-life/support/> is based on the ground floor of the University Centre. Many students think that the Support Hub is only for when they have exhausted all other avenues of support. But we encourage you to seek us out as soon as you think that you are struggling, because it is much easier to solve issues when they emerge. Also, students may feel that they are expected or should be able to manage any difficulty, but it is better to contact us to discuss what we can support, rather than make that decision yourself. Therefore, all students are encouraged to contact the Hub team early in their student journey, the service is available year-round except for closure days (normally around Christmas, so that you can be supported to thrive:

- **HE Study Team**

The HE Study Team's role is to support you to develop your study and academic skills. You may have just progressed from a Level 3 course such as A' Levels, Access to HE, BTEC, or a Level 3 Diploma, or not have studied for many years, but everyone will find the step up to Higher Education learning a challenge and for some it will be more challenging we are here to support everyone. The team are here to support you to enjoy and make the most of your academic studies, that includes students who are doing well and want to do better and those for whom learning is more challenging. There is a wealth of resources on the UCSD website <https://www.ucsd.ac.uk/student-life/support/study-skills/> and you can book one-to-one sessions by emailing HEstudy@southdevon.ac.uk sessions can be held face to face or on MS Teams.

- **HE Disability Team**

If you have a disability or difficulty, whether that is physical, mental health or a learning difficulty, rest

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

- **HE Wellbeing Team**

The Wellbeing team can provide support to students experiencing wellbeing challenges that impact on their studies we understand that studies can face many difficulties so, don't be afraid to speak to us. The team offers urgent and regular support to help you adjust to and manage student life, stay positive and motivated, encourage you to continue with your studies, and manage the unexpected. Students who have mental health difficulties can apply for disability support to provide regular and specialist support. For more information see <https://www.ucsd.ac.uk/student-life/support/wellbeing-support/> or contact HEwellbeing@southdevon.ac.uk

- **HE Employability**

The Employability team are available to support you as your career plans develop. They can offer placement opportunities and help you to find appropriate work while you are studying. You can discuss your ideas, gain support researching opportunities, have feedback on your CV, personal statement or job application, and practice your interview skills. For more information see <https://www.ucsd.ac.uk/employability-and-next-steps/> or contact HEemploy@southdevon.ac.uk

Before you start your programme, you should engage with the Stepping up to Higher Education resources on our website <https://www.ucsd.ac.uk/stepping-up-to-higher-education/> and attend the workshops held by the HE Study team as these provide a detailed and useful introduction to your new academic life. There will also be a course induction by the programme team a week before teaching starts.

UCSD encourages all students to actively engage with their tutor and the HE Student Support Hub to access study skills, wellbeing, disability, and employability support throughout their studies. Make the most of the support available to you, so that you can gain the best degree.

1.11 Preparation for Employment, further academic study and personal development

This programme can lead to employment in a wide range of roles within the local authority, education and the charity sector, for example.

Employability of graduates is a significant driving force in the design of this programme. Meetings with a range of local stakeholders have taken place to inform the development and structure of the programme. The knowledge, skills and behaviours (KSBs) identified within the standard in the higher-level apprenticeship for Working with Children, Young People and Families have been utilised to inform the module content and placement competencies. The use of the KSBs from the Higher-Level Working with Children, Young People and Families Apprenticeship standard enables mapping of the foundation degree modules to the HLA. The KSBs were written by employers to ensure the foundation degree complies with national as well as local industry requirements. Strong partnerships with employers will also enable

industry visits and guest speakers to advance student knowledge and experience in context beyond their own work placement. Preparation for employment and personal development are central to the programme. It is delivered as part of the module teaching and assessment, weekly tutorial, employability, and enrichment activities, and UCSD opportunities, and in conjunction with the UCSD Employment and Academic Outcomes Officer. As much as practicable, these activities will be organised to enable students to work with students from across the University Centre, widening their social and professional network, and fostering a sense of belonging to UCSD.

The personal tutor and teaching team will deliver a package of employability and enrichment activities for students. This may include exchange visits to different students' workplace settings; guest speakers; local, national and/or international visits to explore module and/or employability relevant sites and acting as an advocate for the programme at open events, with employers or with students on other levels of study. As much as possible these activities will be co-ordinated to enable students to work with their peers from other foundation degree courses within the Children and Young People programmes, in line with UCSD tutorial policies.

On successful completion, students can progress onto

UCSD - BA (Hons) Childhood and Youth Studies

UCSD - BSc (Hons) Social and Therapeutic Interventions

1.12 UCSD Enterprise and Employability Framework Mapping

The UCSD Enterprise and Employability Framework sets out employability criteria that every UCSD graduate should achieve. Evidence here activity within the programme, or signpost to further support, that matches each of the criteria:

FHEQ level: 6						
Employability Criteria	Definition	Programme Aims and Intended LOs	Module Aims and LOs	Assessment	Extra activity (i.e. trips)	Other UCSD areas of activity
Job-specific skills	Students demonstrate the specialist and technical knowledge and skills needed by employers (in the sector) locally and nationally.	PA1, A2, A3, A4, A4 ILO 8.1.2 & 3 ILO8.2.3 ILO 8.3.1 & .4 ILO 8.4.1, 2, 3 & 4 ILO 8.5. 1, 3 & 4.	UCSD1023 UCSD1025 LO4, UCSD1026	UCSD1023, A2 UCSD1021 P1	Trips and activities to be arranged for both years	Signposting to HE Study Skills support 1. Input from Employability Officer in tutorial HE support hub
General skills (aka. Transferable skills, 'soft' skills)	Students demonstrate the general knowledge, behaviours, and skills needed by every employer and workplace.	PA1 ILO 8.1.1 ILO 8.1.3 ILO 8.2.2 & 3 ILO 8.3.1,2,3 &4 ILO 8.4. 1, 3 & 4. ILO 8.5. 1, 3 & 4.	UCSD1021 All LOs	UCSD1023, A2 UCSD1021 P1	Grade boosting week now added to programme	HE support hub Signposting to HE Study Skills support
Digital skills	Students demonstrate the essential digital knowledge, behaviours,	PA4 ILO 8.1.4 ILO 8.2.2 ILO8.3.2	All modules use digital skills for inputs	UCSD1025 C2	Grade boosting week now added to programme	HE support hub

	and skills needed by employers.					Signposting to HE Study Skills support
Practice and Experience	Students apply their knowledge and skills to specific career-relevant situations, and within career-relevant contexts.	PA1, PA2, PA3 PA4	UCSD1022 LO4 UCSD1023 UCSD1026 UCSD2042 UCSD2039 UCSD1024 LO 2 UCSD1026 LOs 3, 4	UCSD1022 P1 UCSD1023, A2 UCSD1021 P1 UCSD1025 C1, C2		
Careers Guidance	Students explore their knowledge, skills, and behaviours, in terms of their future, employment, and chosen career areas.	PA2 ILO8.3.4 ILO 8.4.1, 3 & 4	Tutorial	UCSD1021 P1	Seminars and enhancement days to be organised Annual awards evening with industry/placements invited	HE support hub HE Employability
Enterprise	Students create ideas, set within practical situations, which lead to cultural, social or economic value. This can, but does not have to, lead to venture creation.	PA3 PA5 ILO 8.1.4 ILO 8.2.4 ILO 8.3.3 ILO 8.5.3	UCSD1021 LO4 UCSD1024 LO4 UCSD2040	UCSD2040 UCSD2038 C1		
Personal Development	Students reflect on their identities, qualities, and values to better understand themselves, from which to make	PA2, PA4 ILO 8.1.3 ILO 8.3.3 ILO 8.4.3 ILO 8.5.2	UCSD1021 LO2 UCSD1023			

	informed choices about future employment.					
Professional Behaviours	Students display the professional behaviours required of best practice and suitable for general employment.	PA2 ILO 8.1.3 ILO 8.3.3 ILO 8.4.1 & 4 ILO 8.5.1	UCSD2021 LO2,4 UCSD2043 UCSD2039			
Networking	Students have opportunities to grow and utilise personal networks of support for a wide range of career- and industry-related activities.	PA1	Tutorial UCSD1022 UCSD1023 UCSD1026 UCSD2042 UCSD2039		Enhancement days are opened for outside agencies and industry reps, networking is modelled on these occasions Annual awards evening with industry/placements invited	
<p>Further information:</p> <p>Employability is a vital part of the learning journey of all UCSD students and is integrated throughout the programme at FHEQ Level 6. As detailed in the UCSD Enterprise and Employability Framework, UCSD students develop their employability across nine criteria. This section highlights any other areas of activity, signposting, or links to industry and employer standards.</p>						<p>Extra employability-related activity will be recorded on the Employability Activity Form.</p>

1.13 Student engagement in ongoing programme development

UCSD sees students as partners in their academic process, we actively seek and respond to your feedback at several points within the year. You and your course peers will elect a Student Representative to represent your views at Student Consultative Forum three times a year. The Lead Student Rep, elected by the whole student body also acts as a Student Governor in South Devon College's governance structures to represent your views. Students are also asked to give early and end of module review feedback to improve module delivery, and surveys about their student satisfaction once a year. In addition, students can always discuss any concerns or areas of good practice with their personal tutor.

Below, we outline the recent feedback that has been received from students and how we have developed the programme in response to that feedback.

You said:	We did:
9/2/2022 Cohort did not like the podcast within the UCSD2040 social Pedagogy assessment (End of Module reviews)	The assessment is being changing for the next academic year.
9/2/2022 Timing of the tutorial was not liked and some struggled with it (End of Module reviews)	The tutorial has been re-timetabled for the next academic year

1.14 Applicable Regulations, Policy and Procedures

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

Policy/Procedure/Regulation	Provision	Comments
Regulations		
Terms and Conditions	UCSD	
Fee Policy	UCSD	
Admission Policy	UCSD	
Academic Complaints Policy	UCSD	
Service Complaints Policy	UCSD	
Code of Conduct and Disciplinary Policy	UCSD	
Fitness to Study/Study and Wellbeing Review Policy	UCSD	
Academic Offences Policy		
Extenuating Circumstances Policy	UCSD	
Academic Appeals		
Assessment Policy	UCSD	
Other – please stipulate		

2. Programme Specification

2.1. Programme Specification

On the following pages, you will find the specification for your programme; this provides a detailed overview of the programme as a whole. It explains what you will learn and how you will be assessed throughout the two stages of your Foundation Degree. The Programme Learning Outcomes Map specifies the knowledge and skills you will develop at each stage of your Foundation Degree.

Final award Certificate Higher Education in Working with Children, Young People and Families and FdA Working with Children, Young People and Families

UCAS code CYPC

HECOS code 100459

Awarding Institution: South Devon College

Teaching institution(s): South Devon College

Accrediting body: N/A

2.2. Distinctive Features of the Programme and the Student Experience

This programme is designed to promote the role of social care within the community and to increase the number of qualified practitioners to support timely and effective multi agency communications, assessments and early intervention for children and their families. This programme is developed from a perspective of the wide-ranging roles within the children and young people's sector, the agencies involved and the practices within the sector. Whereby the academic and practice skills developed whilst on the programme and beyond have an impact on the social care sector. The entire programme reflects and promotes the importance of inclusion, equality, diversity and rights as underpinning tenets and will be emphasised throughout.

The FdA Working with Children, Young People and Families programme has been designed alongside employers in order to ensure that on successful completion all graduates display knowledge and skills which allow them to enhance and further their practice. The Section has strong links with a range of employers and continuing employer liaison will be possible through Academic Liaison Groups. The innovative design of the programme will take account of future developments in the sector.

The emphasis of work based learning and subsequent reflection on practice form a core component of the course ensuring that students can contextualise and personalise their learning by linking it to their own settings. It introduces a range of techniques and practices relating to communicating with children and young people and underpins this with an understanding of child development and psychology. The modules emphasise the legal and ethical context which encompasses all work within the social care sector and links to the aims of the programme. It develops specific skills of practice and the ability to reflect upon practice, enabling students to tackle independent study. Module delivery has been devised to provide students with a holistic approach to the topic areas allowing in depth investigation and transferability of the subjects. There will be two options for study, full and part time delivery. All students regardless of mode of study will have a personal tutor with scheduled and additional time available for tutorial support. The full-time provision will be run over two days a week over two years. The part-time provision will be run over one day a week over three years.

Promotion of a wide the range of experiences including practice, guest speakers sharing their expertise and visits to specialist industry providers, students will be prepared to pursue a broad range of occupations in the social care sector. The programme promotes flexibility in career choice in line with industry driven changes. Promoting progression and employment for all students, the course will continue to meet the identified growing needs at local level for skilled practitioners within the social care sector.

2.3. Relevant QAA Subject Benchmark Group(s)

Social Work (2016)

Social Policy (2016)

Youth and Community Work (2017)

Early Childhood Studies (2014)

Foundation Degree Characteristic Statement (2015)

Revised Quality Code

- Advice and Guidance
- Working with others

2.4. Programme Structure

Full Time

Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester of Delivery	Core/ Optional
UCSD1021	Professional Practice	20	1	All Year	Core
UCSD1022	Safeguarding Children and Young People	20	1	All Year	Core
UCSD1023	Multi-agency Working	20	1	All Year	Core
UCSD1024	Equality, Rights, Diversity and Cultural Differences	20	1	All Year	Core
UCSD1025	Lifespan Development	20	1	All Year	Core
UCSD1090	Assessment, Policy and Parenting	20	1	All Year	Core

Level 5					
Module Code	Module Title	Credits	Year of Delivery*	Semester of Delivery	Core/ Optional
UCSD2038	Research Methods	20	2	All Year	Core
UCSD2039	Professional Investigation	20	2	All Year	Core
UCSD2040	Social Pedagogy	20	2	All Year	Core
UCSD2041	Social Policy and Practice	20	2	All Year	Core
UCSD2042	Supporting Social and Emotional Wellbeing	20	2	All Year	Core
UCSD2043	Professional and Personal Development	20	2	All Year	Core

Part Time

Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester of Delivery	Core/ Optional
UCSD1021	Professional Practice	20	1	All Year	Core
UCSD1022	Safeguarding Children and Young People	20	1	All Year	Core
UCSD1023	Multi-agency Working	20	1	All Year	Core
UCSD1024	Equality, Rights, Diversity and Cultural Differences	20	2	All Year	Core
UCSD1025	Lifespan Development	20	2	All Year	Core
UCSD1090	Assessment, Policy and Parenting	20	1	All Year	Core

Level 5					
Module Code	Module Title	Credits	Year of Delivery*	Semester of Delivery	Core/ Optional
UCSD2038	Research Methods	20	3	All Year	Core
UCSD2039	Professional Investigation	20	3	All Year	Core
UCSD2040	Social Pedagogy	20	2	All Year	Core
UCSD2041	Social Policy and Practice	20	2	All Year	Core
UCSD2042	Supporting Social and Emotional Wellbeing	20	3	All Year	Core
UCSD2043	Professional and Personal Development	20	3	All Year	Core

*All level four modules need to be completed prior to undertaking and completing the level 5 modules within the programme. The timetable will allow the completion of the modules in sequence to support the development of knowledge from level 4 to 5.

2.5. Foundation Degree Characteristic Statement WBL Exercise

Foundation Degree Characteristic Statement Requirement	Programme Response
<p>How is WBL articulated within your Foundation Degree?</p> <p>How are students given the opportunity to apply the skills and knowledge they have acquired as an integrated element of their programme?</p>	<p>WBL has been included within the foundation degree with the Level 4 Professional Practice module where students are required to undertake work experience with a minimum of 100 hours at Level 4.</p> <p>Within all modules there will be opportunities to explore employability within the context of the sector. Individual requirements for progression will be discussed with students throughout the tutorial programme.</p> <p>During modules of study and on placement students will have the opportunity to use industry standard terminology, discuss and apply experience from practice and knowledge of the legislative requirements for employment. Students will draw on their practical experiences to inform and develop their academic skills through the completion of academic work such as case studies, reflections and research projects.</p> <p>Guest speakers will be invited in to discuss current issues facing children, young people and families locally and nationally and contemporary and innovative approaches for effective intervention.</p> <p>Students will have the opportunity to attend conferences. The staff team will continually seek appropriate conferences linked to the sector to contextualise the learning from the course into the wider social care environment such as those held by <i>The Academy for Social Justice and Commissioning</i> for example Early Childhood Trauma and County Lines updates.</p> <p>Opportunities will be provided where students can present their own research during the Research Showcase, a college wide annual event. Students will also have the opportunity to listen to a sector wide keynote speaker.</p>

<p>Which modules does WBL feature?</p> <p>How is WBL assessed within the programme?</p>	<p>WBL has been included within the foundation degree with the Level 4 Professional Practice module where students are required to undertake a work experience with a minimum of 100 hours at Level 4.</p> <p>These modules require students to create a portfolio of evidence linked to their practice. The assessments include evidence of academic writing for reflections and a reflective development plan for improvement.</p>
<p>How do students monitor the WBL opportunities and evaluate this?</p>	<p>Students will monitor their placement hours as required by the course. The expectation of WBL is clearly outlined from the beginning of the programme with a designated WBL Handbook and templates for completing and recording placement related activities. Opportunities for regular communication with the Placement Coordinator, within tutorial and during the professional practice module, will also support the process ensuring students are on target with the programme requirements.</p>
<p>How are employers and WBL providers involved in the regular review and monitoring of the programme?</p>	<p>Employers and WBL providers are regularly invited to University Centre South Devon to ensure continued involvement in the programme and the students they will be supporting on the programme.</p>

2.6. Programme Aims

The programme will:

1. Enable students to develop knowledge, personal skills and personal interests in areas relevant to community and social care policy and practice
2. Enable students to develop a critical understanding of policy and practice, through the provision of a range of modules and learning experiences, relevant to the future needs of students considering employment or further study in the areas of community and social care practice.
3. Enable students to critically analyse the contribution of a range of social, behavioural and political concepts and apply to community and social care policy and practice.
4. Develop skills of research analysis, reflection and evaluation and apply these skills in community practice development.
5. Provide students with the opportunity to study particular areas and themes in community practice in depth.

2.7. Programme Intended Learning Outcomes

Knowledge and understanding

On successful completion graduates should have developed:

- 1) A comprehensive knowledge and understanding of legislation and theoretical perspectives that can be applied in social care settings.
- 2) A comprehensive understanding of how theory and research inform practice.
- 3) The ability to identify and explain the importance of empowerment/ anti-oppressive practice and other key concepts in community practice to address human and social need.
- 4) The ability to assimilate knowledge and understanding for the purpose of the primary research.

Cognitive and intellectual skills

On successful completion graduates should have developed:

- 1) The ability to critically discuss relevant legislation, policy, theory, research and frameworks relating to social care and child development, and critically evaluate the impact on holistic development.
- 2) Higher level research and academic writing skills, with the ability to apply results and findings to inform/ develop social care practice.
- 3) The ability to demonstrate praxis within an identified area of focus and practical skill.
- 4) The ability to synthesise information from a range of valid and reliable sources to form a coherent and critical argument pertaining to related issues.

Key and transferable skills

On successful completion graduates should have developed the ability to:

- 1) Plan, undertake and evaluate research, relating to intervention, to support children's safety and development.
- 2) Deploy established techniques of critical analysis and enquiry used within relevant subjects.
- 3) Critically evaluate evidence from different perspectives to reach sound judgements and communicate them effectively.
- 4) Undertake assessments in a variety of different contexts to develop appropriate strategies to support children, young people and their families.

Employment related skills

On successful completion graduates should have developed:

- 1) Confidence and flexibility in their ability to undertake assessments in a work environment related to children, young people and families and to identify solutions through appropriate intervention.
- 2) An awareness and commitment to appropriate ethical practice in complex and unpredictable contexts, developing innovative and supportive techniques in working with children, young people and their families.
- 3) The ability to work professionally with children, young people and families in a social care setting.
- 4) Professional appropriate boundaries when working in a multi-disciplinary team.

Practical skills

On successful completion graduates should have developed:

- 1) Appropriate ethics, values and beliefs for working with children, young people and adult workforces including anti-discriminatory practice and equality of opportunity.
- 2) The ability to demonstrate critical reflection and build upon personal professional knowledge and skills whilst working in their setting.
- 3) The ability to apply conventional and innovative methods in the planning, delivery and evaluation of intervention to maintain safety and to support the development of children, young people and families.
- 4) The ability to set goals, plan a work programme and manage time effectively.

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

NB The following table is a draft exemplar for an undergraduate programme

All applicants must have GCSE (or equivalent) Maths and English at Grade 4 or above (C or above). All offers are subject to applicants securing a placement, which will enable them to meet the competencies within the professional practice portfolio.

Entry Requirements for FdA Working with Children, Young People and Families	
A-level/AS-level	Normal minimum entry requirements are 48 UCAS points at A-level
National Diploma/QCF Extended Diploma	National Certificate/Diploma or Extended Diploma in a related subject
Access to Higher Education at level 3	Pass grade achieved
Welsh Baccalaureate	24 points from WB
Scottish Qualifications Authority	48 points minimum from Higher Certificate
Irish Leaving Certificate	48 points minimum from Higher Certificate
International Baccalaureate	24 Points If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:	An appropriate* enhanced DBS certificate is required on point of entry to the course in order to safeguard the future employment of students within the workplace. *Any DBS certificate received which contains positive information relating to a criminal conviction or caution will be reviewed by a panel chaired by the DSL, to determine suitability for the programme in line with safeguarding requirements. Acceptance for workplace practice is at the discretion of the organisation.

2.9. Progression criteria for Final and Intermediate Awards

Students who successfully complete this programme can apply to progress on to a variety of top up programmes within the University Centre South Devon including:

BA (Hons) Child Development and Education
BA (Hons) Education, Development and Society
BSc (Hons) Enhanced Integrated Care

Also to the University of Plymouth:
BA (Hons) Education Studies

Progression opportunities for further study and career prospects will be discussed with all students as part of the ongoing tutorial delivery throughout the academic year. Guidance will be provided for students individually to secure progression opportunities with alternative Higher Education providers. Top up to a Masters in Social work, following completion and achievement of an agreed Level 6 programme, will provide a pathway into social work.

2.10. Non Standard Regulations

The Fitness to Practice policy will be initiated to support the student and employer with regard to professional practice where appropriate.

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

2.11. Transitional Arrangements

Transition to this programme will be on an individual basis and will take into account the suitability of prior study and achievement in terms of APL.

Appendices:

Programme Specification Mapping (UG) – core/elective modules

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

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)																				Compensation Y/N	Assessment Element(s) and weightings C1- coursework P1 - practical
		Knowledge & understanding				Cognitive & intellectual skills				Key & transferable skills				Employment related skills				Practical skills					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Level 4	Professional Practice			/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	N	C1- 100% P1 –P/F
	Safeguarding Children and Young People	/	/	/		/	/	/	/	/	/	/	/	/	/	/	/			/	Y	C1- 50% P1 –50%	
	Multi-agency Working	/	/	/		/	/	/	/	/	/	/	/	/	/	/				/	Y	P1- 50% C1- 50%	
	Equality, Rights, Diversity and Cultural Differences			/		/	/	/	/		/	/	/		/			/	/	/	Y	C1- 100%	
	Lifespan Development					/	/	/	/	/	/	/	/	/	/	/		/	/	/	/	Y	C1- 100%
	Assessment, Policy and Parenting	/	/	/		/	/	/	/	/	/	/	/	/	/	/		/	/	/	/	Y	C1- 100%
Level 4 LOs		/	/	/		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/			
Level 5	Research Methods	/	/	/	/	/	/	/	/	/	/	/	/		/			/	/	/	/	Y	C1- 100%
	Professional Investigation		/	/	/	/	/	/	/	/	/	/	/		/			/	/	/	/	Y	C1- 100%
	Social Pedagogy	/	/	/		/	/	/	/		/			/		/	/	/	/	/	Y	C1 – 50% P1 – 50%	
	Social Policy and Practice	/	/	/		/	/	/	/		/	/		/	/		/	/	/	/	Y	C1- 100%	
	Supporting Social and Emotional Wellbeing	/	/	/		/	/	/	/	/	/	/		/					/	/	Y	C1 – 100%	
	Professional and Personal Development		/	/			/	/	/	/	/	/			/	/	/	/	/	/	Y	C1- 100%	
Level 5 LOs		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/			
Confirmed Award LOs		/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/			

2. Module Records

South Devon College Module Record

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

MODULE CODE: UCSD1021 **MODULE TITLE:** Professional Practice
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 101088
PRE-REQUISITES: None **CO-REQUISITES:** NA **COMPENSATABLE:** N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

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

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

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	Pass/Fail
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Working with Children, Young People and Families

Professional body minimum pass mark requirement: NA

MODULE AIMS:

To enable students to explore their own professional practice and how it contributes to positive change, shared goals and outcomes for children, young people and families. Students will create a professional portfolio of experiences, reflections and case report to demonstrate their ethical practice and collaborative working.

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

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

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

DATE OF APPROVAL: 11/06/2019	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 24/12/2020	SEMESTER: All Year
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2022/23

MODULE LEADER: Lisa Rogers

Summary of Module Content

NATIONAL COST CENTRE: 135

OTHER MODULE STAFF: Lauren Beamish

Reflective Practice

Professional and personal development -portfolio building

Professionalism, professional identity

Group work and Communication skills

Presentation

Time management

A focus on values that prepare students for future careers – Care, Compassion, Competence, Communication, Courage, and Commitment.

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assessment 1: Blog (LO1) A blog linked to the role of a professional	20%
	Assessment 2: Professional Practice portfolio (LO2, 3 and 4)	80%
		Total = 100%
Practical	Completion of 100 hours practice and competency document completed and signed off.	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio – (LO 1, 2,3,4) Completion of the professional practice portfolio with reflections and evidence to support the learning outcomes	Total :100%
Practical	Completion of 100 hours practice and competency document completed and signed off.	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Lisa Rogers Date: 5/07/2022	Approved by: Anna Neale Date: 06/07/22

South Devon College Module Record

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

MODULE CODE: UCSD1022 **MODULE TITLE:** Safeguarding Children and Young People
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100455
PRE-REQUISITES: None **CO-REQUISITES:** **COMPENSATABLE:** Y
SHORT MODULE DESCRIPTOR: (max 425 characters)

This module will develop students' knowledge and understanding of harm and risks for children within families and the community and how abuse occurs.

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

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Working with Children, Young People and Families

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Identify potential safeguarding risk factors and the nature of child abuse 2. Examine appropriate responses to safeguarding and child protection concerns 3. Discuss the rights of the child and the voice of the child in relation to safeguarding and child protection 4. Describe the policy and legal frameworks for safeguarding and child protection practice	Knowledge and Understanding - 2 Cognitive and intellectual skills - 3 Key and transferable skills – 3,4 Employment related skills – 1,2,3,4 Practical skills – 1,2,3,4
DATE OF APPROVAL: 11/06/2019	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 24/12/2020	SEMESTER: Semester 1
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23

MODULE LEADER: Caroline Knight

NATIONAL COST CENTRE: 135

OTHER MODULE STAFF: Kelly Laywood

Summary of Module Content

- safeguarding and child protection
- risk factors in safeguarding, and the nature of child abuse
- interpreting the wide range of legislation, policy and practice in existence.
- history and evolution of child protection, understanding the complexities through the use of case studies and published serious case reviews
- children's rights, both legally and practically
- locate the child's voice in policy and practice
- Roles and responsibilities

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report	Report: LO3 & 4 Identify legal and policy frameworks whilst highlighting the rights and voice of the child 50%
Practical	Seminar	Seminar LO1 & 2: Discuss, in a group seminar with peers, your research about the range of child abuse and the appropriate responses to it. 50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Report	LO 3 & 4 Report: Identify legal and policy frameworks whilst highlighting the rights and voice of the child 50%
Coursework	Written blog	LO1 & 2 Write a blog exploring the range of child abuse, briefing others about how to identify and the appropriate responses to the abuse 50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Caroline Knight Date: 05/06/22	Approved by: Lisa Rogers Date: 06/06/22

South Devon College Module Record

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

MODULE CODE: UCSD1023 **MODULE TITLE:** Multi-agency Working
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100459
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: (max 425 characters)

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

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

E1 (Examination)		C1 (Coursework)	50%	P1 (Practical)	50%
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Working with Children, Young People and Families

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> 1. Identify the key principles of multi-agency working. 2. Discuss current policy in relation to multi-agency working. 3. Explore potential barriers to effective multi-agency working and explore ways to overcome them. 4. Evaluate the skills and strategies employed within effective multi-agency working. 	Knowledge and Understanding – 1,2 Cognitive and intellectual skills – 1,3 Key and transferable skills – 4 Employment related skills – 2,3,4 Practical skills – 3,4
DATE OF APPROVAL: 11/06/2019	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 24/12/2020	SEMESTER: All Year
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2022/23

MODULE LEADER: Caroline Knight

NATIONAL COST CENTRE: 135

OTHER MODULE STAFF: Lise Rogers

Summary of Module Content

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

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Briefing report 2,000 words (LO1,2) Create a report to brief other practitioners about the key principles and the relevant policies for successful multi-agency working	Total:50%

Practical	Professional discussion 45 mins per group (LO3, 4) Within allocated groups, plan a multi-agency meeting by discussing possible barriers that might be experienced and strategies to use, within multi-agency working.	Total: 50%
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REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Briefing report 2,000 words (LO1,2)	Total:50%
Coursework	Report linked to practice, evidencing multi-agency working 2,000 words (LO3, 4)	Total: 50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Caroline Knight Date: 05/07/2022	Approved by: Lisa Rogers Date: 06/07/2022

South Devon College Module Record

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

MODULE CODE: UCSD1024 **MODULE TITLE:** Equality, Rights, Diversity and Cultural Differences
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100459
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: (max 425 characters)

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

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

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Working with Children, Young People and Families

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Evaluate current literature with regard to equality. 2. Examine ways that the rights of the child can be explored in practice. 3. Explore the concept of inclusion. 4. Investigate ways that diversity and cultural difference influences experiences for children and families.	Cognitive and intellectual skills – 4 Key and transferable skills – 2,3 Employment related skills – 2
DATE OF APPROVAL: 11/06/2019	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 24/12/2020	SEMESTER: All Year
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2022/23

MODULE LEADER: Marie Metenier

NATIONAL COST CENTRE: 135

OTHER MODULE STAFF: Lisa Rogers

Summary of Module Content

This module explores quality legislation and a rights perspective and the ways in which diversity and cultural difference influences the experiences for children young people and families. This considers the concept of inclusion in its broadest sense.

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Literature Review: Using current literature, evaluate the impact that diversity and cultural difference has on children and families' experiences. (LO1, LO4) 2,000 words	50%

Coursework	Essay: Discuss the rights of the child in relation to inclusive practice. (LO2, LO3) 2,000 words	50%
		Total:100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Literature Review: (LO1, LO4) 2,000 words	50%
Coursework	Essay: Identify the impact of cultural influences for the rights of the child to be upheld (LO1,2,3,4)	50%
		Total:100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Marie Metenier Date: 11/07/2022	Approved by: Caroline Knight Date: 1/07/22

South Devon College Module Record

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

MODULE CODE: UCSD1025 **MODULE TITLE:** Lifespan Development
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100456
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:

This module will give students a grounding in the key psychological approaches to understanding child and adolescent development, and the spectrum of individual and family needs and how they can be met.

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

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Working with Children, Young People and Families

Professional body minimum pass mark requirement: NA

MODULE AIMS:

To explore the multiple biopsychosocial factors that contribute to the uncertainty in the lives of children, young people and families. Students will develop a psychological understanding of biological, psychological and sociological factors influencing the development of children and adolescents, discussing how those factors further impact family life.

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 a broad understanding of the biopsychosocial factors influencing child and adolescent development2. Describe the impact of child and adolescent developmental factors on well-being3. Demonstrate a broad understanding of factors influencing inclusion, special needs and disability4. Evaluate the impact of inclusion, special needs and disability on family life	Knowledge and Understanding - 2 Cognitive and intellectual skills – 1,4 Key and transferable skills – 4 Employment related skills – 2
DATE OF APPROVAL: 11/06/2019	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 24/12/2020	SEMESTER: All Year
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2022/2023

MODULE LEADER: Sabrina Connolly

NATIONAL COST CENTRE: 135

OTHER MODULE STAFF: Lisa Rogers

Summary of Module Content

- Key psychological perspectives on development, potentially including: behaviourism, cognitivism, social constructivism, biological, humanistic, ecological and psychodynamic
- The well-being of children, young people and families
- Monitoring changes in the well-being of individuals and families
- Social inclusion of vulnerable groups
- Factors influencing special needs and disability
- The impact of having a family member with special needs and/or disability on family life

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case study report on child or young person exploring factors influencing their development (2000 words) (LO1, LO2)	50%

Coursework	Training resource on a special need or disability (2000 words) (LO3, LO4)	50% Total: 100%
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REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case study report on the biopsychosocial factors influencing child or adolescent development (LO1, LO2) 2,000 words	50%
	Training booklet on one area of need in the SEND Code of Practice (LO2, LO3) 2,000 words	50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Sabrina Connolly Date: 04/07/2022	Approved by: Caroline Knight Date: 04/07/2022

South Devon College Module Record

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

MODULE CODE: UCSD1090 **MODULE TITLE:** Assessment, Policy and Parenting
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:**100456
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:

This module is designed to provide students with the knowledge and skills that relate to assessment and family support and intervention. It links theory to practice providing opportunities for students to relate to their own contexts. Assessment is considered as part of the process of supporting parents and families.

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

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Working with Children, Young People and Families

Professional body minimum pass mark requirement: NA

MODULE AIMS:

To explore the use of assessment in order to provide interventions when working with children, young people and families. A range of interventions will be explored and evaluated. Students will be provided with opportunities to consider how policy relates to practice and how practice has potential to influence experiences for children, young people and families.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none">1. Identify the ways that policy influences parenting support and family interventions.2. Explore reasons why governments provide support for parenting.3. Discuss ways that assessment can be used to meet the needs of children, young people and families.4. Evaluate family interventions designed to meet identified needs.	Knowledge and Understanding - 1 Cognitive and intellectual skills – 1 Key and transferable skills – 2,4 Employment related skills – 1,2,3,4 Practical skills – 4
DATE OF APPROVAL: 11/06/2019	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 24/12/2020	SEMESTER: All Year
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 21/22

MODULE LEADER: Kelly Laywood

NATIONAL COST CENTRE: 135

OTHER MODULE STAFF: Caroline Knight

Summary of Module Content

- Exploration of legislation and its influence on the experiences for children young people and families.
- Analysis of assessment as part of the intervention and support process.
- Implications of policy in relation to family intervention and parenting support
- Factors influencing assessment
- Evaluations of interventions identifying strengths and acknowledging some of the limitations.

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Seminar paper exploring government rationale for providing parenting support and the implications to policy and provision (2000 words) (LO1, 2)	50%

Coursework	Case study report demonstrating the ways in which assessment is used to meet need and the evaluation of family interventions (2000 words) (LO3,4)	50% 100%
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REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay examining the provision of parenting support within policy (2000 words) (LO1, 2)	50%
Coursework	Report linked to practice discussing the application of an assessment model and the evaluation of two intervention approaches. (2000 words) (LO 3, 4)	50%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Kelly Laywood Date: 08/7/2022	Approved by: Caroline Knight Date: 11/07/2022

South Devon College Module Record

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

MODULE CODE: UCSD2038 **MODULE TITLE:** Research Methods
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 101088
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:

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

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

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Working with Children, Young People and Families

Professional body minimum pass mark requirement: NA

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes		Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none">1. Evaluate research, policy and practice issues to rationalise a proposed research initiative2. Analyse theory and research on an issue of contemporary community and social care3. Formulate a research proposal to explore a contemporary community and social care issue4. Critically discuss issues of research methodology quality including validity, reliability and ethics.		Knowledge and Understanding – 2,4 Cognitive and intellectual skills – 2,3,4 Key and transferable skills – 1,2,3,4 Employment related skills – 2,3 Practical skills – 1,4
DATE OF APPROVAL: 11/06/2019		AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 24/12/2020		SEMESTER: All Year
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX		

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2022/23
MODULE LEADER: Sam Smith

NATIONAL COST CENTRE: 135
OTHER MODULE STAFF:

Summary of Module Content

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

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

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Sam Smith Date: 06/07/22	Approved by: Caroline Knight Date: 11/07/2021

South Devon College Module Record

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

MODULE CODE: UCSD2039

MODULE TITLE: Professional Investigation

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE:101088

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Yes

SHORT MODULE DESCRIPTOR:

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

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

C1 (Coursework)	100%
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Working with Children, Young People and Families

Professional body minimum pass mark requirement: NA

MODULE AIMS:

This module will support the professional investigation of individual students to independently pursue a line of enquiry. The completion of this module will be presented as a research report, including analysis and thorough evaluation of primary research. Students will consider ethical perspectives in terms of researching with children, young people and families. Students will be expected to effectively organise and manage their time to produce a full research report.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none">1. Implement a research methodology appropriate for your subject area2. Analyse and appropriately present your collected data3. Effectively communicate information, arguments and interpretations from your research in the context of previously published theory and research4. Evaluate issues arising within own research project and recommend modifications and extensions	Knowledge and Understanding – 2,4 Cognitive and intellectual skills – 2,3,4 Key and transferable skills – 1,2,3,4 Employment related skills – 2,3 Practical skills – 1,4
DATE OF APPROVAL: 11/06/2019	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 24/12/2020	SEMESTER: All Year
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2022/23
MODULE LEADER: Sam Smith

NATIONAL COST CENTRE: 135
OTHER MODULE STAFF: Alison Milner

Summary of Module Content

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

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Critical Reflection (1000 words) (LO1)	30%
Coursework	Results and Discussion (or joint Findings sections) (2700 words) and Abstract (300 words) (LO2, LO3, LO4)	70%
		Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Critical Reflection (1000 words) (LO1)	50%
Coursework	Results and Discussion (or joint Findings sections) (2700 words) and Abstract (300 words) (LO2, LO3, LO4)	50%
		Total:100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Sam Smith Date: 06/07/2022	Approved by: Caroline Knight Date: 11/07/2022

South Devon College Module Record

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

MODULE CODE: UCSD2040 **MODULE TITLE:** Social Pedagogy
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100457
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

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] – 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 Working with Children, Young People and Families

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none">1. Explain the history and social policy background in the UK to multi-agency working to support children and young people's well-being, learning and growth.2. Analyse the theoretical background to and principles of social pedagogy.3. Critically discuss the successfully strategies and barriers to social pedagogy and multi-agency work.4. Identify and evaluate social pedagogical practice currently experienced	Knowledge and Understanding – 1,2,3 Cognitive and intellectual skills – 3,4 Key and transferable skills – 2,3 Employment related skills – 1
DATE OF APPROVAL: 11/06/2019	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 24/12/2020	SEMESTER: All Year
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2022/23

MODULE LEADER: Alison Milner

NATIONAL COST CENTRE: 135

OTHER MODULE STAFF: Issy Hallam

Summary of Module Content

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

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Blog Post – (2000 words) (LO,1,2) Review the historical impact of social pedagogical practice	Total:50%
Practical	Presentation (20 minutes) (LO3,4) – Evaluate social pedagogy in practice identifying successes and barriers to practice	Total:50% Total:100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Blog Post – (2000 words) (LO1,2) Review the historical impact of social pedagogical practice	Total:50%
Practical	Presentation (20 minutes) (LO3,4) – Evaluate social pedagogy in practice identifying successes and barriers to practice	Total:50% Total:100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Kelly Smith Date: 8/07/2022	Approved by: Caroline Knight Date: 11/07/2022

South Devon College Module Record

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

MODULE CODE: UCSD2041 **MODULE TITLE:** Social Policy and Practice
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100456
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR:

This module will provide underpinning knowledge of the experience, skills and knowledge essential for effective working within an integrated interdisciplinary workforce with families and their children, aged from birth to 16 years, focusing on support for parents and families across the continuum of need

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

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Working with Children, Young People and Families

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The aim of this module is to provide basic underpinning knowledge required to develop a skilled and ethical approach to working with children and families. In order to develop an understanding of the importance for sharing information. Consideration of family policy, family support, the work of children's centres, families and the legal issues, the rights of parents and the conflict between parental rights and safeguarding children will contribute to practice.

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
<div>1. Apply knowledge, research and policy base in supporting families</div> <div>2. Examine the lives of children aged 0 – 16 and their communication and relationships to adults and families within the context of a rights and participation approach</div> <div>3. Analyse a range of theoretical perspectives and principles in practice with children, families and support professionals</div> <div>4. Evaluate ideas and evidence from different sources to present discussion and arguments, and apply them to practice</div>		<div>Knowledge and Understanding – 1,2,3</div> <div>Cognitive and intellectual skills – 1,4</div> <div>Key and transferable skills – 3</div> <div>Employment related skills – 2,3</div> <div>Practical skills – 1,2</div>
DATE OF APPROVAL: 11/06/2019		AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 24/12/2020		SEMESTER: All Year
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX		

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2022/23
MODULE LEADER: Kelly Laywood

NATIONAL COST CENTRE: 135
OTHER MODULE STAFF: Lisa Rogers

Summary of Module Content

- Ethical approaches
- Multi-disciplinary work
- Theoretical perspectives
- Legal and ethical issues

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Learning Resource to support new students in their understanding of theoretical perspectives and their links to policy and practice. (LO 1, 3) (2000 words)	50%
	Case Study Report discussing issues of communication and participation of children and young people within practice (LO 2, 4) (2000 words)	50%
		Total:100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay demonstrating an understanding of two theoretical perspectives and the connection to practice principles (2000 words) (LO 1, 3)	50%
Coursework	Briefing Report examining the extent to which children and young people participate in decisions that shape their lives (2000 words) (LO 2, 4)	50% Total:100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Kelly Laywood Date: 08/7/22	Approved by: Caroline Knight Date: 11/07/2022

South Devon College Module Record

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

MODULE CODE: UCSD2042 **MODULE TITLE:** Supporting Social and Emotional Wellbeing
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100456
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module provides the opportunity to explore issues of health and wellbeing for children and young people in society. It considers policy with regard to healthy eating and explores issues around implementation. It provides opportunities for students to consider the implications of health and wellbeing and for children and young people and families.

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

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Working with Children, Young People and Families

Professional body minimum pass mark requirement: NA

MODULE AIMS:

This module provides the opportunity to identify a range of definitions of health and wellbeing for children and young people. Students will examine legislation and policy regarding children's health. Consideration is given to a range of factors that influence health in children, young people and families .

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none">1. Evaluate definitions of health in relation to children and young people.2. Explain legislation and policy with regard to children's health3. Analyse the implications of current policies regarding children's health and wellbeing4. Evaluate the term wellbeing in relation to children and young people.	Knowledge and Understanding - 1 Cognitive and intellectual skills – 1,4 Key and transferable skills – 2,3
DATE OF APPROVAL: 11/06/2019	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 24/12/2020	SEMESTER: All Year
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

Notes:

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2022/23

MODULE LEADER: Kelly Laywood

NATIONAL COST CENTRE: 135

OTHER MODULE STAFF: Sam Smith

Summary of Module Content

- Legislation in relation to health for children, young people and families
- Implications of policy for children, young people and families
- Factors influencing health
- Definitions and perceptions of wellbeing
- Policy and practice in relation to wellbeing

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Seminar Paper that critically discusses definitions of health and the range of influences that impact the health and wellbeing of children and young people (LO1, 2)	50%
	Briefing Report that prepares and informs other practitioners on the concept of wellbeing and the implications of current health and wellbeing policy on the lives of children and young people (2000 words) (LO3, 4)	50% Total:100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay discussing the challenges in defining health (2000 words) (LO1, 2)	50%
Coursework	Briefing Report (2000 words) (LO 3, 4) Submit a report to brief colleagues on your review of current research and literature in relation to child health and wellbeing.	50% Total:100%

To be completed when presented for Minor Change approval and/or annually updated			
Updated by:	Kelly Laywood	Date:	Approved by: Caroline Knight
	08/7/22		Date : 11/07/2022

South Devon College Module Record

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

MODULE CODE: UCSD2043 **MODULE TITLE:** Professional and Personal Development

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE: 100952

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: Y

SHORT MODULE DESCRIPTOR:

This module offers an opportunity for practitioners to develop a specific area of personal and/or professional interest from within their practice and to investigate this at a higher level, with tutor support. It offers practitioners the opportunity to manage their own learning and to reinforce the links between theory and practice.

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

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
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SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Working with Children, Young People and Families

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The aim of this module is to give students the opportunity to manage their own learning by investigating a topic that has clear professional relevance to the student through the process of student which reinforces the links between theory and practice.

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

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

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none">1. Identify an aspect of personal/ professional interest and devise an analytical investigation into that subject.2. Critically examine the relationships between theory and practice within the workplace in relation to this topic3. Assess, present and evaluate the findings and methods employed at an appropriate level4. Plan, prioritise and reflect upon own learning	Knowledge and Understanding – 2,3,4 Cognitive and intellectual skills – 2,3,4 Key and transferable skills – 1,2,3 Employment related skills – 2,3 Practical skills – 1,2,3,4
DATE OF APPROVAL: 11/06/2019	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 24/12/2020	SEMESTER: All Year
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2022/23

MODULE LEADER: Lisa Rogers

NATIONAL COST CENTRE: 135

OTHER MODULE STAFF: Sam Smith

Summary of Module Content

The nature of the module is to provide students with the opportunity to identify and investigate their own area of study. Student tutorials and workshops will focus upon appropriate methods and sources for investigation and review of process.

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Student-led Patchwork Assessment Part A – Investigate and research a critical incident within your workplace, analysing its impact upon relationships and practice within your chosen area. (2,000 words) (LO1, LO2)	50%
	Student-led Patchwork Assessment Part B- Critically reflect upon the findings of your research presenting your own autobiographical, learner and professional experiences, relating relevant models and theories to own practice. (2,000 words, LO3, LO4)	50%
		TOTAL 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Student-led Patchwork Assessment Part A – Investigate and research a critical incident within your workplace, analysing its impact upon relationships and practice within your chosen area. (2,000 words) (LO1, LO2)	50%
Coursework	Student-led Patchwork Assessment Part B- Critically reflect upon the findings of your research presenting your own autobiographical, learner and professional experiences, relating relevant models and theories to own practice. (2,000 words, LO3, LO4)	50% TOTAL 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Lisa Rogers Date: 5/07/2022	Approved by: Caroline Knight Date: 5/07/2022