



**UNIVERSITY
CENTRE**
SOUTH DEVON

PROGRAMME QUALITY HANDBOOK 2023-24

***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

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 <https://www.ucsd.ac.uk/student-life/student-handbook>. 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	Hannah Davies	hannahdavies@southdevon.ac.uk
Assistant Principal	Maria Woodger	mariawoodger@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 both 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 can access professional study skills, wellbeing, disability and employability guidance from the HE Student Support Hub.

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.

The tutorial and personal development curriculum 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.

More information about the UCSD tutorial commitment and the Learning Outcomes covered by the tutorial and personal development curriculum at Level 4 and above are available on the UCSD website at <https://www.ucsd.ac.uk/student-life/support/tutorial/>

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 <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	01803540553 carolineknight@southdevon.ac.uk	Tuesdays, Wednesdays and Fridays
Kelly Laywood	UCSD1138 Assessment, Policy and Parenting UCSD2139 Health and Wellbeing UCSD2140 Social Policy and Practice	kellylaywood@southdevon.ac.uk	Wednesdays and Fridays

Sabrina Connolly	UCSD1025 Lifespan Development UCSD2043 Professional and Personal development	sabrinaconnolly@southdevon.ac.uk	Tues, Thurs and Fridays
Marie Hale	UCSD1024 Equality, Diversity and Cultural Differences	mariehale@southdevon.ac.uk	Tues, Thurs and Fridays
Lisa Rogers	UCSD1137 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
Sally Squires	UCSD1023 Multi-Agency Working	sallysquires@southdevon.ac.uk	

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 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 Billinghamurst: suebillinghamurst@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/workplace. 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 UCSD1137 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).

1.8 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.

Modes of delivery

Scheduled Activities	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	At UCSD lectures describes classroom teaching and are used to introduce the key concepts and issues using a range of teaching and learning methods.
Seminars	Seminars provide the opportunity for students to engage in deeper discussion and exploration of a particular topic following a lecture. Seminars are often integrated into classroom teaching following or within lectures.
Tutorials	One-to-one tutorials are used for draft assessment feedback. You will have one draft tutorial for each assessment.
Guided distance learning activities	Students are expected to prepare for scheduled learning activities by undertaking pre-reading, flipped learning activities or other guided distance learning activities.
Guided independent study	Students are provided with a comprehensive reading list and other resources via Moodle and MS Teams to support independent learning and work towards assessment.

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1.9 Resources to support outstanding teaching and learning

UCSD provides a wide range of specific resources available to students. It is the intention that these resources help developed students' academic ability through a high-quality experience. Students will also benefit from the development of graduate and employability skills, so they are able to succeed in and beyond higher education. The University Centre campus resources include dedicated HE teaching spaces in the UCSD building, a campus wide wireless network, free access to Microsoft 365 whilst enrolled on your programme and a library with over 25,000 books, newspapers, magazines and eBooks and e-journals, such as the SAGE premier collection. Within your module guides you will be provided with a reading list that you will be able to undertake additional and further reading to support your learning.

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.

You will be issued with a reading list of textbooks for each module, you do not have to purchase the books as they are available in the South Devon College as either hardcopy textbooks or ebooks.

1.11 Placement and safer recruitment requirements

Students will be required to undertake an interview and to meet safer recruitment requirements. This will usually take place during induction, or prior to induction and will consist of several questions to assess students' suitability to work with children and young people. Students will also be required to secure a suitable placement in an area of interest. Once secured, they will need to nominate a mentor who will support the student in the work environment. The mentor and student will be supported by the Work Placement Coordinator. A placement guide will be shared with the student's placement outlining the expectations for their professional practice. The continual review of student's progress will be monitored throughout Level 4, to ensure that they are best placed to complete 100 hours. To ensure a cohesive programme of delivery with transparent aims for both the placement and student, guidance will be provided for the mentorship of individual student's professional development, which will include a mentor handbook and work-based learning handbook (QAA – UK Quality Code, Advice and Guidance). The Placement Coordinator will meet

on Teams, or where possible, face to face with both student and mentor to discuss the content of the handbook and responsibilities.

1.12 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](#)

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

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

Knowledge, skills and behaviour mapping to modules

Module Titles	Knowledge
UCSD1022 UCSD1024 UCSD1138 UCSD2139 UCSD1025 UCSD1138 UCSD2140 UCSD2139 UCSD2043	K1 Communication that enables the voice of the child, young person or family members to be heard
UCSD1023 UCSD1024 UCSD1025 UCSD1138 UCSD2140 UCSD2139 UCSD2043	K2 Multiple factors that contribute to uncertainty in the lives of children, young people and families
UCSD1022 UCSD1023 UCSD1024 UCSD1025 UCSD1138 UCSD2038 UCSD2039 UCSD2040 UCSD2140 UCSD2139 UCSD2043	K3 Equality, rights, diversity and cultural differences, and the values of the organisation in which you are working
UCSD1024 UCSD1022 UCSD1138 UCSD2140 UCSD2139	K4 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 UCSD1138 UCSD2139	K5 The safeguarding requirements contained within mandatory local safeguarding training or nationally accredited equivalent
UCSD1025 UCSD2139 UCSD2043	K6 Child, adolescent and adult development
UCSD1022 UCSD1025 UCSD1138 UCSD2040 UCSD2139	K7 The spectrum of needs and how they may be met
UCSD1022 UCSD1023 UCSD1024 UCSD1025 UCSD2038	K8 The principles of effective assessment and the importance of analysis and professional judgement

UCSD2139 UCSD2039 UCSD2040 UCSD2043	
UCSD1022 UCSD1138 UCSD2140 UCSD2139	K9 Models for monitoring changes in a child, young person or family member's wellbeing
UCSD1022 UCSD1138 UCSD2140 UCSD2038 UCSD2039 UCSD2040 UCSD2139 UCSD2043	K10 a range of evidence-based interventions and their strengths and weaknesses
UCSD1024 UCSD1023	K11 The duties, responsibilities, boundaries and ethical nature of the role
UCSD1137 UCSD1023 UCSD1024 UCSD1025 UCSD1138 UCSD2038 UCSD2040 UCSD2140 UCSD2139 UCSD2043	K12 Theories and guidelines underpinning sound practice
UCSD1022 UCSD1137 UCSD1023 UCSD1025 UCSD1024 UCSD1025 UCSD1138 UCSD2038 UCSD2039 UCSD2040 UCSD2140 UCSD2139 UCSD2043	K13 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 UCSD1137 UCSD1023 UCSD1024 UCSD1025 UCSD1138 UCSD2038 UCSD2039 UCSD2139 UCSD2043	K14 The role of professional judgement and analysis in complex situations
UCSD1023 UCSD1024	K15 The importance of considering ethics and values, challenging self and the systems in use

UCSD1025 UCSD1138 UCSD2038 UCSD2039 UCSD2040 UCSD2140 UCSD2139 UCSD2043	
UCSD1022 UCSD1023 UCSD1025 UCSD1138 UCSD2140 UCSD2139 UCSD2043	K16 Techniques for establishing shared goals and outcomes when building relationships with others
UCSD1022 Ucsd1138 UCSD2139	K17 The national systems of social welfare
UCSD1023	K18 Essential networks of agencies and community groups
UCSD1023	K19 Practice and principles of effective multi agency working
UCSD2139 UCSD1022 UCSD1024	K20 Contemporary social issues that affect family life and the care of children and young people
UCSD2140 UCSD1025 Ucsd1024	K21 Detailed understanding of working with a particular group e.g. U5, 5-11, 12+, young adult, parents, families, children with special educational needs and disabilities etc.
UCSD1137 UCSD2043	K22 Key ethical and professional aspects of role

Module title	Behaviours
UCSD1022 UCSD1024 UCSD1025 UCSD1138 UCSD2040 UCSD2140 UCSD2139 UCSD2043	B1 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
UCSD1022 UCSD1137 UCSD1024 UCSD1025 UCSD1138 UCSD2040 UCSD2140 UCSD2139 UCSD2043	B2 Compassion: Consideration and concern for children, young people and their families, combined with an understanding of the perspective of those you work with
UCSD1022 UCSD1137 UCSD1023 UCSD1024	B3 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

UCSD1025 UCSD1138 UCSD2040 UCSD2139 UCSD2043	
UCSD1022 UCSD1137 UCSD1023 UCSD1138 UCSD1025 UCSD2040 UCSD2139 UCSD2043	B4 Communication: Your work is based on building effective relationships, being perceptive and empathic and building good rapport
UCSD1022 UCSD1137 UCSD1023 UCSD1024 UCSD1025 UCSD1138 UCSD2040 UCSD2140 UCSD2139 UCSD2043	B5 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 UCSD1138 UCSD2038 UCSD2039 UCSD2040 UCSD2139 UCSD2043	B6 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 UCSD1138 UCSD2139	S1 Communicates in way that enables the voice of the child, young person or family members to be heard
UCSD1022 UCSD1023 UCSD1024 UCSD1025 UCSD1138 UCSD2040 UCSD2139 UCSD2043	S2 Encourages individuals to engage positively with their community and relevant agencies and actively participate in the way their care and support is delivered
UCSD1022 UCSD1137 UCSD1023 UCSD1025 UCSD1024 UCSD1138 UCSD2038 UCSD2039	S3 Actively promotes respect, equality, diversity and inclusion

UCSD2040 UCSD2140 UCSD2139 UCSD2043	
UCSD1022 UCSD1023 UCSD1025 UCSD1138 UCSD2140 UCSD2139 UCSD2043	S4 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 UCSD1138 UCSD2139	S5 Works with and supports other professionals to respond to safeguarding concerns
UCSD1022 UCSD1023 UCSD1024 UCSD1025 UCSD1138 UCSD2040 UCSD2139	S6 Identifies the influences on the individual and the family and supports them to make informed choices
UCSD1022 UCSD1138	S7 Leads on the development and recording of holistic plans, delivery of interventions and evaluates their effectiveness
UCSD11023 UCSD1138	S8 Identifies and addresses barriers to accessing resources
UCSD1022 UCSD1024 UCSD1137 UCSD1023 UCSD1025 UCSD1138 UCSD2038 UCSD2140 UCSD2139 UCSD2043	S9 Identifies and manages evidence-based approaches and evaluates their effectiveness
UCSD1023 UCSD1137 UCSD1025 UCSD1138 UCSD2038 UCSD2040 UCSD2140 UCSD2139 UCSD2043	S10 Contributes to the development of a resilient, consistent and persistent approach to practice
UCSD1022 UCSD1137 UCSD1023 UCSD1025 UCSD1138 UCSD2040	S11 Models clarity of purpose, clear expectations and a professional approach to decision making

UCSD2139	
UCSD1137 UCSD1025 UCSD1138 UCSD2140 UCSD2139 UCSD2043	S12 Appropriately challenges and/or offers alternative perspectives with the children, young person
UCSD1022 UCSD1138 UCSD1137	S13 Contributes to own professional development
UCSD1022 UCSD1023 UCSD2139 UCSD2140	S14 Applies knowledge of legal, economic and social justice systems and implements policy frameworks in support of positive outcomes for children, young people and families
UCSD1137 UCSD1023 UCSD2043	S15 Demonstrates critical evaluation of practice and insight into own emotions, behaviour and feelings, and uses these insights to challenge own practice
UCSD1137 UCSD2043	S16 Takes an active part in continuous professional development
UCSD1023 UCSD1138 UCSD2140	S17 Sharing and agreeing goals and outcomes when building relationships with partner organisations, other workers, children, young people and families, to ensure appropriate and timely support
UCSD1022 UCSD1023 UCSD1138 UCSD2139	S18 Builds networks with others and contributes to the development and evaluation of interventions
UCSD1022 UCSD1023 UCSD1138 UCSD2043	S19 Challenges interagency non-performance
UCSD1022 UCSD1138 UCSD2139	S20 Negotiates and navigates the systems of social welfare to secure effective joint outcomes
UCSD1022 UCSD1024 UCSD1025 UCSD1138 UCSD2139	S21 Engages effectively with child, young person and/or family members
UCSD1022 UCSD1138 UCSD2139	S22 Supports children, young people or vulnerable adults to identify and take action to deal with safeguarding risk

1.13 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. There are broadly three types of assessment and feedback at UCSD:

- **Formative assessment and feedback** opportunities are embedded into module teaching and assessment for learning. This means your teachers will be continuously assessing you progress and learning towards the modules learning outcomes and giving you verbal feedback, for example in answers to questions, and in response to group activities and your assessment plans.
- **Draft assessment and feedback** are a set time within your module when you can submit a draft version of your assessment for formal feedback. The feedback could be verbal and/or written feedback.
- **Summative assessment and feedback** are the final stages of the assessment cycle. You will formally submit your final assessment task, and receive summative developmental feedback and a grade for the task within 20-working-days.

Assessment within the FdA Working with Children, Young People and Families programme

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.

Assessments are designed to enable students to meet the learning outcomes for each module and allows students to undertake a diverse mix of assessments including presentations, reports, articles, and portfolios throughout their course of study. A variety of assessments will be undertaken linking to the experience gained from student's placement, as well as other standard forms of academic assessment, tailored to the mode of delivery. The assessment strategies adopted throughout the programme are diverse and relevant to the skills required for employment within the education sector. All modules require an overall pass mark of 40%. Module guides and assessment briefs are published each September, ahead of module teaching. Each assessment brief provides comprehensive details of how the student can meet the learning outcomes, including a breakdown of marking criteria, specific to Level 4 and Level 5.

A diverse mix of assessment methods ensures that specific students are not disadvantaged by specific forms of assessment, varying assessment activities has also helped develop a broader range of personal and employability skills. Student engagement is improved by using authentic contexts in assessments which include group seminars and the writing of articles or posters associated with their area of specialism or topic choice. Staff will provide exemplar assessments, where appropriate, that allow students to visualise what the task is and independently or under direction to practise equivalent assessment tasks in advance of 'the real thing' and/or utilise these as formative tasks and discuss openly in taught sessions.

The use of an early, lower weighted assessment and feedback allows students and academic staff to identify areas for development and put in place support mechanisms to enable students to transition into Level 4 effectively. Summative assessment submissions are via Turnitin. This allows students the opportunity to submit their assessment and receive similarity report feedback, thereby enabling them to develop the integrity of their academic writing for final summative submission. Practical presentations are marked in the moment, however a Turnitin submission to include a reference list and any other stipulated supporting evidence is required to enable a consistent experience for assessments. All assessment briefs and module guides are internally moderated and available to External examiners before distribution. All assessments will be subject to a rigorous moderation process both internally, and where required externally by university regulations. Assessments are also reviewed annually during Programme Committee Meetings with input from students via module reviews and programme level student data.

1.14 Student engagement in ongoing programme development

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

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:
You have felt the Friday afternoon slots for Safeguarding challenging due to the heavy content of the subjects.	We have changed the timetable next year to reflect this feedback.
You would like to have smaller tutorial group slots.	We have arranged to deliver tutorial in separate smaller groups so that students feel comfortable in a smaller group situation.

Students will be given information in tutorial and each module about what types of formative, draft, and summative feedback they will receive. Students are provided with verbal formative feedback throughout the teaching and learning experience and written and verbal feedback on a draft submission. Draft feedback highlights how students can develop their work to meet the learning outcomes and improve their assessments. Summative feedback is digital through Turnitin. This encompasses narrative commentary, the use of Quick marks to highlight positive work and areas for improvement and a breakdown of marks allocated to different assessment

marking criteria. The narrative comments highlight what the student did well, how they can improve their work and targets for them to work towards, including recommendations to seek support from the HE Study team.

The feedback process is clearly communicated to students as part of their induction and tutorial programme. It is explained that summative feedback is released 20-working days after summative submission date, with dates published in the Module Guides and on Turnitin. Occasionally, summative feedback is released early if it has been marked and moderated, and early release would support subsequent assessment. As there are two pieces of assessed work in a module, feedback from the first piece will be made available prior to the submission date for the subsequent piece(s). The teaching team will inform students of their processes and policies relating to feedback and publicise the principles of feedback in the module guides. In exceptional circumstances, when summative feedback release is delayed, students will be told why and given a new due date.

Feedback quality is maintained through benchmarking and moderation processes within the section to ensure it is fit for purpose and appropriate. Staff awareness is raised through CPD, ensuring that levels of feedback are sustainable for staff to deliver, and staff are actively sharing existing good practice. The teaching team will check that feedback is fit for purpose and that it enhances learning at module, programme, and section level, as part of on-going annual review processes. This is specifically to ensure that feedback genuinely supports student learning. Monitoring of feedback will also take place to ascertain consistency of quality and appropriateness of type of feedback offered and mode of delivery.

All students will be provided with developmental feedback on their formal assessments to enable students to action development points into their subsequent assessments. All feedback from summative assessments will be provided via Turnitin, the online platform adopted by South Devon College. Clear, assessment criteria will be outlined to the students to maximise their opportunity to meet the assessed learning outcomes for each assessment. Feedback is aligned to the assessment criteria by rubrics and online feedback. Formal, written summative feedback will be returned within the policy driven 20 working days and informal oral or written formative feedback.

This qualification is internally assessed, and internally and externally quality assured. Assessment is achieved via robust external and internal quality assurance processes, ensuring the identification of best practice and areas for development or risk on a continual basis.

1.15 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 we are here to help and can support you to make the right decisions for you and your studies. 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, we are here to support everyone. The team can 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, sensory, mental health or a learning difficulty, you can receive the support and assistance you need to

study. If you are unsure whether your needs would be categorised as a disability or difficulty we are happy to have a chat. Our team will assist and guide you from the initial enquiry, through the application and assessment process, and signpost you to additional resources and services where required. Please contact HEdisability@southdevon.ac.uk How you are paying for the course will impact on the support available and how you apply for it, for more information please visit <https://www.ucsd.ac.uk/student-life/support/disability-support>

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 support you to search for 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 online 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.

1.16 Becoming a South Devon Graduate

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

<https://www.ucsd.ac.uk/south-devon-graduate/>

Higher-level academic skills

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

As a student on the FdA Working with Children, Young People and Families programme, we recognise that it is a 'step up' to learning at level 4, and again at Level 5. At Level 4, we work hard to scaffold early academic skills, particularly in referencing and academic writing to support individual needs. We also recognise that some students may not have been in education for some time, therefore we work hard to build the early foundations for working at this level and promote timely access to the UCSD Student Support Hub as well as academic support/referencing during induction and the early weeks of the course.

Positive personal attributes for your future

South Devon Graduates have positive personal attributes, qualities and characteristics that mean they are confident, resilient and act with integrity. We nurture these attributes through our Ready, Respect and Safe agenda. Students are ready to learn with group and one-to-one support for academic skills, disability and wellbeing. UCSD and our students are encouraged to respect and care for themselves, others and the environment through initiatives related to equality and diversity, sustainability, academic integrity, and behaviour and conduct. Student and staff keep themselves and each other safe through pastoral support, knowledge of safeguarding and Prevent, online safety activities, and opportunities to report misconduct and bullying.

As a student on FdA Working with Children, Young People and Families, we encourage you to build professional relationships and networks amongst each other to support compassion, care, and communication. We nurture and foster an environment where students feel respected and value each other's opinions and thoughts.

Work-ready

Your teaching team have designed a course to give you the knowledge and skills for a career in your chosen field. Beyond this you will become work-ready through work-based learning, placement activities and assessments that reflect the real world of work, a tutorial curriculum that inspires you to reflect on your growing employability and record them in your Personal Development Plan (PDP), and enrichment activities arranged by your programme team or the wider University Centre, such as Research Showcase.

The FdA Working with Children, Young People and Families programme attracts students from a range of experiences and practice. Throughout your studies at UCSD you will be working toward these academic, personal and work-ready knowledge, skills and behaviours making you a South Devon Graduate.

1.17 Preparation for employment and further academic study

The FdA Working with Children, Young People and Families Foundation degree, with the span of study from 0-18 years, parents and families, provides a wide range of progression opportunities for graduating students to a broader range of careers. On completion of study students could pursue a variety of careers including family support, pastoral support, safeguarding roles, behaviour and intervention, community support work, youth centres, residential homes, children's centres and education settings.

Alternatively, students could progress directly from the FdA Education and Childhood to either top-up degrees at UCSD which are the BA (Hons) Childhood and Youth Studies and BSc (Hons) Social Therapeutic Interventions, which are University of Plymouth Level 6 bachelor's degrees delivered at South Devon College. Students could also apply to progress on to other HE providers for level 6 study.

1.17 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, UCSD1138	UCSD1023, A2 UCSD1137 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.	UCSD1137 All LOs	UCSD1023, A2 UCSD1137 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, and skills needed by employers.	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 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 UCSD1138 UCSD2139 UCSD2039 UCSD1024 LO 2 UCSD1138 LOs 3, 4	UCSD1022 P1 UCSD1023, A2 UCSD1137 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	UCSD1137 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	UCSD1137 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 informed choices about future employment.	PA2, PA4 ILO 8.1.3 ILO 8.3.3 ILO 8.4.3 ILO 8.5.2	UCSD1137 LO2 UCSD1023			

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 UCSD1138 UCSD2139 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>

1.18 Regulations, Policy and Procedures

This is not a definitive list, the UCSD Student Handbook can provide more information

<https://www.ucsd.ac.uk/student-life/student-handbook/>

Policy/Procedure/Regulation	Provision	Comments
Regulations	Regulations for UCSD can be found here	
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	UCSD	
Extenuating Circumstances Policy	UCSD	
Academic Appeals	UCSD	
Assessment Policy	UCSD	
Other – please stipulate		

2. Programme Specification

2.1 Programme Details

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

Benchmarks:

Social Work (2016)

Social Policy (2016)

Youth and Community Work (2017)

Early Childhood Studies (2014)

Foundation Degree Characteristic Statement (2015)

2.2 Brief Description of the Programme

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 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.

2.4 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.

2.5 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) Childhood and Youth Studies

BSc (Hons) Social and Therapeutic Interventions

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.

2.6 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.

2.7 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.

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 Programme Structure

Full Time

Level 4					
Module Code	Module Title	Credits	Year of Delivery*	Semester of Delivery	Core/Optional
UCSD1137	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
UCSD1138	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
UCSD2140	Social Policy and Practice	20	2	All Year	Core
UCSD2139	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
UCSD1137	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
UCSD1138	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
UCSD2140	Social Policy and Practice	20	2	All Year	Core
UCSD2139	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.

** Shared modules with FdA Education and Childhood programme

3. Module Records

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD1137 **MODULE TITLE:** Professional Practice
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 101088
PRE-REQUISITES: None **CO-REQUISITES:** **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: (400 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 <i>see Definitions of Elements and Components of Assessment</i>			
C1 (Coursework)	100%	P1 (Practical)	Pass/Fail

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
1. Reflect upon ethical awareness within professional duties, responsibilities, and practice.	Knowledge and Understanding - 2
2. Evaluate the impact of your own professional development upon your practice.	Cognitive and intellectual skills - 3
3. Demonstrate experiences with colleagues so that children, young people, and families are supported effectively.	Key and transferable skills – 3,4,5
4. Evidence collaborative working, demonstrating an awareness of positive change, shared goals and outcomes for children, young people, and families.	Employment related skills – 1,2,3,4,5 Practical skills – 1,2,3,4,5

5. Present evidence of safe, effective, and professional practice in the workplace.	
DATE OF APPROVAL:	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: Sept 23	SEMESTER: Semester 1 & 2
DATE(S) OF APPROVED CHANGE:	

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: 2023/24
MODULE LEADER: Lisa Rogers

NATIONAL COST CENTRE: 135
OTHER MODULE STAFF: Sally Squires

Summary of Module Content

Reflective Practice

Professional and personal development -portfolio building

Professionalism, professional identity and ethical awareness

Study skills development to include time management and organisational skills

A focus on core values, communication, collaboration and teamwork as part of professional 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
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; 20 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assessment 1: Essay (LO1) An essay 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 (LO5)	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 (LO5)	PASS/FAIL

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Lisa Rogers Date: 23/6/2023	Approved by: Caroline Knight Date: 23/6/2023

South Devon College Module Record

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

MODULE CODE: UCSD1138 **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 <i>see Definitions of Elements and Components of Assessment</i>					
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: 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
1. Discuss the ways that policy influences parenting support and family interventions. 2. Explain the reasons why governments provide support for parenting. 3. Interpret ways that assessment can be used to meet the needs of children, young people and families. 4. Identify family intervention approaches 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: 1/7/2023	AWARDING BODY: South Devon College

DATE OF IMPLEMENTATION: September 2023	SEMESTER: All year
DATE(S) OF APPROVED CHANGE: September 2023	

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: 23/24

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	

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Informational Report presenting the rationale for the provision of parenting support within legislation and policy and the ways policy influences family intervention. (2000 words) (LO1, 2)	50%
	Learning Resource linked to practice, to support student practitioners to understand how assessment is used to identify need and inform the selection of intervention approaches (2000 words) (LO3,4)	50%
		Total:100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Learning resource presenting reasons for governments to invest in parenting support and influences on the level of provision (2000 words) (LO1, 2)	50%
	Essay analysing the assessment process including explanations of two intervention approaches. (2000 words) (LO 3, 4)	50%
		Total:100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Kelly Laywood Date: 21/6/23	Approved by: Lisa Rogers Date: 21/06/23

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: <i>(max 425 characters)</i>		
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 <i>[Use HESA KIS definitions]</i> – see Definitions of Elements and Components of Assessment		
E1 (Examination)	C1 (Coursework)	P1 (Practical)
	50%	50%
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
Identify potential safeguarding risk factors and the nature of child abuse Examine appropriate responses to safeguarding and child protection concerns Discuss the rights of the child and the voice of the child in relation to safeguarding and child protection 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
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DATE OF IMPLEMENTATION: 24/12/2020	SEMESTER: Semester 1
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DATE(S) OF APPROVED CHANGE: XX/XX/XXXX

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2023/24

NATIONAL COST CENTRE: 135

MODULE LEADER: Caroline Knight

OTHER MODULE STAFF: Kelly Smith

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) 2,000 words Identify legal and policy frameworks of safeguarding children in England and Wales. Debate the rights and voice of the child within safeguarding and child protection 50%
Practical	Seminar	Professional discussion (LO1 & 2) 45 mins Discuss, in allocated groups with your peers, your research and knowledge about all aspects of child abuse, how it can be identified and the appropriate responses of practitioners 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 for other practitioners 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: 11/05/2023	Approved by: Lisa Rogers Date: 11/7/23

South Devon College Module Record

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

MODULE CODE: 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: <i>(max 425 characters)</i>		
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	

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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2023/24	NATIONAL COST CENTRE: 135
MODULE LEADER: Sally Squires	OTHER MODULE STAFF: Caroline Knight
Summary of Module Content	
<ul style="list-style-type: none"> • 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	<p>Briefing report 2,000 words (LO1,2)</p> <p>Create a report to brief other practitioners explaining key principles and the relevant policies for successful multi-agency working</p>	Total:50%
Practical	<p>Presentation (LO3, 4) 10 mins</p> <p>Create a presentation demonstrating considerations for planning a multi-agency meeting, discussing possible barriers that might be experienced and strategies to use, within multi-agency working.</p>	Total: 50%

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%
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To be completed when presented for Minor Change approval and/or annually updated		
Updated by: Sally Squires 11/05/23	Date:	Approved by: Caroline Knight Date: 11/05/23

South Devon College Module Record

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

MODULE CODE: 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: <i>(max 425 characters)</i>			
<p>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.</p>			
ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment</i>			
E1 (Examination)		C1 (Coursework)	100%
			P1 (Practical)
<p>SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Working with Children, Young People and Families</p> <p>Professional body minimum pass mark requirement: N/A</p> <p>MODULE AIMS:</p> <p>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.</p> <p>ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.</p> <p>At the end of the module the learner will be expected to be able to:</p>			
Assessed Module Learning Outcomes		Award/ Programme Learning Outcomes contributed to	

<ol style="list-style-type: none"> 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: 2023/24	NATIONAL COST CENTRE: 135	
MODULE LEADER: Marie Hale	OTHER MODULE STAFF: Caroline Knight	
Summary of Module Content		
<p>This module explores equality 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 equality and rights in its broadest sense.</p>		
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	Essay: Discuss the rights of the child in relation to inclusive practice. (LO2, LO3) 2,000 words	50%
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%
		Total:100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay: (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 Hale	Date:	Approved by: Caroline Knight
16/05/2023		Date: 1/7/23

South Devon College Module Record

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

MODULE CODE: 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
Demonstrate a broad understanding of the biopsychosocial factors influencing child and adolescent development Describe the impact of child and adolescent developmental factors on well-being Demonstrate a broad understanding of factors influencing inclusion, special needs and disability 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
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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: 2023/24	NATIONAL COST CENTRE: 135
MODULE LEADER: Sabrina Connolly	OTHER MODULE STAFF: Lisa Rogers
Summary of Module Content	
<p>Key psychological perspectives on development, including behaviourism, cognitivism, social constructivism, biological, humanistic, ecological and psychodynamic</p> <p>The well-being of children, young people and families</p> <p>Monitoring changes in the well-being of individuals and families</p> <p>Social inclusion of vulnerable groups</p> <p>Broad areas of need in the SEND Code of Practice</p> <p>Factors influencing special needs and disability</p> <p>The impact of having a family member with special needs and/or disability on family life</p>	

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 a child or young person exploring factors influencing their development and well-being (2000 words) (LO1, LO2)	50%
Coursework	Training resource on one area of need in the SEND Code of practice (2000 words) (LO3, LO4)	50% Total: 100%

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 a broad area of need in the SEND Code of Practice (LO2, LO3) 2,000 words	50%
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To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Sabrina Connolly Date: 11/05/23	Approved by: Caroline Knight Date: 11/7/23

South Devon College Module Record

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

MODULE CODE: UCSD2038	MODULE TITLE: Research Methods		
CREDITS: 20	FHEQ LEVEL: 5	HECOS CODE: 101088	
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes	
SHORT MODULE DESCRIPTOR:			
<p>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.</p>			
ELEMENTS OF ASSESSMENT <i>[Use HESA KIS definitions]</i> – 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: NA			
MODULE AIMS:			
<p>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.</p>			
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
Evaluate research, policy and practice issues to rationalise a proposed research initiative Analyse theory and research on an issue of contemporary community and social care Formulate a research proposal to explore a contemporary community and social care issue 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: 2023/24	NATIONAL COST CENTRE: 135
MODULE LEADER: Sam Smith	OTHER MODULE STAFF: Ezekiel Chattel
Summary of Module Content	
Critical analysis of theory and research in community and social care Research methodologies Data collection and analysis approaches Issues of research quality including reliability, validity and ethics	

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	Literature Review (2000 words) (LO1, LO2)	50%
Coursework	Research Proposal (2000 words) (LO3, LO4)	50%
		Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Literature Review (2000 words) (LO1, L02)	50%
Coursework	Research Proposal (2000 words) (LO3, LO4)	50%
		Total: 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Sam Smith Date: 11.05.23	Approved by: Caroline Knight Date: 11/05/23

South Devon College Module Record

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

MODULE CODE: 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%			

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 area 2. Analyse and appropriately present your collected data 3. Effectively communicate information, arguments and interpretations from your research in the context of previously published theory and research 4. Evaluate issues arising within own research project and recommend modifications and extensions 	Knowledge and Understanding – 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: 2023/24

NATIONAL COST CENTRE: 135

MODULE LEADER: Sam Smith

OTHER MODULE STAFF: Ezekiel Chattel

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) (LO4)	30%
Coursework	Findings and Discussion (300 words) (LO1, LO2, LO3)	70%
		Total: 100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting

Coursework	Critical Reflection (1000 words) (LO4)	30%
Coursework	Findings and Discussion (3000 words) (LO1, LO2, LO3)	70%
		Total:100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: Sam Smith	Date: 11.05.23	Approved by: Caroline Knight Date: 11/05/23

South Devon College Module Record

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

MODULE CODE: 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 <i>[Use HESA KIS definitions]</i> – see Definitions of Elements and Components of Assessment			
C1 (Coursework)	50%	P1 (Practical)	50%

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: 2023/24

NATIONAL COST CENTRE: 135

MODULE LEADER: Kelly Smith

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	Approved by: Caroline Knight
Date:	Date:

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 topic 3. Assess, present and evaluate the findings and methods employed at an appropriate level 4. 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: 2023/24
MODULE LEADER: Sabrina Connolly

NATIONAL COST CENTRE: 135
OTHER MODULE STAFF: Lisa Rogers

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%
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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: Sabrina Connolly	Approved by: Caroline Knight Date: 11/05/23
Date: 11/05/23	

South Devon College Module Record

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

MODULE CODE: UCSD2139 **MODULE TITLE:** Supporting Health and Wellbeing
CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100456
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Y
SHORT MODULE DESCRIPTOR:

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 <i>see Definitions of Elements and Components of Assessment</i>	
C1 (Coursework)	100%

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. Critically analyse definitions of health in relation to children and young people. 2. Critically discuss the range of factors that can adversely impact on children’s health and wellbeing. 3. Evaluate the term wellbeing in relation to children and young people. 4. Review the impact of current legislation and policy on children’s health and wellbeing 	Knowledge and Understanding - 1 Cognitive and intellectual skills – 1,4 Key and transferable skills – 2,3
DATE OF APPROVAL: XX/XX/XXXX	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 09/23	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: 23/24

MODULE LEADER: Kelly Laywood

NATIONAL COST CENTRE: 135

OTHER MODULE STAFF: Sam Smith

Summary of Module Content

- Examining a range of health definitions and the impact of these definitions on current policy and practice.
- Exploration of the wider determinants of health and wellbeing and the influence on policy making.
- The concept of wellbeing will be explored in the context of children and young people, discussing viewpoints from philosophical and social perspectives.

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	

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
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Coursework	Seminar Paper critically analysing definitions of health and the wider influences that impact the health and wellbeing of children and young people (LO1, 2) (2,000 words)	50%
	Training Resource for student practitioners, exploring the concept of wellbeing and the influence of current health and wellbeing policy on the lives of children and young people (2000 words) (LO3, 4)	50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Seminar Paper critically analysing definitions of health and the wider influences that impact the health and wellbeing of children and young people (LO1, 2) (2,000 words)	50%
	Training Resource for student practitioners, exploring the concept of wellbeing and the influence of current health and wellbeing policy on the lives of children and young people (2000 words) (LO3, 4)	50%

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

Updated by: Kelly Laywood
Date: 21/6/23

Approved by: Lisa Rogers
Date: July 23

South Devon College Module Record

SECTION A: DEFINITIVE MODULE RECORD.

MODULE CODE: UCSD2140 **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 <i>see Definitions of Elements and Components of Assessment</i>					
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: NA

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:

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"> Critically analyse a range of theoretical perspectives for working with children, young people and their families Evaluate practice approaches in relation to the implementation of practice principles Critically examine the lives of children aged 0 – 18 years within the context of family and child policies, rights, and participation. Apply knowledge, research and policy base to current practice in supporting children and young people. 	Knowledge and Understanding – 1,2,3 Cognitive and intellectual skills – 1,4 Key and transferable skills – 3 Employment related skills – 2,3 Practical skills – 1,2
DATE OF APPROVAL: 09/2023	AWARDING BODY: South Devon College
DATE OF IMPLEMENTATION: 09/2023	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: 23/24
MODULE LEADER: Kelly Laywood

NATIONAL COST CENTRE: 135
OTHER MODULE STAFF: Sam Smith

Summary of Module Content

- Students will critically analyse a range of theoretical perspectives used in practice when working with children, young people and families.
- Exploration of the connection between practice principles and theoretical perspectives.
- The concept of participation will be examined, with a focus on the conflict between child and parental rights and professional duty.

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	

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Analytical Report linked to practice, analysing theoretical perspectives and the connection to practice principles. (LO 1, 2) (2000 words)	50%
	Briefing Paper to inform policy making; examining the participation of children and young people in decision-making about their lives (LO 3, 4) (2000 words)	50%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay exploring theoretical perspectives and the influence on policy and practice (2000 words) (LO 1, 2)	50%
	Learning resource to support student practitioners to understand the concept of participation in practice with children and young people (2000 words) (LO 3, 4)	50%

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

Updated by: Kelly Laywood
Date: 21/6/23

Approved by: Lisa Rogers
Date: 21/06/23