PROGRAMME QUALITY HANDBOOK 2018-2019

BA (Hons) Child Development & Education

Contents

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

Welcome to the BA (Hons) in Child Development and Education. The BA (Hons) Child Development and Education Top-Up course allows the consolidation of skills and practice that have been utilised previously whilst also allowing development of new skills. With the focus on birth to eighteen years the course will allow students to explore areas of practice. The module content will enable development of knowledge in areas of practice specific to each individual student. This will be delivered through seminar and discussion around the subject areas. Through discussion, analysis and development of individual topic areas students will specialise on a specific area of interest. Through the completion of all the necessary components of the module contents students will gain a broad understanding of early years, children and young people theory and practice.

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

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

Note: The information in this handbook should be read in conjunction with the current edition of:
- Your Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
    o available in University News & Information on Moodle.
- Plymouth University's Student Handbook
    o available at:
        https://www.plymouth.ac.uk/your-university/governance/student-handbook

1.1. Programme Management

1.2. Personal Tutor

Personal tutors are designated as a sustained and first point of reference for individual students on personal, domestic or academic matters; detailed information will be available in your teaching, learning and assessment handbooks.

Your personal tutor will be Alison Milner. Alison has been teaching at South Devon College since 2006 in Further and Higher Education. Research interests are professional identity and practices in College Higher Education. She is currently undertaking PhD research in teachers' professional values and identity.

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

1.3. Module Leaders

•   Alison Milner: In addition to being Personal Tutor, Alison is also module leader for Global Education, Alison has been teaching education studies within South Devon College for many years. Alison also leads the Teacher Education team in the college and is currently undertaking PhD research in teachers' professional values and identity.

•   Anna Neale: Anna teaches the Perception Thought and Consciousness module. Anna is a section head and has worked at the college for ten years. Anna's research interests are adolescent aggression.

•   Kelly Smaller: Kelly is module leader for Children in Society. Kelly worked in Early Years settings and secondary schools supporting literacy skills before joining the UCSD teaching team, her research interests are in educational policy and professional practice.

•   Sam Smith: Sam worked for many years in early years settings before joining the college to train Early Years Practitioners. She is a psychology and education lecturer who is currently undertaking a master degree in education exploring student bias within the classroom. Sam leads the module Research in Education.

•   Sally Sharp: Sally teaches the Childhood Perspectives module. Previously a primary school teacher and Special Educational Needs Co-ordinator, Sally is currently researching student wellbeing for her PhD.

1.4. Course Contact List

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

If you have any questions about the programme or your pastoral needs please contact your personal tutor, Alison Milner, amilner@southdevon.ac.uk

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

2. Programme Specification

Awarding Institution:	University of Plymouth
Teaching Institution:	South Devon College
Accrediting Body:	N/A
Language of Study:	English[1]
Mode of Study:	Full Time [2]and Part Time
Final Award:	BA (Hons)
Intermediate Award:	BA (Hons)
Programme Title:	BA (Hons) Child Development and Education
UCAS Code:	CX83
JACS Code:	X300
Benchmarks:	Framework for Higher Education Qualifications (FHEQ), Skills for Care and Education, Sector Skills Council for Early Years: (CWDC) National Occupational Standards (NOS) and National Workforce Competences (NWC) Subject benchmark statement: Early Childhood Studies, Education Studies and Youth work
Date of Programme Approval:	June 2013

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[1] Unless otherwise approved through Plymouth University's Academic Developments Committee
[2] Full time/part time/distance learning etc.

Admissions Criteria:

Qualification(s) Required for Entry to this Programme:	Details:
Level 4 and 5 - **Completion of a foundation degree**	Completion of an appropriate foundation degree in Early Years/Education /Youth Work or related subject area
Level 2: - **Key Skills requirement / Higher Level Diploma:** **and/or** - GCSEs at Level 4 or above	Communication and Application of number Level 2 combined with either GCSE or A-Levels (key skills will not be accepted on their own) English Maths
Level 3: at least one of the following:	
A Levels	48 UCAS points minimum
BTEC National Certificate/Diploma	Diploma/Certificate in a related subject area. 48 UCAS points minimum.
Advanced Level Diploma	Pass minimum
HNC/D	Pass minimum
VDA: AGNVQ, AVCE, AVS	Pass minimum at Level 3
Access to HE or Year 0 provision	48 UCAS points
International Baccalaureate	24 Points
Irish/Scottish Highers/Advanced Highers	48 points minimum from Higher Certificate
Work Experience:	1 year's previous experience within an early years, education or youth work setting
Other non-standard awards or experiences:	Considered on application and subject to interview. Mature students with relevant professional experience within related field may be considered.
APEL / APCL[3] possibilities:	Considered on individual merit

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[3] Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

	Some modules may be more applicable than others
Interview / Portfolio requirements:	Candidates will be invited for interview and required to demonstrate the necessary motivation, potential, experience and/or knowledge to follow their chosen programme successfully. Agreement on individual suitability will be required from employers where they are sponsoring candidates on this programme. All candidates will be required to complete initial literacy and numeracy tests.
Independent Safeguarding Agency (ISA) / Criminal Record Bureau (CRB) clearance required:	Yes

Aims of the Programme:

The programme is intended to:

1. Provide a coherent programme of study which facilitates the academic and professional development of students, is relevant to the needs of employers and lays the foundations for a successful career in child development and education.
2. Develop critical thinking practitioners to enable them to respond in a reflective, flexible and adaptable manner within professional contexts.
3. Understand how pedagogy contributes to the delivery of care and education for individuals and groups within the multi-disciplinary workforce.
4. Develop the students' ability to integrate skills and knowledge throughout the programme and apply these to independent research.
5. Provide an environment that fosters students' skills to continue lifelong learning and reflection.

Programme Intended Learning Outcomes:

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

1. Demonstrate a comprehensive and detailed knowledge of the field of childhood and education.
2. Critically appraise different aspects of childhood in complex contexts.
3. Plan, undertake and evaluate a negotiated, self-managed major project related to children and young people.
4. Analyse and evaluate the impact of ethical and legal issues relevant to the generation of knowledge within the children and young people's sector.
5. Demonstrate ethical awareness and commitment in complex and unpredictable contexts, from a broad range of standard or innovative techniques in working with children, young people and their families.
6. Demonstrate confidence and flexibility in identifying and defining complex problems related to children and young people's practice and identifying solutions.
7. Evaluate the underlying values and principles relevant to education studies developing a personal stance which draws on knowledge and understanding.
8. Critically analyse children and young people's provision and curriculum planning.
9. Demonstrate conventional and innovative methods in the planning, delivery and evaluation of educational programmes across a range of practice settings and cultures.
10. Critically discuss relevant theories, research and frameworks relating to perceptual and cognitive development and evaluate impact on holistic development.
11. Demonstrate a detailed understanding of how historical and contemporary theories and research inform current practice.

2.1.1. Brief Description of the Programme

This programme responds to the demand for a top-up degree to the Early Years

Care and Education Foundation Degree and government aims to develop a graduate workforce. It promotes career progression for workers in a sector that historically has not had until recently an academic route towards graduate status. Having identified a very specific progression route from foundation degrees into this top-up degree, it has become apparent that there is a need for other highly experienced practitioners to access the top-up route. All students are developing practitioners in the early year's sector and its allied professions. The study is proposed to be run on a full time basis in one academic year, by attendance one day per week in college with an additional one day a week in practice (either voluntary or employed) and part time in two academic years, by attendance one day per week to infill into full time programme with additional one day per week in practice (either voluntary or employed).

This programme aims to provide a study of children and young people's development in an ecological context. The focus of the programme is on the development of the child in context and an exploration of the implications for practice. The degree relates, analyses and evaluates theory in relation to practice implications. It aims to enable students to evaluate and develop appropriate pedagogical approaches to work with children, young people and their families. It is multidisciplinary in nature and takes into account the ecology of children's lives through studying the complexities of family life and children's development, the continuum of growth and development and the significance of childhood across cultures and societies. Multiple perspectives are presented to draw on a range of significant disciplines such as history, anthropology, psychology, education, health, welfare, sociology and social policy, cultural studies, the law and political and economic perspectives. Students are enabled to understand and analyse the processes that shape childhood and children and young people's lives in a way that fosters critical evaluation. This includes an understanding of the contested and changing nature of the concept of childhood, ethical principles and children and young people's rights.
All draw on the latest research and the experience of practising professionals, to provide you with valuable insight and real-world skills and knowledge.

2.1.2. Programme Structure and Pathways

Partner: South Devon College

Academic Year: 2018/19

Programme Code: 4756

Programme Title: BA (Hons) Child Development & Education

Full/Part Time: Full Time

Level 6					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD3060	Children in Society	20	Year 1	All year	Core
SOUD3061	Childhood Perspectives	20	Year 1	All year	Core
SOUD3069	Perception, Thought and Consciousness	20	Year 1	All year	Core
SOUD3013	Global Education	20	Year 1	All year	Core
SOUD3062	Research in Education	40	Year 1	All year	Core

Partner: South Devon College

Academic Year: 2018/19

Programme Code: 4757

Programme Title: BA (Hons) Child Development & Education

Full/Part Time: Part Time

Level 6					
Module Code	Module Title	Credits	Year of Delivery*	Semester/Term of Delivery	Core/Optional
SOUD3060	Children in Society	20	Year 1	All year	Core
SOUD3061	Childhood Perspectives	20	Year 2	All year	Core
SOUD3069	Perception, Thought and Consciousness	20	Year 2	All year	Core
SOUD3013	Global Education	20	Year 1	All year	Core
SOUD3062	Research in Education	40	Year 2	All year	Core

2.1.3. Progression Route(s)

Students who wish to continue their studies could apply to undertake Masters Level studies at a range of Universities.

2.1.4. Any Exceptions to Plymouth University Regulations

No exception to regulations apply.

2.1.5. Teaching Methods and Assessments

A: Development of Knowledge and Understanding	Learning and Teaching Strategy/Method
By the end of the programme the student will be able to demonstrate knowledge and understanding of: • Evaluate competing positions in relation to the construction of children and childhood by different subject disciplines, societal agents and time, place and culture • Demonstrate the ability to constructively critique theories and research in the area of child development • Education policy in an informed and systematic way • Accommodate new principles and new knowledge • Accommodation of new ideas and the provision of well-argued conclusions relating to issues, such as the impact of globalisation on education systems, social • Justice, sustainable development, social inclusion and the knowledge economy • Consideration of the international and intercultural dimension of education, the effect of the increasing use of the internet, and the impact of increased worldwide mobility. • The extent to which community development provides a model for all practice, against the view that youth work requires a specific pedagogy and definition, which makes central the position and needs of youth	A range of teaching and learning methodologies will be employed in order to ensure that all students have the opportunities to achieve to the best of their ability. Taught lectures, problem based learning and practical sessions will be combined to offer a range of techniques to support the development and understanding of students at level 6. Through this mixed delivery method learners will be motivated and enthused, and have the opportunity to put into practice theories and concepts that they are exploring with the intention that they can then apply these to real work situations.

NB: Benchmark References	**Assessment** Key knowledge and understanding is assessed via a combination of essays, presentations and seminar performances.

B: Cognitive and Intellectual Skills	**Learning and Teaching Strategy/Method**
By the end of the programme the student will be able to: • Demonstrate an ability to critically evaluate current research and literature within the field of Child Development and Education. • Reflect critically on the impact of a wide range of influences that inform Child Development and Education. • Apply critical decision making that takes into account the complexities of professional practice.	The cognitive and intellectual skills identified at level four recognise the importance of identifying and describing key concepts and theories and also developing the confidence to articulate some of these ideas and relate them to the real world through work-based placements. From the outset the value of contemporary concerns is embedded within the programme, so that students are encouraged to acquire knowledge about current issues and developments that influence the policy landscape in which they are likely to find employment. At level six the intellectual skills listed are designed to expand, enhance and strengthen the skills gained in level four and five. A move from description to evaluation and analysis, an expectation that students become more independent in how, for example, they recognise and demonstrate an understanding that concepts are competing, complex and interlinked, is expected. Social research skills are also introduced as a concept at this level, offering the students the opportunity to develop and express their own ideas and to gain confidence and practise in becoming autonomous.
NB: Benchmark References	**Assessment** Assessed discussions Essays/projects/dissertations Coursework/group work on practical application questions

C: Key Transferable Skills	The transferrable skills associated with each level of the Programme develop skills in how students communicate, use ICT, work as part of a team, solve problems, reflect and think critically. Again, in terms of securing employment, these skills are vital and students are encouraged from the outset to use these skills. Communication, as an example of how these transferrable skills are developed, begins at level four with an expectation that students begin to use a range of tools to communicate ideas to an audience. Opportunities within classroom sessions will typically involve group discussions, seminars, informal presentations, and written work. At level 6, students are encouraged to consider the different audiences they are likely to communicate with and to consider appropriate models for doing so. On completion of the programme students will be confident in responding, adapting and empathising with a number of different audiences in a number of different contexts, applying and communicating information and ideas to suit the needs and expectations of those groups.
By the end of the programme the student will be able to: • Develop a range of strategies and techniques for practice improvement relevant to their own work setting. • Devise, implement and evaluate a practice improvement project in the workplace. • Communicate ideas and research findings by written, oral and visual means • Present a range of theoretical positions and offer a point of view	
NB: Benchmark References	• Assessment Coursework of all types • Assessed discussions • Group work assessments

D: Employment Related Skills By the end of the programme the student will be able to: • Critically reflect on own practice, learning and experience. • Demonstrate ability to work both individually and collaboratively. • Demonstrate negotiating skills. • Apply transferrable skills of oral and written communication to a professional audience.	The programme has a strong vocational focus, and the theoretical understanding developed through study will be rooted into practice. Students will carry out a minimum of one day per week in an appropriate work setting; this may be as paid employment or, more usually, on a voluntary basis. Assessment is linked to practice and students will be expected to use their placements as a basis for research, practical experience, skill development, and the application of theory to a real context.
E: Practical Skills By the end of the programme the student will be able to: • Effectively use the range of learning resources, including ICT, across a range of contexts. • Demonstrate systematic knowledge and critical understanding of children and childhood nationally and globally from philosophical, historical, psychological, sociological, cultural, educational, health, welfare, legal, political and economic perspectives	Professional and practical skills have been addressed and formulated through the learning outcomes to take account of the developmental and supportive nature of this programme. The diversity of the students studying this programme means that some will have a wealth of relevant work experience when they begin, whilst for others, this will be very limited. Because of this, the programme has been deliberately designed to allow all students to progress and build on their experience from level four and five through the creation of learning outcomes that are applicable to all. From the outset, the ethos and value of self-reflection is encouraged. The importance of self-assessment, target setting and the communication of these goals with others is vital in making this programme fit within the needs and expectations of the workplace.
NB: Benchmark References	**Assessment** • Project work • Competence in a range of business-related communication techniques

2.1.6. Distinctive Features of Degree

The BA (Hons) Top-Up allows students to continue their studies close to home in an environment conducive to their wants and needs for a smaller Higher Education Institute (HEI). Whilst allowing students to develop their knowledge and skill to graduate level,

students will be supported by experienced staff pastorally and academically. The small diverse nature of the classes will generate the discussions and flexibility in students learning, developing confidence and knowledge of excellent outstanding practice to relay to their own practice and provisions.

This level 6 programme will enable students to continue working whilst studying to gain further relevant knowledge and experience within the early years, children and young people sector. Students are able to contextualise their learning within a range of practical and occupational settings including nurseries, pre-schools, schools, youth clubs and children's services and Youth Offending Team. Equally, this programme is able to provide a theoretical grounding for Masters level study. At the college we offer a unique supportive environment in which to study and learn. The tutorial support that is offered enables students to feel supported in their studies and also in their choices for the future. We offer the opportunity to attend enrichment activities which are pertinent to the studies that students are undertaking. We will provide support for students who are not currently in practice to find opportunities to gain expertise within the children's sector which will be identified at interview.

Employer informed curriculum and contribution to the development and delivery of the programme. The employer panel members ensure that students will experience a programme that is firmly rooted in good practice, responsive, dynamic and flexible. This group was instrumental in helping to develop the content of the modules and has informed the planning for practice experiences.

To supplement their time in college, students are expected to engage with electronic means of communication, sharing ideas and both receiving and offering support at other points during the week. The VLE has proved to be a valuable means of extending learning and providing a forum for students and staff to reflect on college sessions collectively. Some college sessions are designed to be accessed online, thus providing a more flexible mode of delivery.

Reflective practitioner skills will be developed from the outset. Students will keep a journal of significant events, and will be taught to reflect and evaluate their learning and professional skill development both at college and in practice.

The programme will use a range of teaching, learning and assessment methods that are innovative and flexible, utilising critical pedagogies and creative assessment modes suitable for the 21st century. Self and peer assessment and formative feedback will be integral to the assessment process, as student involvement and ownership of academic development is seen as an essential part of the student undergraduate experience.

3. Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: SOUD3069   **MODULE TITLE:** Perception, Thought and Consciousness
CREDITS: 20   **FHEQ LEVEL:** 6   **JACS CODE:** X300
PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module will provide opportunities for students to develop their understanding of both biological, psychoanalytic and cognitive theories of consciousness. Students will explore perceptual development, focussing on the development of the senses, object perception and social perception. Students will understand the physiological and cognitive basis to learning and development.

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

E1 (Examination)		C1 (Coursework)	75%
E2 (Clinical Examination)		A1 (Generic assessment)	
T1 (Test)		P1 (Practical)	25%

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
To extend and deepen students' knowledge and understanding of perception, thought and consciousness
Students will be aware of the interaction between biology and the environment in shaping cognitive development. The psychological principles studied will provide students with frameworks for understanding learning and behaviour.

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
1. Critically explore theories of object perception in relation to biological and cognitive functions; 2. Critically examine key theories, research and issues which demonstrate the link between the brain and the mind in relation to an aspect of behaviour; 3. Critically examine how knowledge of theories relating to cognitive, motor and/or	1. Demonstrate a comprehensive and detailed knowledge of the field of childhood and education. 2. Critically appraise different aspects of childhood in complex contexts. 4. Analyse and evaluate the impact of ethical and legal issues relevant to the generation of knowledge within the children and young people's sector.

perceptual development can inform our interpretation and understanding of behaviour; 4. Apply knowledge of theories and research to critically analyse how practitioners can support learning and development.	6. Demonstrate confidence and flexibility in identifying and defining complex problems related to children and young people's practice and identifying solutions. 7. Evaluate the underlying values and principles relevant to education studies developing a personal stance which draws on knowledge and understanding. 10. Critically discuss relevant theories, research and frameworks relating to perceptual and cognitive development and evaluate impact on holistic development. 11. Demonstrate a detailed understanding of how historical and contemporary theories and research inform current practice.

DATE OF APPROVAL: 02/2018	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: 09/2018	**SCHOOL/PARTNER:** South Devon College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** Semester 1 & Semester 2

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2018/19	**NATIONAL COST CENTRE:** 135
MODULE LEADER: Anna Neale	**OTHER MODULE STAFF:** Sam Smith

Summary of Module Content

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

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities [KIS definitions]	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Scheduled	45	3 hours for 15 weeks
Independent	35	Interactive learning activities, guided reading and facilitated forum discussion
Placement	120	Guided reading and self-directed study
Total		**(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	3,000 word report to demonstrate the mind/brain link in relation to a chosen disorder, the influence of the disorder on learning and development, and the role of the practitioner/ organisation in supporting individuals with this disorder (LO2,3,4).	100%
Practical	Poster presentation to critically explore theories of object perception in relation to biological and cognitive functions (LO1).	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	3,000 word report to demonstrate the mind/brain link in relation to a chosen disorder, the influence of the disorder on learning and development, and the role of the practitioner/ organisation in supporting individuals with this disorder (LO2,3,4).	100%
Practical	Poster presentation to critically explore theories of object perception in relation to biological and cognitive functions (LO1).	100%

To be completed when presented for Minor Change approval and/or annually updated			
Updated by: Anna Neale 09/05/18	Date:	**Approved by:** Alison Milner 09/05/2018	Date:

MODULE CODE:	**SOUD3013**	MODULE TITLE:	**Global Education**

CREDITS: **20**	FHEQ Level: **6**	JACS CODE: **CX83**

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Global Education is based upon the interconnectedness of everything. It asks the student to explore contemporary global issues - development, environment, children's rights, social justice, peace and conflict - within the framework of the world as a system. Discussion around the concept of education will be developed and how knowledge of other cultures informs educational development.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	**100 %**

SUBJECT ASSESSMENT PANEL Group to which module should be linked: BA (Hons) Education (Child Development), BA (Hons) Education (Social Sciences)

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
1. To explore the concepts of interconnectedness, interdependence and inter-relatedness as they apply to understanding the world and to self-understanding
2. To explore fields of education falling under the global education umbrella - development, environmental, children's rights, peace education, and education for social justice – and their inter-relationship
3. To explore the ideas of education for sustainable futures and education for global citizenship
4. To explore the notion of 'whole person/whole planet' for global education pedagogy

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Demonstrate an enhanced understanding of interconnections within and between lands and peoples, and between human and environmental well-being, and an understanding of interconnectedness as a means of framing curriculum, teaching and learning
2. Critically analyse theory and practice of the fields of global, development, environmental, human rights and peace education, and education for social justice
3. Critically review holistic conceptions of human potential and learning that are proposed as means of promoting sustainability
4. Critically reflect on the learning experience of global education

DATE OF APPROVAL:	06/2017	**FACULTY/OFFICE:**	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2017	**SCHOOL/PARTNER:**	South Devon College

DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	All Year

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must e 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: **2018/19**	NATIONAL COST CENTRE: **135**

MODULE LEADER: **Alison Milner**	OTHER MODULE STAFF: **Issy Hallam**

SUMMARY of MODULE CONTENT

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

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

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

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Think Piece	20%	Consider how sustainable development promotes human potential (making links to practice) (LO3)
		Reflective Diary	80% **Total = 100%**	A 3,500 course reflective diary, entry per session, with a final overview/reflection entry (LO1, LO2 and LO4)

Updated by: Alison Milner	Date: 15/05/2018	Approved by: Anna Neale	Date: 06/2018

Recommended Texts and Sources:

Cregan, K. and Cuthbert, D. (2014) *Global childhoods*. London:SAGE Publications Ltd.

Campbell-Barr, V. and Georgeson, J. (eds.) (2015) *International perspectives on early years workforce development*, Northwich: Critical Publishing Limited.

Corsaro, W. (2015) *The Sociology of Childhood* 4th edn London: SAGE Publications Ltd.

Bignold, W. and Gayton, L, (eds.) (2009) *Global Issues and Comparative Education*, Exeter: Learning Matters Limited.

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

MODULE CODE:	SOUD3062	MODULE TITLE:	Research in Education

CREDITS: 40	FHEQ Level: 6	JACS CODE: CX83

PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Students will critically examine a variety of approaches and methods of data collection and consider the ethical issues involved in carrying out investigations in naturalistic settings.   This module provides students with the opportunity to design an investigation in their chosen aspect of education, carry out a sustained and rigorous piece of work, and analyse and discuss their findings through a written study.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	**100%**

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
1. Understand the nature of recent research in education and the nature and considerations of research.
2. Critically examine various research methods and choose appropriate one/s for their study
3. Design a research project of their own, produce a rationale, draft proposal that includes ethical considerations and undertake a comprehensive literature review
4. Carry out their project using ethical methods to collect and present data
5. Analyse, synthesise and present their findings fluently and logically by evaluating and reporting on the findings and implications of their research project.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Explore and critically review a range of literature pertaining to a specialist topic of interest within education, development and / or society.
2. Collect data to further your understanding of a topic of interest, using an appropriate methodological framework and an ethical approach.
3. Analyse data using conventions that are relevant to your methodology.
4. Critically discuss the outcomes of an extended research project, the methodological issues encountered and the scope for future research.

DATE OF APPROVAL:	06/2017	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2017	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:	Click here to enter a date.	TERM/SEMESTER:	All Day

Last Saved: 29/06/2018

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must e 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: 2018-19	NATIONAL COST CENTRE: 135

MODULE LEADER: Sam Smith	OTHER MODULE STAFF: Jo Button, Catherine Burgess, Alison Milner, Anna Neale, Sam Smith

SUMMARY of MODULE CONTENT
- Approaches to research
- Library skills for a comprehensive literature search
- Methods of data collection (observation, interviews, questionnaires, etc.)
- Ethical considerations whilst involved in the process of research and producing an ethics protocol
- Planning and designing a research project
- Carrying out a project (involving data collection under supervision by a tutor)
- Data analysis and interpretation
- Writing up a research project, using appropriate conventions

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

Scheduled Activities	Hours	Comments/Additional Information
Scheduled Lecturers/seminars	30	1 hour for 30 weeks
Guided distance learning activities	35	Interactive learning activities, guided reading and facilitated forum discussion
Guided independent study	135	Guided reading and self-directed study
Total	**200**	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Coursework	C1	Research Proposal	10%	750 complete the template for your research proposal (LO4)
		Research Project	90% **Total = 100%**	A word processed report of 7,250 words (including literature review) on the individually chosen topic for the research project (LO1,2,3,4)

Updated by: Sam Smith	Date: 10/05/2018	Approved by: Alison Milner	Date: 05/2018

Recommended Texts and Sources:
British Education Research Association (2011) *Ethical guidelines for educational research*. London: British Education Research Association

Last Saved: 29/06/2018

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

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

Greetham, B. (2014) *How to write your undergraduate dissertation*. London: Palgrave

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

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

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

MODULE CODE:	SOUD3060	MODULE TITLE:	Children in Society

CREDITS: 20	FHEQ Level: 6	JACS CODE: CX83

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Children in society develops comparative, critical engagement of the historical, social and political influences that effect the provision of care and education for children and young people. Students will engage in theoretical discussions surrounding the effects of policy on provisions. Students will review a range of resources to explore cultural perceptions of childhood and how this influences different practice. This module will lay the foundations for studying cultural aspects of education within Global Education (SOUD3023).

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

COURSEWORK	
C1 (Coursework)	100 %

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
1. Demonstrate the importance of comparative policy and how this informs practice.
2. Provide students with a holistic view of provision for children and young people.
3. Develop a critical view of the political influences of provision.
4. Examine the historical, cultural and social implications of provision for children.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Critically analyse the importance of political, social and economic impacts on provision.
2. Examine contemporary policy and practice when working with children and young people.
3. Discuss the historical views of childhood and why the concept of childhood has changed.
4. Explore and examine different cultural perspectives of childhood and the impact on practice.

DATE OF APPROVAL:	06/2017	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2017	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

Additional notes (for office use only):

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must e 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: **2018/19**	NATIONAL COST CENTRE: **135**

MODULE LEADER: **Kelly Smaller**	OTHER MODULE STAFF: **Alison Milner**

SUMMARY of MODULE CONTENT

This module aims for students to examine the impact of political, historical and social implications on childhood. Identifying the concept of childhood and how and why this has changed. Discussion of contemporary approaches to provision for children and young people will allow students to explore the notion of provision and how children are viewed in society today.

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

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

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C1	Group Article (1,000 words per person)	25%	LO2
		Essay (3,000 words)	75% **Total = 100%**	LO1, LO3 and LO4

Updated by: Kelly Smaller	Date: 21/05/2018	Approved by: Alison Milner	Date: 05/2018

Recommended Texts and Sources:

Cregan, K. and Cuthbert, D. (2014) *Global childhoods*. London: SAGE Publications Ltd.
Sadovnik, R. (2015) *Sociology of Education: A Critical Reader* (3rd edn). London: Routledge.

Journals:

International Journal of early Childhood
Journal of Early Childhood Teacher Education
Progress in Development Studies
Compare: A Journal of Comparative and International Education

Websites
Sociology of Education (http://journals.sagepub.com/home/soe).
Theory, Culture & Society (http://journals.sagepub.com/home/tcs).

MODULE CODE:	**SOUD3061**	MODULE TITLE:	Childhood Perspectives

CREDITS: **20**	FHEQ Level: **6**	JACS CODE: CX83

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
Geographical and Sociological Lenses of Childhood challenges a range of perspectives on childhood in contemporary society and seeks to enable students to question the maintenance of the status-quo and deconstruct concepts such as difference, diversity and inclusion in childhood.

ELEMENTS OF ASSESSMENT *Use HESA KIS definitions]*

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

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
1. Critically examine how children and young people's differing social and emotional experiences impacts on their holistic development.
2. Critically analyse a range of factors that influence childhood experiences and identify barriers to enabling environments for children and young people.

ASSESSED LEARNING OUTCOMES: (additional guidance below)
At the end of the module the learner will be expected to be able to:
1. Critically analyse current literature with regard to contemporary childhood.
2. Analyse current policy, legislation and frameworks in relation to childhood.
3. Critically analyse the concept of inclusion.
4. Examine the impact of intersectionality.

DATE OF APPROVAL:	06/2017	FACULTY/OFFICE:	Academic Partnerships
DATE OF IMPLEMENTATION:	09/2017	SCHOOL/PARTNER:	South Devon College
DATE(S) OF APPROVED CHANGE:		TERM/SEMESTER:	All Year

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

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must e 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: **18/19**	NATIONAL COST CENTRE: **135**

MODULE LEADER: **Sally Sharp**	OTHER MODULE STAFF: **Katrina Roddy**

SUMMARY of MODULE CONTENT
Geographical and Sociological Lenses of Childhood challenges a range of perspectives on childhood in contemporary society and seeks to enable students to question the maintenance of the status-quo and deconstruct concepts such as difference, diversity and inclusion in childhood.

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

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

Category	*Element*	*Component Name*	*Component Weighting*	*Comments include links to learning objectives*
Coursework	C1	Essay	**Total = 100%**	(LO3, LO4). 2500 words
Practical	P1	Seminar: presenting literature review	**Total = 100%**	(LO1, LO2) (15 -20 minutes depending on group size).

Updated by: Sally Sharp	Date: 21/05/2018	Approved by: Alison Milner	Date: 05/2018

Recommended Texts and Sources:
Corsaro, W. (2015) *The Sociology of Childhood* 4th edn London: SAGE Publications Ltd.

Cregan, K. and Cuthbert, D. (2014) *Global childhoods*. London: SAGE Publications Ltd.

Cunningham, H. (2006) *The invention of childhood.* London: BBC Books Worldwide Ltd.

Devarakonda, C. (2013) *Diversity and inclusion in early childhood*. London: SAGE Publications Limited.

Knowles, G. and Lander, V. (2011) *Diversity, equality and achievement in education.* London: SAGE Publications Limited.

McDowall Clark, R. (2013) *Childhood in society for the early years.* 2nd edn. London: SAGE Publications Limited.

Papatheodorou, T. and Moyles, J. (2012) *Cross-cultural perspectives on early childhood* London: SAGE Publications Ltd.

Wyness, M. (2012) *Childhood and society*. 2nd edn. Palgrave Macmillan.