

**University of Plymouth  
Academic Partnerships**

**Truro & Penwith College**

**Programme Quality  
Handbook for**

**FdA Childhood Education**

**2022 – 2023**

# Contents

<a href="#">Welcome and Introduction</a>	<a href="#">3</a>
<a href="#">Programme Specification</a>	<a href="#">5</a>
<a href="#">Module Records: Level 4</a>	<a href="#">26</a>
<a href="#">Module Records: Level 5</a>	<a href="#">50</a>



# WELCOME AND INTRODUCTION

## Welcome and Introduction to FdA Childhood Education

Welcome to the Foundation Degree (FdA) in Childhood Education at Truro and Penwith College. We are delighted you have chosen to study with us and look forward to helping you achieve your FdA. The FdA Childhood Education is an exciting opportunity for you to study the education provided for children in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2, which will cover the age range of 0-11 years of age and has the following distinctive features:

- You will be introduced to a wide range of topics associated with childhood education, including some of the more complex issues surrounding children and education today.
- The course is truly vocational at the same time as keeping the academic and intellectual rigor. The course will enable you to develop your own practice from this knowledge base.
- The course develops students understanding of childhood education making clear links between theory and practice and the importance of work placement, in collaboration with employers.
- A strong emphasis on learning and practice undertaken during year 1 (level 4) provide a solid foundation, through which students are able to progress into year 2 (level 5) and the work placement module.
- The opportunity to engage in Educational Research allowing students to develop their own interests, whilst acquiring and developing skills of research and investigation.
- The 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 academic and or professional vocational qualifications.
- Highlights key theories of teaching and learning, these include theoretical perspectives form past and current contexts.
- Explores the curricula pertinent to the Early Years Foundation Stage (EYFS) and Key Stage 1 and 2, examining the issues and practicalities related to planning and assessment.
- The course has a strong educational and curriculum emphasis and supports a range of new educational initiatives and policies. The course encourages key teaching,

learning and communication skills, relevant to employment within the field of childhood education.

- The course focusses on current policy and legal frameworks associated with educational provision for children. It highlights a range of provision within childhood education, exploring the diversity focusing on parental involvement and the range of initiatives generated with the intention of improving both provision and practice.
- Through key psychological approaches, important debates and issues surrounding the psychological development and education of children are explored.
- The course aims to equip students with the skills and knowledge base to progress to year 3 (level 6), or work in a chosen specialism area. Additionally, the course provides a platform from which students can undertake academic and/or professional vocational qualifications.
- Regular individual tutorial support and guidance is a strong feature of this course and are provided in the HE building.
- Truro and Penwith is an Outstanding College who works in partnership with National Maths and Science Hubs, Cornwall Teaching School, and has its own Multi Academy Trust. A wide variety of guest speakers are utilised within the programme, these speakers and specific visits (such as Forest School and Eden) represent a wide range of educational practice and academic research.

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 the Truro and Penwith Student Handbook available on Digital Campus which contains student support based information on issues such as finance and studying at HE along with the University's Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook> and your Learning, Teaching and Assessment Handbook available on your programme virtual learning environment (Moodle).

# Programme Specification

**Awarding Institution:** University of Plymouth  
**Teaching Institution:** Truro and Penwith College  
**Accrediting Body:** N/A  
**Final Award:** FdA Childhood Education  
**Intermediate Awards:** Certificate of Higher Education (Cert HE)  
**Programme Title:** Childhood Education

**UCAS Code:** X310

**JACS Code:** X300

## Benchmarks

- Education Studies (2015)
- Framework for Higher Education (FHEQ) programmes at level 4 and 5
- Foundation Degree Characteristics Statement (2015)

**Date of Approval:** July 2017

## Admissions Criteria:

Entry Requirements for FdA Childhood Education	
Level 2	All applicants must have GCSE (or equivalent) Maths, English and Science at Grade 5/C or above.
Level 3: at least one of the following: - AS/A Levels - Advanced Level Diploma - BTEC National Certificate/Diploma - VDA: AGNVQ, AVCE, AVS - Access to HE or Year 0 provision - International Baccalaureate - Irish / Scottish Highers / Advanced Highers:	48 UCAS points from relevant Level 3 qualification.  Achievement of an Access to HE Diploma
Work Experience	Compulsory work experience considered on an individual basis through an interview process.
Other HE qualifications / non-standard awards or experiences	Considered on an individual basis through an interview process.

APEL / APCL possibilities	APEL/APCL will be considered as per University of Plymouth Academic Regulations
Interview / Portfolio requirements	All students will be interviewed
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required	Students are expected to purchase a current DBS

## Aims of the Programme:

The programme intends to:

1. Prepare students to evaluate the appropriateness of different theories and principles within education, and reflect the complexities and challenges in educational settings.
2. Provide students with knowledge and understanding of the historical, political, sociological and psychological theories and policies that affect the curriculum and practice.
3. Develop professional values and ethics from theory and practice, to acquire appropriate ethical arguments and professional identity.
4. Generate reflective graduates with the ability critically reason and communicate coherent arguments to a variety of audiences.
5. Support students to undertake research in order to provide new information and/or explore new or existing data/evidence to identify theoretical principle and concepts.
6. Provide vocational practice opportunities which allow the application of theory to practice and practice to theory.

### **Programme Intended Learning Outcomes:**

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

1. Demonstrate knowledge and understanding of the established principles in complex, educational settings and apply theory to practice.
2. Apply knowledge and skills to new situations, including in the workplace, effective communication skills in a variety of forms and for a range of audiences.

3. Demonstrate the ability to apply current knowledge and skills in a workplace context, taking into account relevant professional values and ethics, as required in the educational sector.
4. Demonstrate the ability to reflect on and evaluate the appropriateness of different approaches to solving problems and issues in a professional context.
5. Show the effective use of communication skills in making reasoned and argued judgements on the most appropriate form of communication for a range of audiences in the education sector.
6. Demonstrate the ability to reflect on and evaluate the importance of educational leadership and teamwork.
7. Demonstrate knowledge of the main methods of educational research and the ability to analyse data and apply to professional practice.

### **Brief Description of the Programme**

The course aims to introduce you to a wide range of topics in education and Childhood Education related areas, albeit with an educational emphasis. You will find the course covers sufficient material for you to be able to gain employment or progress to a higher level of study. The course offers vocational practice opportunities in schools.

# Programme Structure and Pathways

**College:** Truro and Penwith College

**Year:** 2022-23

**Course Code:** 5211

**Full/Part Time:** Full/Part Time

YEAR 1 (Level 4)				
Module Code	Module Title	No. of Credits	Core / Optional	Term/ Semester
TCEC1103	The Psychology of Teaching and Learning	20	Core	1 & 2
TCEC1104	Professionalism and Interpersonal Relationships	20	Core	1
TCEC1105	Theories of Childhood Education	20	Core	1
TCEC1106	Professional Practice (Compulsory Placement)	20	Core	2
TCEC1107	Curriculum, Curriculum Planning and Age Phase Transition	20	Core	1 & 2
TCEC1108	Special Educational Needs and Disability	20	Core	2

YEAR 2 (Level 5)				
Module Code	Module Title	No. of Credits	Core / Optional	Term/ Semester
TCEC2083	Education and Society	20	Core	1
TCEC2084	Alternative Learning Environments	20	Core	2
TCEC2085	Curriculum: English and Mathematics	20	Core	1
TCEC2086	Curriculum: Science and Technology	20	Core	2
TCEC2087	Critical Professional Practice (compulsory practice)	20	Core	1 & 2
TCEC2088	Educational Research	20	Core	1 & 2

Total number of credits at Level 4 = 120

Total number of credits at Level 5 = 120

*A Foundation Degree therefore totals 120 Level 4 credits and 120 Level 5 credits.*



## INDICATIVE PART TIME ROUTE

YEAR 1 (Level 4)				
Module Code	Module Title	No. of Credits	Core / Optional	Term/ Semester
TCEC1104	Professionalism and Interpersonal Relationships	20	Core	1
TCEC1105	Theories of Childhood Education	20	Core	1
TCEC1107	Curriculum, Curriculum Planning and Age Phase Transition	20	Core	1 & 2
TCEC1108	Special Educational Needs and Disability	20	Core	2

YEAR 2 (Level 4 and 5)				
Module Code	Module Title	No. of Credits	Core / Optional	Term/ Semester
TCEC1103	The Psychology of Teaching and Learning	20	Core	1 & 2
TCEC1106	Professional Practice (Compulsory Placement)	20	Core	2
TCEC2083	Education and Society	20	Core	1
TCEC2084	Alternative Learning Environments	20	Core	2

YEAR 3 (Level 5)				
Module Code	Module Title	No. of Credits	Core / Optional	Term/ Semester
TCEC2085	Curriculum: English and Mathematics	20	Core	1
TCEC2086	Curriculum: Science and Technology	20	Core	2
TCEC2087	Critical Professional Practice (compulsory placement)	20	Core	1 & 2
TCEC2088	Educational Research	20	Core	1 & 2

Total number of credits at Level 4 (80 in Yr1 and 40 in Yr2) = 120

Total number of credits at Level 5 (40 in Yr2 and 80 in Yr3) = 120

*A Foundation Degree therefore totals 120 Level 4 credits and 120 Level 5 credits.*

# Progression Route(s)

Students undertaking the FdA Childhood Education may progress onto the following degrees:

- BA (Hons) Education and Training (Truro & Penwith College)
- BSc (Hons) Applied Social Science (Truro & Penwith College)
- BA (Hons) Early Childhood Studies (University of Plymouth)
- BA (Hons) Education Studies (University of Plymouth)
- BA (Hons) Human Behavioural Studies (Truro & Penwith College) subject to interview

Other institutions may also offer appropriate third year choices and students are encouraged to discuss other options with their Personal Tutor. Applications for progression will be subject to availability and must be submitted by the given deadline.

Upon completion of the FdA Childhood Education, students may be suited to work in a variety of settings and these opportunities include, but are not limited to working in the following sectors:

- Managerial positions within childcare and education provision
- Entry onto pathways for Qualified Teacher Status (QTS)
- Learning support
- Educational support
- Children's services

# Work placement and Work based learning

Higher education programmes continually develop learning, teaching and assessment strategies that promote activities relevant to student career aspirations and employment opportunities. The embedding of employability ensures that students leave their programmes ready to take on the challenges of employment in the twenty first century with the professional, personal and practical skills outlined in our Employability Statement.

Work-based learning enables learners to take on appropriate role(s) within a work related context, giving them the opportunity to learn and apply skills and knowledge they have acquired through their programme. Work-based learning can be achieved through many forms, including full-time or part-time work, integrated work placements, real work environments and real life scenarios. Work-placement is a period of time working with an employer in a commercial/voluntary sector that is assessed as part of your programme.

Every Foundation Degree programme will contain some form of assessment that is linked to a period of work-placement or work-based learning. Some courses will contain the assessed work in year 1, some in year 2 and some will be assessed in year 2 following a placement period during year 1 (or in the summer break between year 1 and year 2). You should confirm with your tutor when the placement period will be for your student group so that you can find a relevant placement.

Normally we recommend that 20 days will provide the best opportunity to engage with the employer, understand working practice and demonstrate your value in a way that will generate a positive reference for the future. Assessments normally require a minimum period of 10 days. This may be a 2-week block, a weekly one-day placement or a mixture of opportunities negotiated between your tutor and the employer. In light of current placement difficulties due to the Coronavirus pandemic, we are strongly recommending these hours but only if they are safe to do so. Any student who is shielding or does not feel able to conduct any placement opportunities should have a meeting with their tutor and Programme Leader in the first instance to be able to consider alternative opportunities and be able to complete the paperwork.

Placements must be agreed with your tutor along with the relevant information regarding insurance, a mentor and all the relevant paperwork before you can attend. For a variety of reasons, some sectors don't conform to normal working practice and in these cases, your course manager may choose to develop simulated work-placements within the college, work shadowing or exercises that link directly to self-employment.

Any student who works in an environment where they engage with children or vulnerable adults is required to provide an enhanced Disclosure and Barring Service (DBS) record with no entries (formally Criminal Records Bureau [CRB]). Students are expected to cover the cost of this process and should have provided evidence at interview or enrolment. Foundation Degree students who are unable to provide an enhanced DBS record free from convictions or cautions could be at risk of being unable to complete the assessment on their programme which could mean withdrawal from or interruption of their studies. If a student is aware that they will have entries on their DBS record they should raise this immediately with their tutor so that appropriate advice can be provided. All sport and health, education and social science students will need to provide a DBS record before they can take part in some components of their programme. Students on other courses will be advised by their module leader based on their choice of placement.

Students must also be aware that should any material information or circumstances change that could influence their DBS status following the offer of a place, or at any time once enrolled on a programme, it is their responsibility to make their Programme Lead aware of any change. Changes to circumstances will be considered in confidence and Programme Leads will work with students to minimise the impact on their studies.

# Teaching methods and assessments

Development of Knowledge and Understanding	Learning and Teaching Strategy/Method
<p>By the end of the programme the student will be able to demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>-The underlying concepts and principles associated with their areas of study. And should be able to</li> <li>-Evaluate and interpret these within the context of that area of study</li> <li>-Present, evaluate and interpret qualitative and quantitative data</li> <li>-Knowledge and critical understanding of the well-established principles of their area of study and the way in which those principles have developed</li> </ul>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>• Lectures and tutorials</li> <li>• Directed independent study</li> <li>• Learning from work experience</li> </ul> <p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• Problem-solving exercises</li> </ul>
<p><b>NB: Benchmark References:</b></p> <p>Foundation Degree Characteristics statement</p> <p><b>Subject Benchmark Statement:</b></p> <p>Education Studies</p>	<p><b>Assessment</b></p> <p>Key knowledge and understanding is assessed via a combination of assignments i.e. essays, presentations practical activities, reports portfolios and seminars.</p>

<b>Cognitive and Intellectual Skills</b>	<b>Learning and Teaching Strategy/Method</b>
<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-Evaluate the appropriateness of different approaches to solving problems related to their area of study.</li> <li>-Communicate the results of their study accurately and reliably and with structured and coherent argument</li> <li>-Knowledge of the main methods of enquiry in the subject relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study</li> <li>-Show an understanding of the limits of the knowledge, and how this influences analyses and interpretations based on that knowledge</li> </ul>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>• Class exercises</li> <li>• Tutorial/seminar discussions</li> <li>• Feedback via coursework assessment process (essays etc)</li> </ul> <p><b>Secondary</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Policy and practice analysis in surgeries</li> <li>• Computer-based/ICT practical activities</li> <li>• Reflection upon personal practice</li> </ul>
<p><b>NB: Benchmark References</b></p> <p>Foundation degree characteristics statement</p> <p><b>Subject benchmark statement:</b> Education Studies</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessed discussions</li> <li>• Essays/projects/dissertations</li> <li>• Coursework/group activities</li> </ul>

<b>Subject Specific and Practical Skills</b>	<b>Learning and Teaching Strategy/Method</b>
<p>By The end of the programme the student will be able to;</p> <ul style="list-style-type: none"> <li>-Undertake further training and develop new skills within a structured and managed environment</li> <li>- Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis</li> </ul>	<p>Knowledge transfer from vocational practice in educational settings.</p>

<p>-Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively</p>	
<p><b>Students will also have;</b></p>	<p><b>Learning and Teaching Strategy/Method</b></p>
<p>By the end of the programme the student will be able to:</p> <p>The qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility</p>	<ul style="list-style-type: none"> <li>• Designated tasks</li> <li>• Lectures and tutorials</li> <li>• Learning and knowledge transfer from vocational practice in educational settings</li> </ul>
<p><b>NB: Benchmark References</b></p> <p>Foundation degree characteristics statement</p> <p><b>Subject benchmark statement:</b></p> <p>Education Studies</p>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Presentations and reflective reports</li> <li>• Competence in a range of Early Childhood Education related skills</li> </ul>

# Distinctive Features of the Foundation Degree

## Examples of distinctive features

- There are exceptional distinctive progression opportunities from the FdA Childhood Education degree, in Cornwall, the south west and rest of the country.
- Students are encouraged to gain a comprehensive range of practical learning experiences, through vocational practice, from a wide range of educational settings whilst undertaking the FdA.
- The practical elements of the curriculum modules provide a classroom focus.
- The analytical, research and group skills which are developed throughout the programme are highly valued by employers.
- Demonstrating knowledge of classroom theory and practice and its application to practice.
- Understand the wider educational issues within which professional practice takes place.
- Understand the nature of an education practitioner's role.
- Demonstrate an understanding of a range of skills and strategies required to work in the education sector.



# Learning Outcomes Maps for FdA Childhood Education at HE Levels 4 and 5

## Level 4:

FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p><b><i>Students will have demonstrated:</i></b></p> <p><b><i>KNOWLEDGE and UNDERSTANDING</i></b></p> <p>Knowledge of the underlying concepts and principles associated with their areas of study;</p>	<p>5.1: Making effective use of educational processes, and the cultural, political and historical contexts within which they are embedded. Engage in critical reflection and debate with a number of different perspectives. Evaluating aims, values, means and ends, and the validity of the education issues in question.</p>	<p>A1, 2,3, 5</p>	<p>PILO 1 PILO 2</p>	<p>TCEC1103, TCEC2083 TCEC1104, TCEC2084 TCEC1105, TCEC2085 TCEC1106, TCEC2086 TCEC1107, TCEC2087 TCEC1108, TCEC2088</p>
<p>Ability to evaluate and interpret these within the context of that area of study;</p>	<p>5.2: Displaying a use of contemporary research and other relevant educational literature. Awareness of relevant concepts, theories and interdisciplinary approaches from across a range of appropriate subjects.</p>	<p>A1, 2,3,5,6</p>	<p>PILO 1 PILO 2</p>	<p>TCEC1103, TCEC2083 TCEC1104, TCEC2084 TCEC1105, TCEC2085 TCEC1106, TCEC2086 TCEC1107, TCEC2087 TCEC1108, TCEC2088</p>

FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
Ability to present, evaluate and interpret qualitative and quantitative data;	<p>5.3: Demonstrate the ability to understand theoretical knowledge and research evidence about:</p> <p>i) The processes of learning, including some of the key paradigms and their impact on educational practices.</p> <p>ii) The effects of cultural, societal, political, historical, technological and economic contexts on learning, including education policies, moral, religious and philosophical underpinnings, and issues of social justice.</p> <p>iii) Formal and informal contexts for learning. Including some understanding of their own education system and other education systems, and the values underpinning their organisation.</p> <p>iv) A range of research perspectives and methodologies applied to education</p> <p>v) The complex interactions between education and its contexts, and relationships with other subjects and professions.</p>	A 5,6	PILO 1, 2,7	TCEC1103, TCEC1105, TCEC1108, TCEC 2084, TCEC2088
	<p>5.4:Analyse educational issues systematically</p> <p>i) Evaluate education policy in an informed and systematic way.</p> <p>ii) Accommodate new principles and new knowledge.</p> <p>iii) Apply key principles across educational systems.</p>	A1, A2, A3, A6	PILO1, 2, 5	TCEC1103, TCEC2083 TCEC1104, TCEC2084 TCEC1105, TCEC2085 TCEC1106, TCEC2086 TCEC1107, TCEC2087 TCEC1108, TCEC2088

FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p><b>Students will be able to: Cognitive and Intellectual Skills</b> Evaluate the appropriateness of different approaches to solving problems related to their area of study;</p> <p>Communicate the results of their study accurately and reliably and with structured and coherent argument</p>	<p>5.5: Apply subject knowledge through:</p> <p>i) The analysis of complex situations concerning human and personal learning and development in education and training.</p> <p>ii) Specific implementation of policies in practice.</p> <p>iii) The use of new ideas and the provision of well-argued conclusions relating to issues in education and training. Such as, the impact of globalisation on education systems, social justice, sustainable development and social inclusion.</p>	A1, A4, A6	PILO1, 2, 4, 6	TCEC1103, TCEC2083 TCEC1104, TCEC2084 TCEC1105, TCEC1106, TCEC1107, TCEC2087 TCEC1108, TCEC2088
	<p>5.7.</p> <p>i) Construct and communicate oral and written arguments.</p> <p>iii) Interpret and present relevant numerical information</p> <p>vi) Identify, synthesise, evaluate, and analyse problems and solutions.</p>	A1, A2, A3, A4	PILO 2, 4, 5,	TCEC1103, TCEC2083 TCEC1104, TCEC2084 TCEC1105, TCEC2085 TCEC1106, TCEC1107, TCEC2087 TCEC1108, TCEC2088

FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p><b><i>Subject Specific and Practical Skills</i></b></p> <p>Undertake further training and develop new skills within a structured and managed environment</p>	<p>5.6</p> <p>i) Reflect on their own value systems, development and practices.</p> <p>ii) Question concepts and theories encountered in their studies.</p> <p>iii) Interrogate the assumptions underpinning theory and research.</p> <p>5.7</p> <p>iii) Improve their own learning and performance, through the development of study and research skills, and a capacity to plan, manage and reflect on their own learning.</p> <p>(ii) Make effective use of technology.</p>	A1, A2, A3, A4, A6	PILO 1, 2, 3, 5	TCEC1103, TCEC2083 TCEC1104, TCEC2084 TCEC1105, TCEC2085 TCEC1106, TCEC2086 TCEC1107, TCEC2087 TCEC1108, TCEC2088
<p><b><i>Students will also have:</i></b></p> <p>The qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility</p>	<p>5.7</p> <p>iv) Work effectively with others as part of a team, taking different roles.</p> <p>v) Improve their own learning and performance, through the development of study and research skills, and a capacity to plan, manage and reflect on their own learning.</p> <p>vii) Respond positively and constructively to changing environments.</p>	A1, A3, A4, A6	PILO 2, 3, 4, 5, 6	TCEC1103, TCEC2083 TCEC1104, TCEC2084 TCEC1105, TCEC2085 TCEC1106, TCEC2086 TCEC1107, TCEC2087 TCEC1108,

**Level 5:**

FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p><b><i>Students will have demonstrated:</i></b></p> <p><b><i>KNOWLEDGE and UNDERSTANDING</i></b></p> <p>Knowledge and critical understanding of the well-established principles of their area of study and the way in which those principles have developed;</p> <p>Ability to apply underlying concepts and principles outside the context in which they were first studied, including where appropriate, the application of those principles in an employment context;</p>	<p>5.1: Making effective use of educational processes, and the cultural, political and historical contexts within which they are embedded. Engage in critical reflection and debate with a number of different perspectives. Evaluating aims, values, means and ends, and the validity of the education issues in question.</p> <p>5.2: Displaying a use of contemporary research and other relevant educational literature. Awareness of relevant concepts, theories and interdisciplinary approaches from across a range of appropriate subjects.</p>	<p>A1, 2, 3, 4, 6</p> <p>A1, 2, 3, 6</p>	<p>PILO 1 PILO 2</p> <p>PILO 1 PILO 2</p>	<p>TCEC1103, TCEC2083 TCEC1104, TCEC2084 TCEC1105, TCEC2085 TCEC1106, TCEC2086</p> <p>TCEC1103, TCEC2083 TCEC1104, TCEC2084 TCEC1105, TCEC2085 TCEC1106, TCEC2086</p>



FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
	<p>training. Such as impact of globalisation on education systems, social justice, sustainable development and social inclusion.</p> <p>iv) Consideration of the international and intercultural dimension of education, the effect of new technologies, and the impact of increased worldwide mobility.</p> <p>5.4: Analyse educational issues systematically:            i) Evaluate education policy in an informed and systematic way.</p> <p>ii) Accommodate new principles and new knowledge.</p> <p>iii) Apply key principles across educational systems.</p>			
<p><b>Students will be able to:            Subject Specific and            Practical Skills</b></p> <p>Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;</p>	<p>5.6            i) Reflect on their own value systems, development and practices.</p> <p>ii) Question concepts and theories encountered in their studies.</p> <p>iii) Interrogate the assumptions underpinning theory and research.</p>	<p>A1, 3, 4, 6</p>	<p>PILO 1            PILO 3            PILO 4</p>	<p>TCEC2083            TCEC2084 TCE2087            TCEC1105, TCEC2085            TCEC1106, TCEC2086</p>

FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;	5.7 i) Construct and communicate oral and written arguments. ii) Make effective use of technology. iii) Interpret and present relevant numerical information. vi) Identify, synthesise, evaluate, and analyse problems and solutions.	A4, 5	PILO 2 PILO 4 PILO 5 PILO 7	TCEC1103, TCEC2083 TCEC1104, TCEC2084 TCEC1105, TCEC2085 TCEC1106, TCEC2086
Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.	5.7. v) Improve their own learning and performance, through the development of study and research skills, and a capacity to plan, manage and reflect on their own learning.	A1, 3, 4, 5, 6	PILO 2 PILO 4 PILO 6	TCEC1103, TCEC2088
<b>Students will also have:</b>  The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making	5.7 iv) Work effectively with others as part of a team, taking different roles.  v) Improve their own learning and performance, through the development of study and research skills, and a capacity to plan, manage and reflect on their own learning.	A1, 3, 4, 5, 6	PILO 2 PILO 6 PILO 7	TCEC1106, TCEC1103, TCEC2088 TCEC2087, TCEC2084 TCEC1104.



FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
	vii) Respond positively and constructively to changing environments.			

# LEVEL 4 MODULE RECORDS

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** TCEC1103

**MODULE TITLE:** The Psychology of Teaching and Learning

**CREDITS:** 20

**FHEQ LEVEL:** 4

**JACS CODE:** X300

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module will identify and examine psychological perspectives relevant to teaching and learning. It will analyse and evaluate the influences that contribute to the psychological development of a child. The module emphasizes the importance of social psychology and society, enabling students to gain insight into how a child's environment, culture, and social context, influence how they learn.

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

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

**Professional body minimum pass mark requirement:** 40%

**MODULE AIMS:**

- The purpose of the module is to inform students how psychology contributes to educational practice and learning, within the Early Years Foundation Stage, Key Stage 1 and Key Stage 2.
- To identify relevant psychological theories and concepts relevant to a child's psychological development, learning and education.
- Consider the application of psychological theories in a range of educational settings and contexts.

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### **ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Identify and evaluate psychological perspectives relevant to a child's psychological development, learning and education.
2. Examine how psychological theories inform educational practice and support a child's learning.
3. Evaluate how the complexities of a child's learning and a child's behaviour does not occur in isolation.

<b>DATE OF APPROVAL:</b> April 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2017	<b>SCHOOL/PARTNER:</b> Truro & Penwith
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>SEMESTER:</b> Semester 1 & 2

Additional notes (for office use only):

### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTJVikp>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

**ACADEMIC YEAR:** 2022/23

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Jane Dudley

**OTHER MODULE STAFF:** Kevin Ostapenko-Denton

#### **Summary of Module Content**

This module will identify and examine psychological perspectives relevant to learning and teaching. It will analyse and evaluate the influences that contribute to the psychological development of a child. The purpose of the module is to inform students how psychology contributes to education, within the Early Years Foundation Stage and Key Stage 1 and 2. Students will engage in psychological perspectives which relate to education and child's psychological development, including emotional attachment, moral development and identity. Developmental psychology provides students with an overview of how children learn, develop psychologically and how a practitioner can facilitate the learning process.

The module recognises the importance of social psychology, enabling students to gain insight into how a child's environment, culture, and social context, influence how children learn. Cognitive psychology, such as memory, thinking and problem solving and language are considered in this module. The relevance of intelligence, both intellectual and emotional, motivation and the behavioural aspects of learning are examined in this module. The module will introduce the complexities of children's learning, controversial debates within psychology and identify how a child's behaviour does not occur in isolation.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	45	
Tutorial	5	
Guided independent learning	150	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments include links to learning objectives</b>
Coursework	C1	Critique	20%	ALO 1 & 2 (partial) - Critique one psychological theory to determine whether it is relevant to educational practice today
		Essay	80%  =100 %	ALO 1, 2 & 3 – Identify and evaluate psychological perspectives and theories relevant to a child’s psychological development, learning and behaviour.

<b>Updated by:</b> Karen Keast Date: October 2021	<b>Approved by:</b> Karen Keast Date: October 2021
--	---

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** TCEC1104

**MODULE TITLE:** Professionalism and Interpersonal Relationships

**CREDITS:** 20

**FHEQ LEVEL:** 4

**JACS CODE:** X300

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

The focus of this module is to explore professionalism, professional identity formation and interpersonal relationships in educational contexts. It includes concepts of communication and interpersonal skills and divergent value sets that underpin significant working relationships. The module examines how values and ethics contribute to effective working relationships.

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

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

**Professional body minimum pass mark requirement:** 40%

**MODULE AIMS:**

- To explore professionalism, professional identity formation and interpersonal relationships within an educational context.
- To introduce concepts and theories that surround communication and interpersonal skills, identifying how this supports professionalism and working relationships within education.
- To examine divergent value sets that underpin working relationships in education.
- To explore the concept of ethical frameworks, considering how these can assist the practitioner in decision-making and resolving dilemmas.

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Identify and explain the concepts and complexities surrounding communication and interpersonal skills in a childhood education context.
2. Recognise the core values and ethics relevant to professionalism within an educational context.
3. Explore personal and professional values, demonstrating knowledge of how values underpin working relationships in an educational context.
4. Evaluate the importance of ethical frameworks which influence decision-making and dilemma resolution.

<b>DATE OF APPROVAL:</b> April 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2017	<b>SCHOOL/PARTNER:</b> Truro and Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>SEMESTER:</b> Semester 1

Additional notes (for office use only):

### Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>



## UNIVERSITY OF PLYMOUTH MODULE RECORD

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

**ACADEMIC YEAR:** 2022-23

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Jo Orme

**OTHER MODULE STAFF:** Jane Dudley

#### **Summary of Module Content**

This module allows students to explore the nature and significance of professionalism in childhood education relationships. It will include concepts of communication and interpersonal skills; exploring the complexities, illustrating how vital it is to develop these skills. The importance of developing communication and interpersonal skills, both personally and professionally, form a significant focus of this module.

An examination of divergent value sets, which underpin working relationships within an educational context, provide students with an opportunity to examine their own values. Consideration is given to the value sets students may have already experienced and formed. The exploration of personal and professional values will demonstrate how values contribute to effective working relationships, within childhood education. An introduction to ethical frameworks, allows students to consider the process of decision making and how ethical frameworks can influence their decision making and lead to dilemma resolution.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	45	
Tutor	5	
Guided Independent Learning	150	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1	Seminar	50%	ALO 2 & 4 – values and ethical aspects of working as a professional
	C2	Reflective report	50%	ALO 1 & 3 – discussing observed and developed interpersonal skills
			=100%	

<b>Updated by:</b> Jo Orme Date: September 2021	<b>Approved by:</b> Karen Keast Date: October 2021
--	---

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** TCEC1105

**MODULE TITLE:** Theories of Childhood Education

**CREDITS:** 20

**FHEQ LEVEL:** 4

**JACS CODE:** X300

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Yes (*if No identify programmes in notes box below*)

**SHORT MODULE DESCRIPTOR:** (*max 425 characters*)

This module examines influential approaches to teaching and learning. It explores theoretical perspectives, seminal educators and contemporary educational thinkers. Students will explore a variety of approaches to learning, including informal, incidental and spontaneous play experiences, to more structured teaching learning and assessment methodologies.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	30%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

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

**Professional body minimum pass mark requirement:** 40%

### MODULE AIMS:

- To develop the students' knowledge of approaches to, and theories of, teaching and learning; relevant to childhood education and current practice.
- To evaluate the role and the impact of assessment in childhood education.
- To explore how children's diverse needs are met through the implementation of the curriculum.
- To explain the intrinsic link between teaching and learning.

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Analyse and evaluate a range of theoretical approaches to teaching and learning.
2. Discuss and define the role of assessment in promoting children's learning.
3. Evaluate how effectively a curriculum can meet a range of children's needs and support educational achievement, personal, social, and emotional development.

<b>DATE OF APPROVAL:</b> April 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2017	<b>SCHOOL/PARTNER:</b> Truro and Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>SEMESTER:</b> Semester 1

Additional notes (for office use only):

### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

**ACADEMIC YEAR:** 2022-23

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Kathryn Prowse

**OTHER MODULE STAFF:** Sasha Tregenza-May

#### **Summary of Module Content**

This module identifies and examines the key influential approaches to teaching and learning. A thread running through this module is the exploration of significant theoretical perspectives, seminal educators and contemporary educational thinkers. Students will consider a range of approaches to learning, from informal, incidental and spontaneous play experiences, to more structured teaching, learning and assessment methodologies. The module encourages students to develop critical thinking, in relation to theoretical perspectives of teaching and learning, and identifies how the educational development of children can be facilitated.

Students develop an awareness of the links between educational achievement, personal, social, health and emotional development. The module will identify the importance of the role of play, in children's learning. A range of theories and concepts, which have influenced teaching approaches in childhood education, are central elements of this module. The module explores the importance of pedagogy, teaching strategies and methods and recognises how this informs good practice. Students will explore their role in promoting the development of a child's autonomous learning, whilst considering the diverse needs children.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	45	
Seminar	5	
Guided Independent Study	150	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1	Essay	70%	ALO 1 & 3 - Analyse contemporary educational thinkers and theoretical perspectives which underpin a

## UNIVERSITY OF PLYMOUTH MODULE RECORD

				curriculum and support children's learning and development.
Practical	P1	Presentation	30%	ALO 2 – Create a presentation which examines the role of assessment in promoting both learning and educational achievement.

<b>Updated by:</b> Kathryn Prowse Date: September 2021	<b>Approved by:</b> Karen Keast Date: October 2021
---	---

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** TCEC1106

**MODULE TITLE:** Professional Practice  
(Compulsory Placement)

**CREDITS:** 20

**FHEQ LEVEL:** 4

**JACS CODE:** X300

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** No

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module focuses on work-placement within an educational context, it provides students with an opportunity to link theory and practice. The principles of professional engagement and the application of ethical values in the workplace are central to this module. The module provides an opportunity for students to evidence their personal development, professional skills and knowledge of educational practice.

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

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

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

**Professional body minimum pass mark requirement:** 40%

**MODULE AIMS:**

- To identify ideologies of professional engagement and the application of personal and professional values in the workplace.
- Students examine the importance of planning for progress, target setting and ensuring the application of theory to practice.
- For students to demonstrate their professional skills and identity whilst working in the education sector.
- To explore the notion of Education for Sustainable Development (ESD) and Globalisation in Childhood Education.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

1. Using a work-placement setting, plan, set targets, reflect and evaluate your personal and professional progress.
2. Explain how working effectively within a team, assists the development of professional identify and develops skills in relation to an educational context.
3. To evaluate the significance of Education for Sustainable Development (ESD) and Globalisation in Childhood Education.
4. Demonstrate your knowledge and understanding of theories which underpin effective teaching and learning.

<b>DATE OF APPROVAL:</b> April 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2017	<b>SCHOOL/PARTNER:</b> Truro and Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>SEMESTER:</b> Semester 2

Additional notes (for office use only):

This module has a compulsory placement, which meets the Characteristic Statement Foundation Degree September 2015 UK Quality Code for Higher Education. Part A: Setting and maintaining academic standards.

### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

**ACADEMIC YEAR:** 2022-23

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Jo Orme

**OTHER MODULE STAFF:** Kathryn Prowse

#### **Summary of Module Content**

This module will examine theories and models of reflective practice, which will be applied and developed within an individual professional portfolio. The portfolio will evidence the development of personal and professional values, culture and workplace experience, in addition to considering ethics and identity. The module will explore societal and cultural factors, which may influence an educator's personal and professional values. The significance of Education for Sustainable Development (ESD) and Globalisation in Childhood Education will be examined in context. The students will be encouraged to participate in self-reflection, which will enable them to identify their own strengths and weaknesses.

Planning and target setting will be instrumental in ensuring students expand their personal and professional development, within the education sector. The module aims to raise the students' awareness of the concept of barriers to professional development. It identifies some of the personal and professional frustrations experienced in the workplace. The module will identify the importance of the application of theory to practice, using simulations, scenarios and actual workplace settings. Students will demonstrate knowledge and understanding of theories which underpin effective teaching and learning for children.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	20	
Guided Independent Study	100	
Work placement	80	(Compulsory) Recommended during Pandemic
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>



## UNIVERSITY OF PLYMOUTH MODULE RECORD

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Coursework	C1	Portfolio (section 1)	50%	ALO 1 & 2 - Generate information from placement and academic texts and journals. ALO 3 & 4 – Generate information from placement and academic texts and journals.
		Portfolio (section 2)	50%	
			=100%	

<b>Updated by:</b> Jo Orme Date: September 2021	<b>Approved by:</b> Karen Keast Date: October 2021
--	---

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** TCEC1107

**MODULE TITLE:** Curriculum, Curriculum Planning and Age Phase Transition

**CREDITS:** 20

**FHEQ LEVEL:** 4

**JACS CODE:** X300

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module explores and identifies the significance of curriculum, curriculum planning and age phase transition, in relation to high quality teaching and learning in childhood education. The module includes the theory and practice of transitions at the start and end of the primary National Curriculum. Consideration is given to personal, social and emotional aspects in this module.

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

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

**Professional body minimum pass mark requirement:** 40%

### MODULE AIMS:

- To provide a broad view of the curriculum frameworks from three years to eleven years in England.
- To focus on aspects of planning the curriculum, including those with special educational needs and disability.
- To analyse the processes within settings to support transitions at the start and end of the primary National Curriculum.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Identify the importance of knowledge, understanding and the key aspects of the curriculum, curriculum planning and age phase transition for children in England.

## UNIVERSITY OF PLYMOUTH MODULE RECORD

2. Evaluate the practice and procedures in educational settings which support the transition process, at the start and end of the primary National Curriculum, both academically and emotionally.
3. Demonstrate an understanding of curriculum planning, identifying learning objectives for children in mainstream schools, including those with special educational needs and disability.

<b>DATE OF APPROVAL:</b> April 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2017	<b>SCHOOL/PARTNER:</b> Truro and Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>SEMESTER:</b> Semester 1 & 2

Additional notes (for office use only):

### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

**ACADEMIC YEAR:** 2022-23

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Sue Kellas

**OTHER MODULE STAFF:** Jo Orme

### **Summary of Module Content**

This module explores and identifies the significance of curriculum, curriculum planning and age phase transition, in relation to high quality teaching and learning in childhood education. The module includes the theory and practice of transitions at the start and end of the primary National Curriculum. Personal, social and emotional aspects form part of this module. The module provides students with a well-defined focus and understanding of the curriculum in the primary stage, including planning processes. Students identify key aspects of the curriculum, curriculum planning and age phase transition for children in England.

The module allows students to develop knowledge of the curriculum frameworks from 3 years to 11 years, in England. The historical background of the curriculum frameworks and the legislation associated with them, are a focus of this module. Students will develop understanding of processes of planning and assessment and pedagogical practice to deliver positive learning experiences. Students will be required to demonstrate skills needed for effective planning, including inclusive planning for children with special education needs and disability. The module will include theory and practice of transitions at the start and end of the primary National Curriculum. Personal, social and emotional aspects will be examined throughout this module. The module acknowledges controversial issue such as assessment SATs testing the 11 plus entry examinations. The module analyses the theory and practice of how to support curriculum transitions at the start and end of the primary National Curriculum.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>				
<b>Scheduled Activities</b>		<b>Hours</b>	<b>Comments/Additional Information</b>	
Lecture		45		
Tutor		5		
Guided Independent Learning		150		
<b>Total</b>		<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>	
<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

Coursework	C1	Rationale	20%	ALO 2 – Explore the importance of the transition from the EYFS to the National Curriculum and the focus on school readiness
	C2	Essay	80%  =100%	ALO 1 & 3 – Demonstrate understanding of the importance of planning and of approaches used within the EYFS and National Curriculum. Refer to exemplar plans which identifies objectives for learning and how these are differentiated.

<b>Updated by:</b> Jane Dudley <b>Date:</b> September 2021	<b>Approved by:</b> Karen Keast <b>Date:</b> October 2021
---	--

**UNIVERSITY OF PLYMOUTH MODULE RECORD**

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

**MODULE CODE:** TCEC1108

**MODULE TITLE:** Special Educational Needs and Disability

**CREDITS:** 20

**FHEQ LEVEL:** 4

**JACS CODE:** X300

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module identifies principles and concepts underlying theoretical frameworks and approaches to children with special education needs. The emphasis will be on the individual child and examining how their needs are identified and addressed. The significance of policy, and practice, which will shape educational provision for children with Special Educational Needs and Disabilities (SEND) will be examined.

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

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

**Professional body minimum pass mark requirement:** 40%

**MODULE AIMS:**

- To explore working practice of educating children with special educational needs and disability.
- To develop knowledge of the key issues and legislation which relate to children with special education needs and disability.
- To examine the role of assessment and intervention strategies to support individual needs and to research and analyse the importance of ideas and principles about inclusion, diversity, social justice, and children’s rights within childhood education.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

## UNIVERSITY OF PLYMOUTH MODULE RECORD

1. Explore the working practice of educating children with special educational needs and disability, recognising the role of assessment and early intervention strategies to support learning.
2. Examine the key issues in policy and legislation, which have shaped educational provision for children with special educational needs and disability.
3. Identify and analyse ideas and principles of inclusion, diversity, social justice, and children's rights, within childhood education.

<b>DATE OF APPROVAL:</b> April 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2017	<b>SCHOOL/PARTNER:</b> Truro and Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>SEMESTER:</b> Semester 2

Additional notes (for office use only):

### Additional Guidance for Learning Outcomes:

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTJVikp>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

**ACADEMIC YEAR:** 2022-23

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Jane Dudley

**OTHER MODULE STAFF:** Sasha Tregenza-May

#### **Summary of Module Content**

This module will introduce the topic of Special Educational Needs and Disability (SEND), including recognising the importance of assessment and early intervention strategies to support for children with SEND and their families. The module draws upon contemporary research, to examine the views and experiences of children with SEND in schools. The significance of how research can inform change and policy making is acknowledged. Additionally, the module will consider policy developments, which have shaped and are continuing to shape educational provision for children with SEND.

The module identifies and examines theories of inclusive education, together with implications for curriculum and pedagogy. There will be a focus on the individual child and how their needs are identified and met. Additionally, there will be a recognition of the importance of the principles and ideas surrounding inclusion, diversity, social justice, and children's rights within education.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	45	
Tutor	5	
Guided Independent Learning	150	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1	Essay	50%	ALO 2 & 3 – Analyse ideas and principles of inclusion for children with special educational needs and disability, examining the policies and legislation that have influenced education provision. ALO 1 – Prepare a report for an outside agency on a child with a special educational needs and disability, taking into account the role of assessment and early intervention strategies.
	C2	Report	50%	
			=100%	

<b>Updated by:</b> Jane Dudley Date: September 2021	<b>Approved by:</b> Karen Keast Date: October 2021
--	---



# UNIVERSITY OF PLYMOUTH MODULE RECORD

# LEVEL 5 MODULE RECORDS

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** TCEC2083

**MODULE TITLE:** Education and Society

**CREDITS:** 20

**FHEQ LEVEL:** 5

**JACS CODE:** X300

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

The module explores education and the impact of societal factors on children's learning. It will examine current UK government legislation, policies and trends in education and their recommendations for the future. The module considers the impact of factors such as poverty and deprivation on children's learning and aims to increase educators' awareness of such factors.

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

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

**Professional body minimum pass mark requirement: 40%**

**MODULE AIMS:**

- To examine the impact of poverty and deprivation on a child's development and education.
- To recognise relevant educational policy and legislation and how it affects a child's physical and mental wellbeing.
- To explore and analyse societal factors, which may influence a child's health and mental wellbeing and thus affecting their learning.
- To identify, analyse and communicate the principles, concepts and recognise competing perspectives.

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Examine the impact of poverty and deprivation on a child's learning and development.
2. Critically analyse the effects of changing relevant legislation on education policy and in turn on children's welfare.
3. Critically evaluate and communicate how societal factors both locally and nationally influence children's health and mental wellbeing.

<b>DATE OF APPROVAL:</b> April 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2018	<b>SCHOOL/PARTNER:</b> Truro-Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>SEMESTER:</b> Semester 1

Additional notes (for office use only):

### Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

**ACADEMIC YEAR:** 2022-23

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Jane Dudley

**OTHER MODULE STAFF:** Alicia James

#### **Summary of Module Content:**

The module explores education in the context of contemporary society; it will identify and examine current UK government's educational legislation, policies, trends and recommendations for the future. It will explore how poverty and deprivation effects children's development and wellbeing, which in turn affects their learning. The module examines all perspectives, including educators, families and children. Definitions of health and wellbeing will be examined, including signs and symptoms of mental health disorders, which will enable students to recognise mental health issues. With the government's recent impetus for educators to be aware of mental health issues and implement intervention, this module is an essential tool for students.

The module will recognise and evaluate the impact on educators, as their role changes, to enable them to embrace the mental health and wellbeing of children, within primary education. The module will examine the government's agenda on healthy eating and exercise, the importance of nutrition and physical activity and its proposed inclusion within the curriculum and school ethos. Students will examine and evaluate current and past legislation, in order to analyse their impact on improving children's health and mental wellbeing. The module requires students to analyse factors that may influence children's learning including societal factors, such as poverty, family dynamics, peer pressure, technology and stress.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	45	
Tutorial	5	
Guided Independent Study	150	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

Category	Element	Component Name	Component weighting	Comments include links to learning objectives
Coursework	C1	Report	50%	ALO 1 & 2 – The UK Governments Poverty Strategy 2014 states that “ <i>This Government remains firmly committed to the goal of ending child poverty in the UK by 2020</i> ”. In the UK in 2019-2020 <b>4.3 million children</b> lived in poverty that is <b>nine in a classroom of 30</b> . How has changing Government legislation affected children’s learning and development?
	C2	Essay	50% =100%	ALO 3 – Critically investigate the key social factors in a local and national context that impact on children’s health and mental wellbeing.

<b>Updated by:</b> Jane Dudley Date: September 2021	<b>Approved by:</b> Karen Keast Date: October 2021
--	---

**UNIVERSITY OF PLYMOUTH MODULE RECORD**

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

**MODULE CODE:** TCEC2084

**MODULE TITLE:** Alternative Learning Environments

**CREDITS:** 20

**FHEQ LEVEL:** 5

**JACS CODE:** X300

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module evaluates a range of approaches, theories and contexts for educational practice. Students will compare and contrast how environment, learning and teaching strategies and the curriculum offer opportunities to create learning contexts that challenge existing models of mainstream and formal learning, teaching and assessment.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

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

**Professional body minimum pass mark requirement:** 40%

**MODULE AIMS:**

- To encourage students to compare and contrast alternative approaches and contexts and consider their impact on learning, particularly for learners who do not thrive in a mainstream school setting.
- To explore alternative educational approaches, as a means of setting up a reflective engagement with educational theory, practice, policy and research.
- To engage in alternative learning contexts to create a case study that synthesises educational experience, learning and professional practices.

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

1. Compare and contrast alternative learning environments for their impact on learning and teaching practices.

## UNIVERSITY OF PLYMOUTH MODULE RECORD

2. Examine the role of alternative learning contexts in the educational system.
3. Investigate and critically analyse an alternative learning setting.
4. Critically evaluate the links between theory, policy, educational experience, learning and professional practice.

<b>DATE OF APPROVAL:</b> April 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2018	<b>SCHOOL/PARTNER:</b> Truro-Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>SEMESTER:</b> Semester 2

Additional notes (for office use only):

### **Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>



## UNIVERSITY OF PLYMOUTH MODULE RECORD

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

**ACADEMIC YEAR:** 2022-23

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Jo Orme

**OTHER MODULE STAFF:** Jane Dudley

#### **Summary of Module Content**

This module evaluates a range of approaches, theories and contexts for educational practice. Students will compare and contrast how environment, learning and teaching strategies and the curriculum, offer opportunities to create learning contexts that challenge existing models of mainstream and formal learning, teaching and assessment. The module will explore formal and informal education contexts. It will examine education provision outside and inside schools: rationale and policy context.

The module examines the theories related to learning outside the classroom, experiential and active learning, motivation and raising aspirations. Meeting the needs of 'pushed out' learners and Not in Education, Employment or Training (NEETS); exploring the wider context of education for students with social, emotional, behavioural and welfare needs are an essential element of this module. Legislation and statutory guidance to schools regarding alternative provision (AP), Pupil referral Units (PRU), AP Free Schools, AP Academies and AP Independent schools (including faith schools) are considered. Ofsted and alternative provision, 'second chance' education, prison education, adult education, work-place training and learning are undertaken in this module. A review of models of alternative education, global perspective, opportunities to explore education provision in other countries, formal and informal form part of this module. The sociological, cultural, religious and philosophical perspectives of informal and alternative education will be acknowledged.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	30	
Work Based Learning	25	Recommended visits to alternative learning providers, where possible (limited due to global pandemic)
Guided Independent Study	145	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Coursework	C1	Essay	50 %	ALO 1 & 2 – Evaluate one Alternative Learning Environment considering the links between policy, practice, and the child’s learning experience
Practice	P1	Presentation	50 %	ALO 3 & 4 – Consider a variety of alternative learning environments and critically explore their influence on current teaching practices within mainstream education systems.

<b>Updated by:</b> Jo Orme Date: September 2021	<b>Approved by:</b> Karen Keast Date: October 2021
--	---

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** TCEC2085

**MODULE TITLE:** Curriculum: English and Mathematics

**CREDITS:** 20

**FHEQ LEVEL:** 5

**JACS CODE:** X300

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module aims to build on the importance of the students' knowledge of language and mathematical development. It promotes and develops the students' competence and confidence in mathematics. The module identifies the linguistic, literacy concepts and skills within the EYFS and National Curriculum. The module explains how high quality in English and reading are essential to education and society.

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

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

**Professional body minimum pass mark requirement: 40%**

**MODULE AIMS:**

- Appreciate and build on the students' knowledge of language and mathematical development. Ensure that equality of opportunity for all children meet the needs of children with special educational needs.
- Identify linguistic, literacy and mathematical strands, concepts and skills within the EYFS and National Curriculum.
- Develop the students' competence and confidence in mathematics. Build on the students' knowledge and identify the significance of Science Technology Engineering and Mathematics (STEM) and Maths hubs.

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### ASSESSED LEARNING OUTCOMES: (additional guidance below)

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

1. Reflect on the complexities of linguistic, literary and mathematical strands and concepts within the Early Years Foundation Stage and Key Stage 1 and Key Stage 2, of the National Curriculum.
2. Examine the importance of developing high quality English skills in children in education and their role in society.
3. Critically analyse the principles and concepts of linguistic and mathematical development, through the use of real life situations and a range of activities.
4. Critically evaluate how learning in literacy and numeracy is promoted by government initiatives.

<b>DATE OF APPROVAL:</b> April 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2018	<b>SCHOOL/PARTNER:</b> Truro-Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>SEMESTER:</b> Semester 1

Additional notes (for office use only):

### Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

**ACADEMIC YEAR:** 2022-23

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Sue Kellas

**OTHER MODULE STAFF:** Jo Orme

#### **Summary of Module Content**

This module identifies linguistic, literary and mathematical strands and concepts within the Early Years Foundation Stage Framework, Key Stage 1 and to Key Stage 2 of the National Curriculum. The module aims to build on the importance of the students' knowledge of language and mathematical development, as well as promoting and developing the students' competence and confidence in mathematics. The module focus is to promote and enhance linguistic and mathematical development, through the use of real life situations and using a wide range of activities. Its aim is to build on knowledge of language and mathematical development and explore how young children learn. This in turn provides the opportunity for students to explore, plan, generate resources and the implementation of language and mathematical activities for young children.

The acknowledgement and significance of Science Technology Engineering and Mathematics (STEM) is integral to this module. Additionally, the introduction of Maths hubs is explored. Students identify linguistic, literacy concepts and skills within the Early Years Foundation Stage and National Curriculum. The module explains how high quality in English and reading is vital in education and society. Additionally, students' competence and confidence in mathematics and English will be developed and promoted. The module ensures that equality of opportunity, for all children, are clearly adhered to and that the needs of children with special educational needs and disability are recognised. The importance of spiritual, moral, social and cultural development (SMSC) will feature in this module.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	45	
Tutorial	5	
Guided independent learning	150	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1	Essay	50%	ALO 1 , 2, 3 & 4 (partial) – Create a resource for parents that shows how familiar activities at home relate to the curriculum for mathematics for a specific age band of the EYFS or year group of the National Curriculum. Relate to ways that mathematical learning is promoted in school to include government initiatives.
	C2	Presentation pack	50%  =100%	ALO 1, 2, 3 & 4 (partial) - Create a presentation for parents to show the importance of exploring literacy at home, base it around a story book focused on one age band of the EYFS or specific year group of the National Curriculum. Alongside this produce a rationale that shows the value of the resource and how it relates to language development within the curriculum.

<b>Updated by:</b> Sue Kellas Date: September 2021	<b>Approved by:</b> Karen Keast Date: October 2021
---	---

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** TCEC2086

**MODULE TITLE:** Curriculum:  
Science and Technology

**CREDITS:** 20

**FHEQ LEVEL:** 5

**JACS CODE:** X300

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module focuses on the scientific and computing components within the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 of the National Curriculum. The module explains how practical elements of science are integrated into theory and the curriculum. Students examine how computer hardware and software and other technologies, are taught in the EYFS and the National Curriculum.

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

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

**Professional body minimum pass mark requirement: 40%**

**MODULE AIMS:**

- Promote and develop competence and confidence in science, technology and computing.
- Develop and explore knowledge, understanding and skills related to science, technology and computing.
- Appreciate and explore the significance of planning and resources when implementing scientific and computing activities with young children.
- Emphasise the integration and practical uses of computer hardware and software and other technologies, across both the Early Years Foundation Stage and the National Curriculum.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

## UNIVERSITY OF PLYMOUTH MODULE RECORD

1. Reflect on the requirements of science and technology in Early Years Foundation Stage, Key Stage 1 and Key Stage 2 of the National Curriculum.
2. Critically evaluate the principle basic scientific concepts and process skills, in order to promote and enhance scientific and technological development in children.
3. Critically analyse risk verses opportunity of using technology and identify a range of hardware and software suitable for use with digitally native children.

<b>DATE OF APPROVAL:</b> April 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2018	<b>SCHOOL/PARTNER:</b> Truro-Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>SEMESTER:</b> Semester 2

Additional notes (for office use only):

### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>



## UNIVERSITY OF PLYMOUTH MODULE RECORD

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

**ACADEMIC YEAR:** 2022-23

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Sue Kellas

**OTHER MODULE STAFF:** Alicia James

#### **Summary of Module Content**

This module focuses on the importance of science and technology to a child's education and learning. It demonstrates appropriate knowledge of science, technology and computing as a requirement of the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 of the National Curriculum. The module communicates the principle basic scientific concepts and process skills in a range of investigations, in order to promote and enhance scientific and technological development and learning in all children. It explores the advantages and disadvantages of using technology to develop themes within educational settings.

This module familiarises students with the scientific and computing elements within the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 of the National Curriculum. It provides students opportunities to plan, resource and evaluate simple scientific and computing activities. The module emphasises the integration and the practical uses of computer hardware and software and other technologies, across both the Early Years Foundation Stage and the National Curriculum. The module promotes the equality of opportunity for all children in educational settings. The emphasis of the module is to recognise and promote scientific and technological development in children, in this digital age technology. The module acknowledges how young children are now growing-up as 'digital natives'.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	45	
Tutorial	5	
Guided independent learning	150	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Coursework	C1	Activity Pack	50 %	ALO 1 & 2 - Create a science pack that could be used by a cover teacher. The pack should show how a science investigation can be delivered for a chosen year group or age band. Within the pack include a lesson plan and justification of the value of science including developing skills and knowledge
	C2	Poster	50%	ALO 3 - Create a poster to be peer reviewed in class. Demonstrate your understanding of the appropriate use of technology in childhood education showing awareness of suitable hardware and software as well as potential risks and opportunities of technology.
			=100%	

<b>Updated by:</b> Sue Kellas Date: September 2021	<b>Approved by:</b> Karen Keast Date: October 2021
---	---

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** TCEC2087

**MODULE TITLE:** Critical Professional Practice  
(Compulsory Placement)

**CREDITS:** 20

**FHEQ LEVEL:** 5

**JACS CODE:** X300

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** No (*if No identify programmes in notes box below*)

**SHORT MODULE DESCRIPTOR:** (*max 425 characters*)

This module explores a range of teaching skills and methodologies. It examines and evaluates teaching, learning and assessment as a co-operative process. Students will have the opportunity to use their work placement practice to develop their knowledge skills and understanding of the role of reflective practice in a compulsory work placement.

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

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

**Professional body minimum pass mark requirement:** 40%

### **MODULE AIMS:**

- Analyse and communicate the principles and concepts of teaching, learning and assessment, as an integrated process.
- To explore and identify how teaching and learning are inextricably linked and how this relates to team work and educational leadership.
- Explore a range of teaching skills and methodologies. Consider and evaluate equal opportunity, special educational needs, and multi-cultural awareness, as integral aspects of education.
- Synthesise information, knowledge and understanding to develop skills in reflective practice within work placement.
- Demonstrate an awareness of professional practice, organisational skills and institutional factors, which influence the learning process in an educational workplace context.

## UNIVERSITY OF PLYMOUTH MODULE RECORD

- Explore the criteria used by Ofsted to judge the quality of teaching and learning by observations on teaching and learning.

### **ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Critically evaluate and analyse how teaching and learning are inextricably linked.
2. Identify and examine the effects of social, cultural and institutional factors which influence the learning process, including ESD and globalisation.
3. Identify a range of teaching skills and methodologies, include theory and practice.
4. Critically analyse the criteria that Ofsted use to evaluate the quality of teaching and consider how this informs good practice.

<b>DATE OF APPROVAL:</b> April 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2018	<b>SCHOOL/PARTNER:</b> Truro-Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>SEMESTER:</b> Semester 1 & 2

Additional notes (for office use only):

This module has a compulsory placement, which meets the Characteristic Statement Foundation Degree September 2015 UK Quality Code for Higher Education, Part A: Setting and maintaining academic standards.

### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTJVikp>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

**ACADEMIC YEAR:** 2022-23

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Jo Orme

**OTHER MODULE STAFF:** Kathryn Prowse

#### **Summary of Module Content**

The focus of this module is to analyse and communicate the principle and concepts of teaching, learning and assessment as an integrated process. The module recognises the association between theories and application and illustrates how engaging in vocational practice enhances knowledge and understanding of educational practice. Students are expected to synthesise their knowledge and understanding and to develop skills of reflective practice within work placements. Students will explore the criteria that Ofsted use to evaluate and judge the quality teaching, and consider how this informs good practice.

This module explores a range of teaching skills and methodologies and students will examine and evaluate teaching, learning and assessment as a co-operative process. Students will have the opportunity to use their work placement practice to develop their knowledge skills and understanding of the role of reflective practice in a compulsory work placement. The students will identify and explore the criteria that Ofsted use to judge the quality of teaching, learning and assessment. The students are made aware of the need to ensure equality of opportunity for all children. The module demonstrates an awareness of professional practice, organisational skills and institutional factors, which influence the learning process in an educational workplace context. Factors such as globalisation and education for sustainable development, will be examined within the workplace. Observations are a focus of the work placement that allow evaluation of equal opportunity, special educational needs, and multi-cultural awareness.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	20	
Guided independent learning	60	
Work based placement	120	(compulsory) Recommended during global pandemic
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Coursework	C1	Reflective Journal	50%	ALO 1 & 2 – Use your reflective journal to support your critical Practice Portfolio.
	C2	Portfolio	50%	ALO 3 & 4 – Complete your critical Practice Portfolio including the reflective professional appraisal.

<b>Updated by:</b> Jo Orme Date: September 2021	<b>Approved by:</b> Karen Keast Date: October 2021
--	---

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** TCEC2088

**MODULE TITLE:** Educational Research

**CREDITS:** 20

**FHEQ LEVEL:** 5

**JACS CODE:** X300

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Yes

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module provides students with the opportunity to engage in educational research. The importance of adhering to academic research conventions and guidelines are explained. The module requires students to formulate a small scale qualitative research project. Consideration to ethical issues, in terms of engaging in academic educational qualitative research, is emphasised throughout this module.

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

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

**Professional body minimum pass mark requirement: 40%**

**MODULE AIMS:**

- To provide students with the skills and knowledge to enable them to develop a small-scale research project.
- To identify the procedure and protocol for engaging in educational qualitative research.
- Explain how qualitative research enriches quantitative research.
- The module emphasises the importance of ethical issues, in terms of engaging in the academic educational research.
- The students will work closely with the lecturer, who will supervise and guide them throughout the research process.

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### **ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Use appropriate academic research guidelines and conventions to produce a small-scale research project, which collects and analyses data.
2. Identify and examine the importance of the ethical issues surrounding research in childhood education.
3. Use primary and secondary sources, formulate methodology, which justifies the research methods used, identify the findings, discuss, evaluate and critically analyse the findings of a small-scale project.

<b>DATE OF APPROVAL:</b> April 2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2018	<b>SCHOOL/PARTNER:</b> Truro-Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b> N/A	<b>SEMESTER:</b> Semester 1 & 2

Additional notes (for office use only):

### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications <http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INTjVikp>
- Subject benchmark statements <http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>



## UNIVERSITY OF PLYMOUTH MODULE RECORD

### **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

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

**ACADEMIC YEAR:** 2022-23

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Alicia James

**OTHER MODULE STAFF:** Kathryn Prowse

#### **Summary of Module Content**

The module provides students with an opportunity to engage in the educational research process. Students generate their ideas through the analysis of concepts in their chosen topic area. The module will involve planning, research, investigation and the presentation of a research project on an individual topic. The module will enable students to produce a small scale research project. The lecturer, in the role of research supervisor, will provide lead lectures, seminars, independent study and individual academic tutorials to guide and support the research process. The students will be expected to evaluate a range of information, explore and examine paradigms, methodologies and methods. The module will familiarise students with a range of research paradigms. The module explores and evaluates the role of the novice researcher and the notion of researcher bias. The students will evaluate the links between research, theory, policy, and educational professional practice. The students will work closely with the lecturer, who will supervise and guide them throughout the research process. For those wishing to progress to level 6, this module offers the opportunity for students to engage in research in preparation for working autonomously on a level 6 dissertation.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	45	
Tutor	5	
Guided Independent Learning	150	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Coursework	C1	Research Project Section 1	50 %	ALO 1&2 – Produce the start of a research project in accordance with research guidelines and ethical frameworks.
		Research Project Section 2	50 %	ALO 1, 2 & 3 – Produce a final research project in accordance with research guidelines and ethical frameworks. Critically evaluate the findings and the research project design.
			=100%	

<b>Updated by:</b> Karen Keast Date: September 2021	<b>Approved by:</b> Karen Keast Date: October 2021
--	---