

**University of Plymouth
Academic Partnerships**

Truro & Penwith College

Programme Quality Handbook for

**FdSc Youth, Social and Community
Studies**

2023 – 24

Contents

<u>Welcome and Introduction</u>	<u>3</u>
<u>Programme Specification</u>	<u>4</u>
<u>Module Records: Level 4</u>	<u>22</u>
<u>Module Records: Level 5</u>	<u>35</u>



WELCOME AND INTRODUCTION

Welcome and Introduction to FdSc Youth, Social and Community Studies

Welcome to FdSc Youth, Social and Community Studies. Demand is growing for qualified practitioners working in children's and young people's services and within a youth and community capacity; this course will boost employability as students will gain specialist knowledge and professional skills to progress into practice. Suiting a range of career interests, this dynamic and diverse FdSc aims to develop students who have the intellectual, affective and practical skills needed to work with communities, young people and their families and associated services. The FdSc Youth, Social and Community Studies course offers a contemporary, employer focused programme which combines core academic disciplines with practical, work-based learning. As a student on the course, you will benefit from Truro and Penwith College's Higher Education delivery over the last 25 years, which has and will continue to focus on quality of education. The College has a long-standing partnership with the University of Plymouth, which has been highly successful. The ethos of Truro and Penwith College is to put the student first, therefore, HE courses have been awarded a Gold TEF status, which has come from past student feedback.

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

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

Note: the information in this handbook should be read in conjunction with the current edition of 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

1. Award

Final Award Title: FdSc Youth, Social and Community Studies

Level 4 Intermediate award title: Certificate in Higher Education

UCAS Code: L530

HECoS Code: 100466 youth and community work, 100628 social theory, 100502 social policy

2. Awarding Institution: University of Plymouth

Teaching Institution: Truro and Penwith College

Accrediting Body(ies)

None

3. Distinctive Features of the Programme and the Student Experience

Demand is growing for qualified practitioners working in children's and young people's services and within a youth and community capacity; this course will boost employability as students will gain specialist knowledge and professional skills to progress into practice. Suiting a range of career interests, this dynamic and diverse FdSc aims to develop students who have the intellectual, affective and practical skills needed to work with communities, young people and their families and associated services. The FdSc Youth, Social and Community Studies course offers a contemporary, employer focused programme which combines core academic disciplines with practical, work-based learning. As a student on the course, you will benefit from Truro and Penwith College's Higher Education delivery over the last 25 years, which has and will continue to focus on quality of education. The College has a long-standing partnership with the University of Plymouth, which has been highly successful. The ethos of Truro and Penwith College is to put the student first, therefore, HE courses have been awarded a Gold TEF status, which has come from past student feedback.

4. Distinctive features:

- Personal and professional development is focused on within both years, to aid the overall development of the student, both academically and professionally.

- 100% coursework/practical model which includes authentic, and real-world assessment, with no exams. This is supported by employer and staff feedback, to increase practical and employment related skills.
- Workplace learning is fundamental to the FdSc Youth, Social and Community Studies, students must be engaged in practice and is a compulsory component of the programme.
- A clear distinctive feature of this course is the practical, problem solving approaches nurtured in specific modules. Students develop these employability skills through health & wellbeing campaigns, reflections on leadership strategy and evaluations of inclusive working practice.
- Inclusion of the importance of research informed practice.
- Regular individual tutorial support and guidance is a strong feature of this course and are provided in the HE building.

5. Relevant QAA Subject Benchmark Group(s)

the programme development was informed by the following:-

[Framework for Higher Education \(FHEQ\) programmes at level 4 and 5](#)

[Foundation Degree Characteristics Statement \(2020\)](#)

[Subject Benchmark Statement: Social Policy](#)

[Subject Benchmark Statement: Youth and Community Work](#)

6. Programme Structure

Full-time Route

YEAR 1 (LEVEL 4)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR1226	Professional Skills & Digital Literacy	20	Core	1 & 2
TRUR1227	Understanding Communities and Society	20	Core	1
TRUR1228	Working in Partnership to Support the Foundations of Mental Health	20	Core	1 & 2
TRUR1229	Introducing Issues in Social Policy	20	Core	1 & 2
TRUR1230	Developmental Perspectives and Youth	20	Core	1 & 2
TRUR1231	Professional Practice (Work Placement)	20	Core	2

YEAR 2 (LEVEL 5)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR2220	Applied Research Practice	20	Core	1 & 2
TRUR2221	Developing Wellbeing in the Community	20	Core	1 & 2
TRUR2222	Leadership in Youth, Social and Community Organisations	20	Core	1 & 2
TRUR2223	Contemporary Social Problems & Social Policy	20	Core	1 & 2
TRUR2224	Culture and Identity in a Knowledge Economy	20	Core	1 & 2
TRUR2225	Critical Professional Practice (Work Placement)	20	Core	1 & 2

Part-time Indicative Route

YEAR 1 (LEVEL 4)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR1226	Professional Skills & Digital Literacy	20	Core	1 & 2
TRUR1227	Understanding Communities and Society	20	Core	1
TRUR1231	Developmental Perspectives and Youth	20	Core	1 & 2

YEAR 2 (LEVEL 4)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR1228	Working in Partnership to Support the Foundations of Mental Health	20	Core	1 & 2
TRUR1229	Introducing Issues in Social Policy	20	Core	1 & 2
TRUR1230	Professional Practice (Work Placement)	20	Core	2

YEAR 3 (LEVEL 5)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR2222	Leadership in Youth, Social and Community Organisations	20	Core	1 & 2
TRUR2224	Culture and Identity in a Knowledge Economy	20	Core	1 & 2
TRUR2225	Contemporary Social Problems and Social Policy	20	Core	1 & 2

YEAR 4 (LEVEL 5)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR2220	Applied Research Practice	20	Core	1 & 2
TRUR2221	Developing Wellbeing in the Community	20	Core	1 & 2
TRUR2223	Critical Professional Practice (Work Placement)	20	Core	1 & 2

7. Programme Aims

- A1. Develop students who are able to apply knowledge of the relevant methods of enquiry when working with people in youth, social or community contexts
- A2. Promote students' ability to critically evaluate the appropriateness of different approaches to problem solving and apply them in a work context
- A3. To provide opportunities for students to develop effective communication skills, and present analytical arguments in a variety of forms to specialist and non-specialist audiences
- A4. Develop opportunities for students to acquire and enhance transferable skills, knowledge and professional processes that will improve their employment prospects within youth, social or community sectors
- A5. Support students to undertake research in order to provide new information and/or explore new or existing data/evidence to analyse theoretical principles and concepts
- A6. Develop reflective graduates with the ability to critically reason and communicate coherent arguments to a variety of audiences
- A7. Provide supported opportunities for students to develop a reflective approach to professional practice, allowing them to critically reflect upon their own work and development

8. Programme Intended Learning Outcomes

8.1. Knowledge and understanding

On successful completion graduates should have developed the ability to:

- 8.1.1. Demonstrate knowledge and understanding of key concepts in relation to youth, social and community services.
- 8.1.2. Demonstrate a critical understanding of the operation and impact of non-governmental sources of welfare, and how these interact within mixed economies of welfare.
- 8.1.3. Distinguish, describe and illustrate core social policy issues, recognising different theories, concepts and perspectives presented in relevant literature.

- 8.1.4. Identify and evaluate key concepts in understanding human and social needs in multi-cultural Britain

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed the ability to:

- 8.2.1. Synthesise and evaluate key national and international themes relevant to youth, society and community.
- 8.2.2. Critically evaluate the appropriateness of different approaches to solving problems and issues in a professional context including multi-professional practices.
- 8.2.3. Produce reasoned arguments, justify conclusions and systematic recommendations by reference to appropriate analytical frameworks and supporting evidence.
- 8.2.4. Critically evaluate community projects and organisation from different settings.

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

- 8.3.1. Demonstrate competence in applying problem solving skills and investigative approaches to a variety of professional contexts.
- 8.3.2. Demonstrate the intellectual, affective and practical skills used in working with, communities, young people and their families and associated services.
- 8.3.3. Develop the ability to work reflexively, ethically and self critically with others in the investigation of problems, and in the presentation of arguments and evidence.
- 8.3.4. Identify, locate and retrieve relevant primary and secondary sources/data, including textual and statistical data.

8.4. Employment related skills

On successful completion graduates should have developed the ability to:

- 8.4.1. Understand career theory and develop their own career transitions, identifying and reflecting on their own development needs as well as those of young people and adults.

- 8.4.2. Engage in and understand interdisciplinary working practice across a range of services within the voluntary, community and private sectors.
- 8.4.3. Critically evaluate professional, cultural and ethical aspects of leadership in relation to theoretical models, frameworks, and contemporary research.
- 8.4.4. Work constructively and purposively in teams to produce effective outcomes

8.5. Practical skills

On successful completion graduates should have developed the ability to:

- 8.5.1. Demonstrate understanding and application of the main methods of research ensuring ethical principles are upheld, analyse data and apply this knowledge to an identified research problem.
- 8.5.2. Communicate effectively and professionally both orally and in written format.
- 8.5.3. Adhere to the academic conventions of referencing and presentation to convey critical understanding
- 8.5.4. Use appropriate digital tools for academic and professional development

9. Admissions Criteria, including APCL, APEL and Disability Service arrangements

All applicants must have GCSE (or equivalent will be considered) Maths and English at Grade 4/C or above plus a relevant level 3 qualification. Applicants will be interviewed to assess the experience/capabilities for successful entry and completion of the course.

Entry Requirements for FdSc Youth, Social and Community Studies	
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 (Desirable)	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 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, if required for placement.

Apply online at www.ucas.com. For further information on the admissions process contact heEnquiry@truro-penwith.ac.uk or 01872 267061.

The College is fully committed to widening participation to Higher Education and to ensuring fair access. T&PC's level 4/5 offer is designed to support learners with disabilities and encourage them to apply to take on a programme of study.

At Truro and Penwith College, we have dedicated Student Support Assistants available to offer support and advice to Higher Education students. We make reasonable adjustments to assist with learning needs and environmental adaptations. Early identification of support needs makes us better able to put appropriate arrangements in place. HE Student Support Assistants will work with you in a confidential environment to discuss your individual study

requirements and help arrange any support or adjustments you may require while you are studying with us.

HE Student Support can:

- Offer guidance on disability services including disclosing your disability
- Help with Student Finance and Disabled students allowances (DSAs) queries
- Signpost to other support services
- Offer help with examination access arrangements
- Provide information on Study Skills Support
- Provide information regarding resources and facilities

10. Progression criteria for Final and Intermediate Awards

Students undertaking the FdSc Youth, Social and Community Studies may progress onto the following degree programmes:

- BSc (Hons) Applied Social Science (Truro & Penwith College)
- BA (Hons) Human Behavioural Studies (Truro & Penwith College)
- BSc (Hons) Sociology (University of Plymouth)

Other institutions may also offer appropriate progression 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 FdSc Youth, Social and Community Studies 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:

- Community Work
- Social Care (Youth and Adult)
- Family Support Work
- Voluntary Sector
- Drug and Alcohol Services (Including Rehabilitation)
- Further Education & Student Services
- Social Enterprise Companies

11. Non Standard Regulations

N/A

12. Transitional Arrangements

Transitional arrangements will not be required at Truro College as the FdSc Community Studies (Development and Youth Work) course does not run at this campus.

The team at the Penwith campus will run out the FdSc Community Studies (Development and Youth Work) course, with the final year of intake being September 2020. Transitional arrangements will be in place for any students requiring repeat years on the FdSc Community Studies (Development and Youth Work) to either transition onto the FdSc Youth, Social and Community Studies programme, or continue within their existing course. Students making this choice will be supported to complete previous modules by the current FdSc Community Studies (Development and Youth Work) team.

Programme Specification Mapping

Module contribution to the meeting of Programme Learning Outcomes

CORE MODULES: tick those Programme Learning Outcomes the module contributes to through its assessed learning outcomes.

Core Modules		Programme Learning Outcomes contributed to (for more information see Section 8)																			Compen sation Y/N	Assessment Element(s) and weightings E1- exam T1- in-class test C1- coursework P1 - practical	
		8.1 Knowledge & understanding				8.2 Cognitive & intellectual skills				8.3 Key & transferable skills				8.4 Employment related skills				8.5 Practical skills					
		8.1.1	8.1.2	8.1.3	8.1.4	8.2.1	8.2.2	8.2.3	8.2.4	8.3.1	8.3.2	8.3.3	8.3.4	8.4.1	8.4.2	8.4.3	8.4.4	8.5.1	8.5.2	8.5.3			8.5.4
Level 4	TRUR1226 Professional Skills & Digital Literacy										✓	✓	✓	✓					✓	✓	✓	Y	C1: 70% P1: 30%
	TRUR1227 Understanding Communities and Society	✓			✓	✓		✓	✓				✓						✓	✓		Y	C1: 60% P1: 40%
	TRUR1228 Working in Partnership to Support the Foundations of Mental Health	✓	✓	✓	✓	✓		✓	✓					✓					✓			Y	C1: 100%
	TRUR1229 Introducing Issues in Social Policy	✓				✓	✓	✓				✓	✓							✓		Y	C1: 70% P1: 30%
	TRUR1230 Developmental Perspectives and Youth	✓			✓	✓		✓		✓						✓						Y	C1: 60% P1: 40%
	TRUR1231 Professional Practice (Work Placement)						✓			✓	✓			✓	✓	✓	✓		✓			N	C1: 70% P1: 30%
Level 4 LOs			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			
Level 5	TRUR2220 Applied Research Practice in the Community							✓		✓		✓						✓	✓	✓	Y	C1:100%	
	TRUR2221 Developing Wellbeing in the Community		✓	✓			✓		✓	✓				✓					✓	✓	Y	C1: 100%	
	TRUR2222 Leadership in Youth, Social and Community Organisations			✓			✓	✓				✓		✓					✓		Y	C1: 100%	
	TRUR2223 Contemporary Social Problems & Social Policy		✓	✓	✓	✓		✓				✓	✓					✓	✓	✓	Y	C1: 70% P1: 30%	
	TRUR2224 Culture and Identity in a Knowledge Economy	✓		✓	✓	✓		✓											✓		Y	C1: 70% P1: 30%	
	TRUR2225 Critical Professional Practice										✓	✓			✓	✓	✓			✓	✓	N	C1: 70% P1: 30%
Level 5 LOs		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Confirmed Programme LOs		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			

FdSc Work Based Learning Mapping

FHEQ level: 4				
WBL Activity	Prog Intended LO	Related Modules	Assessed LO	Range of Assessments
Skills Audit and Career Development Plan	8.4.1	TRUR1226: Professional Skills & Digital Literacy	ALO 2: Professional Skills & Digital Literacy	Portfolio
Visiting Speaker	8.1.4	TRUR1228: Working in Partnership to Support the Foundations of Mental Health	ALO 4: Working in Partnership to Support the Foundations of Mental Health	Essay
Group Presentation	8.4.4	TRUR1230: Developmental Perspectives and Youth	ALO4: Developmental Perspectives and Youth	Group Presentation
Analysis of integration into work-based setting	8.4.2	TRUR1231: Professional Practice	ALO 4: Professional Practice	Portfolio
<p>An explanation of this map:</p> <p>The level 4 offer introduces and implements WBL into the student experience. From initial skills audits, development plans and core activity covered in TRUR1226: Professional Skills & Digital Literacy, students will focus on work-based skills and learning in order to prepare them for engaging in professional practice. Service delivery and implementation are contextualised through WBL in TRUR1228: Working in Partnership to Support the Foundations of Mental Health where visiting speakers encourage critical reflection on aspects of service delivery in local mental health contexts, students are then able to feed this through to their module assessments. Students are encouraged to establish effective lines of communication, working collectively towards the group presentation assessment of TRUR1230: Developmental Perspectives and Youth. Students conclude their level 4 journey through the lens of WBL as they analyse their integration into their professional practice setting through reflection and a portfolio of evidence in TRUR1231: Professional Practice.</p>				

FHEQ level: 5

WBL Activity	Prog Intended LO	Related Modules	Assessed LO	Range of Assessments
Presentation of research report	8.5.1	TRUR2220:Applied Research Practice in the Community	ALO 3: TRUR2220:Applied Research Practice in the Community	Research Project Write up
Visiting Speaker	8.5.1	TRUR2220:Applied Research Practice in the Community	ALO 2: TRUR2220:Applied Research Practice in the Community	Research Project Write up
Plan, and evaluate a well-being campaign for a target group	8.2.2	TRUR2221:Developing Wellbeing in the Community	ALO 3: TRUR2221:Developing Wellbeing in the Community	Campaign Report
Plan for organisation in transition Visiting Speaker	8.4.3	TRUR2222:Leadership in Youth, Social, and Community Organisations	ALO4:TRUR2222:Leadership in Youth, Social, and Community Organisations	Change Management Report
Reflections on participative working practice	8.4.4, 8.4.2	TRUR2225:Critical Professional Practice	ALO3:TRUR2225 Critical Professional Practice	Portfolio

An explanation of this map:

The level 5 offer sees students extend and develop their academic and professional skills through WBL. Moving beyond the evaluation required at level 4, students are required to position themselves as active participating members within their work placements, TRUR2225: Critical Professional Practice carries the theme of participative working practice through theory and class based activity, into students portfolio of professional practice reflection. Students are encouraged to plan, evaluate and reflect on areas of interest for research in TRUR2220: Applied Research Practice, in which the practical context of research informed practice is brought to the fore by visiting speakers from projects such as Next Steps South West. Practical work-based scenarios are developed through TRUR2221:Developing Wellbeing in the Community where students propose a well-being campaign with rationalised implantation and evaluation strategies. TRUR222: Leadership in Youth, Social and Community Organisations offers WBL in the form of practical change focused planning for an organisation in change. Visiting speakers are implemented here to give insight into how local organisations have managed such transition.

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.

The expectation is for students to gain and maintain professional practice in the form of compulsory work placement within Year 1 (FdSc) and Year 2 (FdSc). It will similarly look for learners to apply their developing knowledge in placement, and add value and relevance to their professional development. In line with QAA Benchmarking, students will be expected to work in and with communities to develop networks and partnerships with services, and enable social policy analysis. Modules will enable learners to analyse life course development models, also investigating wellbeing and community services. This is to ensure a distinctive understanding of third sector organisations and leadership within them. Consultation with current and former students of the FdA Children and Young Peoples Workforce and FdSc Community Studies (Development & Youth Work), has highlighted the interest for mental health and resilience as a subject for the new provision. It was also determined from feedback with local youth work services, that the holistic nature of support and the importance of a balanced approach to all elements of physical, social and emotional wellbeing was required within the programme.

To gain access to work placement opportunities, students will be required to purchase an enhanced DBS. The work placement provider must also have suitable insurance and a risk assessment in place before a student confirms their position. The suitability of student placements will be discussed with the PL, to ensure that relevant opportunities for professional development are available to all students. There are a number of strategies in place to support the students throughout their placement which will be of 20 hours at level 4, and 50 hours at level 5. These hours can be completed as an on-going process over a longer period or as a block. Students are made aware that these hours are to be completed in their own time block weeks are not scheduled into the year to replace timetabled lectures. Students are asked to find their own WBL placement

as this is seen to increase employability skills. However, it is the College's responsibility to ensure students have placements and the PL will help with this process through the network of employers who regularly support students.

Internal opportunities within Truro and Penwith College may be utilised if suitable and deemed necessary by the PL. The Truro and Penwith Placement Officer works across both sites and provides support and guidance on finding suitable placement opportunities, completing the required paperwork and the DBS process. This role also includes ensuring quality assurance documentation, procedures and processes are adhered to. The Work Placement Officer delivers tutorials at both sites going through the process students need to follow to secure a suitable placement, these sessions are embedded within the tutorial scheme of work.

The Module Leader has responsibility for visiting a sample of students and contacting all students in their placements to ensure work-based learning opportunities are of benefit and students are engaged. The Module Leader is also responsible for evaluating student progress through communication with their mentor and providing feedback where required. The Module Leader provides further support through individual and group tutorials to ensure that all students are clear on the documentation and evidence they need to collate for their portfolios.

A Work Place Guide is available for all students and mentors and sets out clear student responsibilities, placement/employer responsibilities and College responsibilities. A work placement agreement is also provided by the work placement co-ordinator and is signed by the student, the placement/employer and the work placement co-ordinator. The College has a clear safeguarding strategy in place. Students are introduced to the College processes and documentation in lectures through planning sessions with the College's HE Work Placement Officer who will also explain how to complete the College's generic timesheet

Additional information on DBS:

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 and Learning

<p>A: Development of Knowledge and Understanding</p> <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"> • <i>Demonstrate knowledge and understanding of key concepts in relation to youth, social and community services.</i> • <i>Demonstrate a critical understanding of the operation and impact of non-governmental sources of welfare, and how these interact within mixed economies of welfare.</i> • <i>Distinguish, describe and illustrate core social policy issues, recognising different theories, concepts and perspectives presented in relevant literature.</i> • <i>Identify and evaluate key concepts in understanding human and social needs in multi-cultural Britain</i> 	<p>Learning and Teaching Strategy/Method</p> <p>Primary</p> <ul style="list-style-type: none"> • <i>Lectures and tutorials</i> • <i>Directed independent study</i> • <i>Learning from work experience</i> <p>Secondary</p> <ul style="list-style-type: none"> • <i>Case studies</i> <p><i>Problem-solving exercises</i></p>
<p>NB: Benchmark References</p> <p><i>Framework for Higher Education (FHEQ) programmes at level 4 and 5, and informed by relevant sections of, Social Policy, Youth and Community Work subject benchmarks.</i></p>	<p>Assessment</p> <p><i>Key knowledge and understanding is assessed via a combination of multiple choice tests, examinations, essays, presentations and seminar performances.</i></p>

<p>B: Cognitive and Intellectual Skills</p> <p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> • <i>Synthesise and evaluate key national and international themes relevant to youth, society and community.</i> • <i>Critically evaluate the appropriateness of different approaches to solving problems and issues in a professional context including multi-professional practices.</i> • <i>Produce reasoned arguments, justify conclusions and systematic recommendations by reference to appropriate analytical frameworks and supporting evidence.</i> • <i>Critically evaluate community projects and organisation from different settings.</i> 	<p>Learning and Teaching Strategy/Method</p> <p>Primary</p> <ul style="list-style-type: none"> • <i>Class exercises</i> • <i>Tutorial/seminar discussions</i> • <i>Feedback via coursework assessment process (essays etc.)</i> <p>Secondary</p> <p>For example:</p> <ul style="list-style-type: none"> • <i>Policy and practice analysis</i> • <i>Case study analysis and evaluation</i> <p><i>Reflective writing</i></p>
---	--

<p>NB: Benchmark References</p> <p><i>Framework for Higher Education (FHEQ) programmes at level 4 and 5, and informed by relevant sections of, Social Policy, Youth and Community Work subject benchmarks.</i></p>	<p>Assessment</p> <ul style="list-style-type: none"> • <i>Essays/projects/dissertations</i> • <i>Reflective journals/crucial incident analysis</i> • <i>Coursework on practical application questions</i> • <i>Seminar presentations</i>
---	---

<p>C: Key Transferable Skills</p>	<p>Learning and Teaching Strategy/Method</p>
<p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> • <i>Demonstrate competence in applying problem solving skills and investigative approaches to a variety of professional contexts.</i> • <i>Demonstrate the intellectual, affective and practical skills used in working with, communities, young people and their families and associated services.</i> • <i>Develop the ability to work reflexively, ethically and self critically with others in the investigation of problems, and in the presentation of arguments and evidence.</i> • <i>Identify, locate and retrieve relevant primary and secondary sources/data, including textual and statistical data.</i> 	<p>Primary</p> <ul style="list-style-type: none"> • <i>Library and other research exercises</i> • <i>Group work awareness and practice</i> • <i>Work- based experience</i> • <i>Case study and simulation</i> <p>Secondary <i>Class and seminar interactions and feedback</i></p>
<p>NB: Benchmark References</p> <p><i>Framework for Higher Education (FHEQ) programmes at level 4 and 5, and informed by relevant sections of, Social Policy, Youth and Community Work subject benchmarks.</i></p>	<p>Assessment</p> <ul style="list-style-type: none"> • <i>Coursework of all types</i> • <i>Peer assessments</i>

<p>D: Employment Related Skills</p>	<p>Learning and Teaching Strategy/Method</p>
<p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> • <i>Understand career theory and develop their own career transitions, identifying and reflecting on their own development needs as well as those of young people and adults.</i> • <i>Engage in and understand interdisciplinary working practice across a range of services within the voluntary, community and private sectors.</i> 	<p>Digital competencies portfolio</p> <p>Linked in Learning and collaboration</p>

<ul style="list-style-type: none"> • <i>Critically evaluate professional, cultural and ethical aspects of leadership in relation to theoretical models, frameworks, and contemporary research.</i> • <i>Work constructively and purposively in teams to produce effective outcomes</i> 	
--	--

<p>E: Practical Skills</p>	<p>Learning and Teaching Strategy/Method</p>
<p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> • <i>Demonstrate understanding and application of the main methods of research ensuring ethical principles are upheld, analyse data and apply this knowledge to an identified research problem.</i> • <i>Communicate effectively and professionally both orally and in written format.</i> • <i>Adhere to the academic conventions of referencing and presentation to convey critical understanding</i> • <i>Use appropriate digital tools for academic and professional development</i> 	<ul style="list-style-type: none"> • <i>Work-based experiences</i> • <i>Projects</i> • <i>Designated tasks</i> • <i>Lectures and tutorials</i> <p><i>Simulations and case studies</i></p>
<p>NB: Benchmark References</p> <p><i>Framework for Higher Education (FHEQ) programmes at level 4 and 5, and informed by relevant sections of, Social Policy, Youth and Community Work subject benchmarks.</i></p>	<p>Assessment</p> <ul style="list-style-type: none"> • <i>Project work</i> <p><i>Practical simulations and discussion</i></p>

LEVEL 4 MODULE RECORDS

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR1226 **MODULE TITLE:** Professional Skills & Digital Literacy
CREDITS: 20 **FHEQ LEVEL:** 4 **HECoS CODE:** 101090 study skills, 100962 research skills
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: In accordance with current digital strategies and frameworks, this module builds the core professional, academic and digital skills required of students embarking on undergraduate studies and work-based learning. Focusing on the relationship between academic and critical thinking skills, personal and professional development, digital well-being and online identity and inclusivity and digital literacy.

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

E1 (Examination)		C1 (Coursework)	70%	P1 (Practical)	30%	T1 (In-Class Test)	
-------------------------	--	------------------------	-----	-----------------------	-----	---------------------------	--

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Youth, Social and Community Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop students’ familiarity and confidence with the use, application and development of core study skills including keywords and search strategies; evaluating information and websites; reading and recording, organising, and using and presenting information both written and verbal.
- To develop students’ understanding of the knowledge, skills and priorities necessary for effective personal, professional and career development.
- To develop students’ ability to use digital technologies and tools for personal learning and professional development including digital professionalism; the use of specialist digital tools and data sets; communicating ideas effectively in a range of media, and social networking

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Demonstrate awareness and application of the research database, Harvard referencing, and digital skills appropriate to study at HE level.	8.3.4, 8.5.3, 8.5.4
2. Demonstrate an understanding of the professional transferable skills and development areas based on a needs analysis.	8.3.2, 8.3.3, 8.4.1
3. Communicate verbally, in writing and with the use of technology.	8.5.2, 8.5.3
4. Demonstrate an awareness of the value of self-motivation leading to greater self-directed learning	8.3.2, 8.4.1

DATE OF APPROVAL: March 2020

DATE OF IMPLEMENTATION: September 2021

DATE(S) OF APPROVED CHANGE: N/A

FACULTY/OFFICE: Academic Partnerships

SCHOOL/PARTNER: Truro and Penwith College

SEMESTER: 1+2

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 UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023-24	NATIONAL COST CENTRE: 105
MODULE LEADER: Danielle Pearn	OTHER MODULE STAFF: Amanda Miller
<p>SUMMARY OF MODULE CONTENT:</p> <p>The module firstly encourages students to reflect on personal areas of development in relation to a community or youth sector context, instigated via a skills audit. This skills audit feeds directly into a career development plan in which students will build their professional identity, through establishing lines of communication with potential work placements. Study skills and digital working practices needed for study at HE are addressed and the skills required for undertaking the module assignments are introduced. Time-management, productivity software and academic and statistical databases are explored. Literature selection, appraisal and review are recurring themes and relevant IT skills including creating and managing digital content, are introduced through Microsoft Office, to showcase learning. Interpersonal skills are further enhanced by encouraging group participation and working in small groups where appropriate. All skills and qualities are introduced via a framework of issues relevant to personal and professional development within associated contexts of the community and youth sectors.</p>	

SUMMARY OF TEACHING AND LEARNING (<i>Refer to HESA KIS definitions</i>)		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures delivered by module leader, guest speakers involving work placement, formative assessment opportunities.
Tutorial	5	One to one and small group tutorials to assess areas of development and progress in relation to placement opportunities.
Guided Independent Study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (2600 words +/- 10%) (ALO: 1,2,3)	100%
Practical	Individual Presentation (10 minutes) (ALO: 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (2600 words +/- 10%) (ALO: 1,2,3)	100%
Practical	Individual presentation (10 minutes) (ALO: 4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Tom Sugg Date: September 2023	Approved by: Vicky Wood Date: September 2023

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR1227 **MODULE TITLE:** Understanding Communities and Society
CREDITS: 20 **FHEQ LEVEL:** 4 **HECoS CODE:** 100628 social theory
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: This module provides the foundations of social theory and understanding in the construction and dynamics of communities, and society. The module highlights how culture, beliefs, social, political and economic factors affect people through life courses and the communities in which they live.

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

E1 (Examination)		C1 (Coursework)	60%	P1 (Practical)	40%	T1 (In-Class Test)	
-------------------------	--	------------------------	-----	-----------------------	-----	---------------------------	--

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Youth, Social and Community Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To enable students to examine the concepts of community and society, through key sociological perspectives
- To enable students to consider implications and outcomes that difference relating to constructions of class, gender, ethnicity and disability may have for the social rights/responsibilities and citizenship status of certain individuals and groups
- To build students comprehension of core sociological perspectives and apply understanding to local community issues and potential areas of development

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Demonstrate an understanding of communities and society and their characteristics, roles and functions.	8.1.1, 8.2.1
2. Analyse key sociological perspectives pertaining to society, social institutions, culture, identity and social interaction.	8.1.1, 8.3.4, 8.5.2
3. Identify and discuss examples of local communities and potential areas for development.	8.1.4, 8.2.1, 8.2.4
4. Demonstrate knowledge of a number of competing perspectives and ideological approaches to social citizenship.	8.1.4, 8.2.3, 8.5.3

DATE OF APPROVAL: March 2020

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: September 2021

SCHOOL/PARTNER: Truro and Penwith College

DATE(S) OF APPROVED CHANGE: N/A

SEMESTER: 1+2

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 UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023-24	NATIONAL COST CENTRE: 105
MODULE LEADER: Emma Clifton	OTHER MODULE STAFF: Sue Kellas, Julie Pascoe
<p>SUMMARY OF MODULE CONTENT:</p> <p>This module explores key sociological perspectives on society, social institutions, culture, identity, social interaction and power. Core concepts of community and society; group formation, dynamics and processes; understanding community engagement and social change are identified. It examines the nature of 'society' and processes of historical change, the origins and development of social institutions such as the family, education, work and religion. The relationships between upward and downward social mobility and social class are examined, highlighting patterns of transition and opportunities rural communities such as those in Cornwall have experienced. The module then examines evidence into how unemployment, poor housing and crime may impact on life choices, especially for those individuals who are marginalised in society, such as children, the elderly, people with disabilities and ethnic minorities.</p>	

SUMMARY OF TEACHING AND LEARNING (<i>Refer to HESA KIS definitions</i>)		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures delivered by module leader. Formative assessment embedded.
Tutorial	5	Individual and group tutorials
Guided Independent Study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (2160 words +/- 10%) (ALO: 1,2,4)	100%
Practical	Discussion (15 minutes) (ALO: 3)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (2160 words +/- 10%) (ALO: 1,2,4)	100%
Coursework in lieu of practical	Individual Presentation Materials (1440 words +/- 10%) (ALO: 3)	100%

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

Updated by: Tom Sugg Date: September 2023	Approved by: Vicky Wood Date: September 2023
---	--

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR1228	MODULE TITLE: Working in Partnership to Support the Foundations of Mental Health		
CREDITS: 20	FHEQ LEVEL: 4	HECoS CODE: 100653 health and welfare, 100503 social work	
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes	
SHORT MODULE DESCRIPTOR: This module offers an introduction to the knowledge necessary for people to work effectively with individuals and other practitioners to support the foundations of positive mental health. It examines the main classifications of mental illness and the organisations which deal with mental health care. The module evaluates models of mental health informing mental health practice.			

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

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)		T1 (In-Class Test)	
------------------	--	-----------------	------	----------------	--	--------------------	--

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Youth, Social and Community Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To enable students to develop an understanding of models and classifications of mental health, including a historical perspective.
- To introduce student to the social, political and economic drivers of mental health care in Britain.
- To enable students to explore the nature of mental health, mental and emotional well-being and mental ill-being in relation to medical and social models of disability

ASSESSED LEARNING OUTCOMES: *(refer to Programme Specification for relevant Programme Intended Learning Outcomes)*

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Demonstrate a knowledge of the major mental health conditions and their classification	8.1.1, 8.1.3 ,8.1.4
2. Identify and analyse the debates on the nature of mental health and emotional wellbeing, assessing the application of the social and medical models in relation to an aspect in the provision of mental health services	8.2.1, 8.2.3, 8.5.2
3. Identify and evaluate the organisation of mental health care in a local context	8.1.2, 8.2.4, 8.4.2
4. Explore the factors and conditions that promote mental and emotional well- being	8.1.1, 8.1.4

DATE OF APPROVAL: March 2020

DATE OF IMPLEMENTATION: September 2021

DATE(S) OF APPROVED CHANGE: N/A

FACULTY/OFFICE: Academic Partnerships

SCHOOL/PARTNER: Truro and Penwith College

SEMESTER: 1+2

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 UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023-24	NATIONAL COST CENTRE: 105
MODULE LEADER: Dani Pearn	OTHER MODULE STAFF: Amanda Miller

SUMMARY OF MODULE CONTENT:

The module will evaluate current practice aimed at the promotion of emotional and mental well-being. Thus, definitions and debates about the nature and classification of mental health and mental well-being will be identified. This module offers students an introduction to the knowledge necessary for people to work effectively with individuals and other practitioners within a mental health context. It will examine the main classifications of mental illness and the organisations which deal with mental health care as well as giving consideration to the ramifications of both the medical and social models relating to mental health issues and provision. Students are encouraged to consider the voice of the service user and identify strategies organisations use that involve the service users voice meaningfully incorporating the views of practitioner's, carers and families. Thus, students are facilitated to reflect over current debates concerning mental health legislation, including the extent care in the community should be the aim of mental health professionals, the medical and social barriers individuals with mental illness may face, and the public attitudes and behaviours towards disability. The assignment is practical requiring students to investigate mental health provision in Cornwall and evaluate its effectiveness.

SUMMARY OF TEACHING AND LEARNING *(Refer to HESA KIS definitions)*

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures lead by module lead, visiting speakers from relevant local stakeholders
Tutorial	5	Individual and group based tutorials
Guided Independent Study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Seminar Handouts (1800 words +/-10%) (ALO: 2,3)	50%
	Essay (1800 words +/-10%) (ALO: 1, 4)	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (3600 words =/- 10%) (ALO: 1,2,3,4)	100%

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

Updated by: Tom Sugg Date: September 2023	Approved by: Vicky Wood Date: September 2023
---	--

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR1229	MODULE TITLE: Introducing Issues in Social Policy	
CREDITS: 20	FHEQ LEVEL: 4	HECoS CODE: 100502 social policy, 100501 social care, 100655 community work
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
SHORT MODULE DESCRIPTOR: This module provides students with an introduction to the development of social policy in Britain, investigating a range of social and political issues relating to social welfare. Students will develop a fundamental understanding of social policy, and how theory in relation to these policies translates into policy formation and service delivery.		

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

E1 (Examination)		C1 (Coursework)	70%	P1 (Practical)	30%	T1 (In-Class Test)	
-------------------------	--	------------------------	-----	-----------------------	-----	---------------------------	--

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Youth, Social and Community Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To introduce students to the historical, ideological and theoretical influences on British social policy
- To develop students' abilities to analyse social policy related to specific issues
- To increase students' awareness of how theory in relation to social policy translates into policy formation and service delivery

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Demonstrate knowledge and understanding of a range of social and political issues.	8.1.1, 8.2.2
2. Demonstrate the ability to analyse and present research in relation to social issues using social, political and economic understandings and terminology.	8.2.3, 8.3.4, 8.5.3
3. Demonstrate an analytical understanding of key elements of certain social policies.	8.2.2, 8.3.3
4. Discuss how theories underpinning social policy translate into policy formation and service delivery.	8.2.1, 8.3.4

DATE OF APPROVAL: March 2020

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: September 2021

SCHOOL/PARTNER: Truro and Penwith College

DATE(S) OF APPROVED CHANGE: N/A

SEMESTER: 1+2

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 UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023-24	NATIONAL COST CENTRE: 131
MODULE LEADER: Alicia James	OTHER MODULE STAFF: Eugene Morice
<p>SUMMARY OF MODULE CONTENT: This module introduces students to Social Policy. It examines the responses of governments to social issues, and traces the foundations upon which the British welfare state was built. Looking at classical liberalism and how that shaped welfare from the 17th century onward, Key topics include: Pre-Victorian social policy; Victorian social welfare issues, values and social change; poverty and evidence; social divisions and social reform; and the legacy of Victorian social policy. Dominant post-war ideological perspectives that have shaped post-war social policy, the main tenets of Marxist, feminist, anti-racist and green philosophies. Through this theoretical lens, this module provides students with the opportunity to explore the experience of discrimination and disadvantage on the basis of gender, age, disability, ethnic group and sexuality. Addressing these issues are fundamental tasks for all workers practising in the generic area of community work and social care. Thus, it is of paramount importance that students internalise anti-discriminatory practice and learn to reflect over their own assumptions in relation to this matter.</p>	

SUMMARY OF TEACHING AND LEARNING (<i>Refer to HESA KIS definitions</i>)		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures lead by module lead, formative assessment opportunities.
Tutorial	5	One to one and group tutorials.
Guided Independent Study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Literature Review (2520 words +/-10%) (ALO: 1,2,4)	100%
Practical	Poster Presentation (15 minutes) (ALO: 3)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (2520 words +/-10%) (ALO: 1,2,4)	100%
Coursework in lieu of practical	Annotated Poster (1050 words) (ALO: 3)	100%

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

Updated by: Tom Sugg Date: September 2023	Approved by: Vicky Wood Date: September 2023
---	--

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR1230 **MODULE TITLE:** Developmental Perspectives and Youth
CREDITS: 20 **FHEQ LEVEL:** 4 **HECoS CODE:** 100952 developmental psychology,
 100466 youth and community work
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: This module provides a framework to explore the personal and social aspects of human development, examining continuity and change through the lens of youth. This cross-disciplinary module considers aspects of physical, mental, social and emotional development. This will include physical health, exercise, social and emotional development.

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

E1 (Examination)		C1 (Coursework)	60%	P1 (Practical)	40%	T1 (In-Class Test)	
-------------------------	--	------------------------	-----	-----------------------	-----	---------------------------	--

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Youth, Social and Community Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To enable students to explore the interrelationship between physical, social and psychological development, scrutinising representations of adolescence and adolescents in texts
- To enable students to explore psychological and sociological theories of development
- To enable students to explore the influences that contribute to the development of individuals through the lens of youth

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Identify the contribution of different theoretical perspectives in explaining human development throughout the lens of youth	8.1.4, 8.2.1
2. Understand the relationship between sociological, psychological and biological perspectives	8.2.1, 8.2.3
3. Evaluate the effects of early life experiences and social influences on the development of self- concept, gender identity, attitudes and behaviour	8.2.3, 8.3.1, 8.4.4
4. Identify and discuss social constructs in relation to adolescent development through analysis of texts	8.1.1, 8.1.4

DATE OF APPROVAL: March 2020

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: September 2021

SCHOOL/PARTNER: Truro and Penwith College

DATE(S) OF APPROVED CHANGE: N/A

SEMESTER: 1+2

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 UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023-24	NATIONAL COST CENTRE: 105
MODULE LEADER: Kevin Ostapenko Denton	OTHER MODULE STAFF: Alicia James,
<p>SUMMARY OF MODULE CONTENT:</p> <p>This module explores how understandings of adolescence/ts are grounded in discursive and performative constructions that apply labels and expectations to youth. Adolescence is firstly examined as a social construct, highlighting that adolescence does not represent a universal experience for all youth, that conceptions of adolescence have material consequences, and that adolescents often function in ideological ways. Through a youth lens, this module then scrutinises representations of adolescence and adolescents in texts. With this scrutiny, students consider and explore a range of bio-psychosocial perspectives: to illustrate, theories pertaining to trauma, attachment and systems theory. Through these considerations, students will apply this understanding in relation to adolescent development, within various contexts; cultural and social; the impact of abuse and neglect and issues such as inequality are also considered as part of this; underlining the application to practice. Students taking the module, become aware of how theoretical sociological and psychological knowledge can be applied to community, youth work and social care settings. Drawing on biopsychosocial perspectives, this module applies understanding to how adolescent growth and development is shaped.</p>	

SUMMARY OF TEACHING AND LEARNING (Refer to HESA KIS definitions)		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures lead by module lead, formative assessment opportunities.
Tutorial	5	One to one and group tutorials.
Guided Independent Study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report (2160 words +/-10%) (ALO: 1,3,2 (partial))	100%
Practical	Presentation (20 Minutes) (ALO:4, 2(partial))	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay Report (2160 words +/-10%) (ALO: 1,3,2 (partial))	100%
Coursework in lieu of practical	Annotated presentation (1440 words +/-10%)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Tom Sugg Date: September 2023	Approved by: Vicky Wood Date: September 2023

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR1231 **MODULE TITLE:** Professional Practice (Work Placement)

CREDITS: 20 **FHEQ LEVEL:** 4 **HECoS CODE:** 100655 community work, 100466 youth and community work

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

SHORT MODULE DESCRIPTOR: This module focuses on work-placement within a social, community, youth or associated context, linking theory and practice. The principles of professional engagement and the application of codes of practice 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 professional practice.

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

E1 (Examination)		C1 (Coursework)	70%	P1 (Practical)	30%	T1 (In-Class Test)	
-------------------------	--	------------------------	-----	-----------------------	-----	---------------------------	--

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Youth, Social and Community Studies

Professional body minimum pass mark requirement:

MODULE AIMS:

- To enable students to identify philosophies of professional engagement and the application of personal and professional values in the workplace.
- To enable students to examine the importance of planning for progress, target setting and ensuring the application of theory to practice.
- To enable students to explore the significance of professional communication and interpersonal relationships when working within a professional setting.

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Evaluate the practical application of professional communication theories which underpin interpersonal relationships and professional practice.	8.2.2, 8.4.3, 8.5.2
2. Demonstrate knowledge and understanding of personal and professional values.	8.3.2, 8.4.1
3. Explain how working effectively within a team, assists the development of professional identity and develops skills in relation to a professional context.	8.4.2, 8.4.4
4. Analyse personal integration into a work-based setting through theoretical models of staged reflection	8.3.1, 8.4.1

DATE OF APPROVAL: March 2020

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: September 2021

SCHOOL/PARTNER: Truro and Penwith College

DATE(S) OF APPROVED CHANGE: N/A

SEMESTER: 2

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 UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023-24	NATIONAL COST CENTRE: 105
MODULE LEADER: Emma Clifton	OTHER MODULE STAFF: Rachael Morice, Jo Orme

SUMMARY OF MODULE CONTENT:

This module will examine theories and models of; reflective practice, behaviourist models of practice, group work theory and advocacy/empowerment. These 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 codes of practice and safeguarding. The module will explore societal and cultural factors, which may influence personal and professional values. The significance of professional communication and interpersonal relationships 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. 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 professional practice within the associated roles of youth, social, and community sectors.

SUMMARY OF TEACHING AND LEARNING (Refer to HESA KIS definitions)

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	65	Lectures lead by module lead, formative assessment opportunities.
Tutorial	10	One to one and group tutorials.
Project Supervision	5	Group supervision to plan, discuss, and monitor progress on a portfolio
Work Based Learning	20	Work placement
Guided Independent Study	100	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (Section 1) (1260 words +/- 10%) (ALO: 1, 2(partial))	50%
	Portfolio (Section 2) (1260 words +/- 10%) (ALO: 2(partial), 3)	50%
Practical	Presentation (15 minutes) (ALO: 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (3600 words +/- 10%) (ALO: 1,2,3)	100%
Coursework in lieu of presentation	Seminar handout (1080 words +/-10%) (ALO: 4)	100%

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

Updated by: Tom Sugg Date: September 2023	Approved by: Vicky Wood Date: September 2023
---	--

LEVEL 5

MODULE RECORDS

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR2220 **MODULE TITLE:** Applied Research Practice in the Community
CREDITS: 20 **FHEQ LEVEL:** 5 **HECoS CODE:** 100962 research skills, 100466 youth and community work

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

SHORT MODULE DESCRIPTOR: This module develops an understanding of research methods to enable you, as students and practitioners to undertake a small-scale research project within your practice context. It introduces research methods and methodologies and requires students to undertake a piece of primary research on a topic of their choice.

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

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)		T1 (In-Class Test)	
-------------------------	--	------------------------	------	-----------------------	--	---------------------------	--

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Youth, Social and Community Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To enable students to develop an evaluative understanding of associated research methods suitable for working with community partners
- To enable students to conduct a small-scale investigation in an area relating to their professional practice, analysing and reporting the results appropriately
- To enable students to develop academic techniques of investigation and planning, appreciating ethical frameworks for research

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Understand and critically evaluate the suitability of a range of research methods within a specific context	8.3.3, 8.5.1
2. Plan and conduct a small-scale investigation into an area of their own practice, following academic conventions of research	8.3.3, 8.3.4, 8.5.3
3. Present a well-structured research report, critically evaluating the process of conducting the investigation	8.2.3, 8.3.1 8.5.2
4. Appreciate and apply ethical principles of research in gathering, analysing, and reporting data	8.3.3, 8.5.1

DATE OF APPROVAL: March 2020

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: September 2022

SCHOOL/PARTNER: Truro and Penwith College

DATE(S) OF APPROVED CHANGE: N/A

SEMESTER: 1+2

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 UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023-24	NATIONAL COST CENTRE: 105
MODULE LEADER: Tom Sugg	OTHER MODULE STAFF: Amanda Miller
<p>SUMMARY OF MODULE CONTENT: This module evaluates research approaches for working with community partners, analysing how researchers can work with people and communities who might be marginalised. Students will learn that developing clear, focused research questions guides the research approach. Specific areas of module content include; conducting and writing an effective literature review, working with data sets, introduction to research methods, qualitative research methodologies, quantitative research methodologies, data collection tools, academic conventions for presentation of research, presentation of results, ethical issues and use of data. Students are encouraged to explore emergent innovations in research methods in relation to their professional practice and community engagement.</p>	

SUMMARY OF TEACHING AND LEARNING (<i>Refer to HESA KIS definitions</i>)		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures lead by module lead, formative assessment opportunities.
Tutorial	5	One to one and group tutorials.
Guided Independent Study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Proposal (500 words +/- 10%) (ALO: 2 (partial))	20%
	Research Project (3500 words +/- 10%) (ALO:1, 2(partial), 3, 4)	80%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Proposal (500 words +/-10%) (ALO: 2 (partial))	100%
	Research Project (3500 words +/- 10%) (ALO:1, 2(partial), 3, 4)	

To be completed when presented for Minor Change approval and/or annually updated	
<p>Updated by: Tom Sugg Date: September 2023</p>	<p>Approved by: Vicky Wood Date: September 2023</p>

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR2221	MODULE TITLE: Developing Wellbeing in the Community	
CREDITS: 20	FHEQ LEVEL: 5	HECoS CODE: 100655 community work, 100473 health studies
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
SHORT MODULE DESCRIPTOR: This module critically analyses the theory and practice of how supporting health and wellbeing transitions can be built into practice. This module explores differing ideological perceptions in relation to the concept of community then, through these theoretical insights, examines the key practical imperatives within community work management and practice.		

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

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)		T1 (In-Class Test)	
------------------	--	-----------------	------	----------------	--	--------------------	--

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Youth, Social and Community Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To enable students to explore the factors and conditions that promote well-being
- To demonstrate an understanding of the role of social, legal and policy frameworks and how these influence service provision
- To enable students to develop the skills necessary to plan, conduct and evaluate a well-being campaign for a target group, analysing the application of relevant theoretical perspectives to the service user

ASSESSED LEARNING OUTCOMES: *(refer to Programme Specification for relevant Programme Intended Learning Outcomes)*

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Critically evaluate theoretical models of health and well-being and relate to a community-based wellbeing campaign	8.3.1, 8.4.2
2. Offer a critical analysis of two major factors that affect the wellbeing of citizens and, in this context, the necessary roles and responsibilities of community partnerships	8.2.2, 8.2.4
3. Identify a suitable topic for a community campaign then provide details of how this campaign will be formulated, implemented and evaluated, analysing the application of relevant theoretical perspectives to the service user.	8.1.2, 8.1.3, 8.5.2
4. Evaluate the dilemmas and challenges that the campaign might encounter and offer recommendations of how these can be addressed	8.2.2, 8.2.4, 8.5.3

DATE OF APPROVAL: March 2020

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: September 2022

SCHOOL/PARTNER: Truro and Penwith College

DATE(S) OF APPROVED CHANGE: N/A

SEMESTER: 1+2

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 UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023-24	NATIONAL COST CENTRE: 105
MODULE LEADER: Dani Pearn	OTHER MODULE STAFF: Rachael Morice

SUMMARY OF MODULE CONTENT:

This module encompasses a wide variety of activities with the common purpose of improving the wellbeing status of individuals and communities. It explores the factors which affect wellbeing in terms of local, national and international guidelines and contemporary and ethical issues. Exploring notions of wellbeing through key psychological perspectives, students will identify and evaluate models of behavioural change including the Health Belief Model, Theory of Planned Behaviour and the Transtheoretical Model; involving progress through stages of change, assessing an individual's readiness to act on a new healthier behaviour. Encouraging students to evaluate the complexities of wellbeing through a theoretical lens, this module further explores theory in relation to wellbeing and stigma including symbolic interactionism (Goffman), learned helplessness (Seligman), locus of control (Rotter) and attribution (Weiner). Students develop the skills necessary to plan, conduct and evaluate a well-being campaign for a target group, analysing the application of relevant theoretical perspectives to the service user.

SUMMARY OF TEACHING AND LEARNING (Refer to HESA KIS definitions)

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures lead by module lead, formative assessment opportunities.
Tutorial	5	One to one and group tutorials.
Guided Independent Study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (2000 words +/- 10%) (ALO: 1,2)	50%
	Campaign Report (2000 words +/- 10%) (ALO: 3,4)	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Reflective Essay (4000 Words +/- 10%) (ALO: 1,2,3,4)	100%

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

Updated by: Tom Sugg Date: September 2023	Approved by: Vicky Wood Date: September 2023
---	--

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR2222	MODULE TITLE: Leadership in Youth, Social and Community Organisations	
CREDITS: 20	FHEQ LEVEL: 5	HECoS CODE: 100466 youth and community work, 100655 community work
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: Yes
SHORT MODULE DESCRIPTOR: This module develops an understanding of theories of leadership, and the organisation of professional practice. Students will develop key skills and understanding of youth, social and community organisations, and will have the opportunity to explore emergent theory and practical factors such as mentoring arrangements, group structures, staff development and the leadership of change.		

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

E1 (Examination)	C1 (Coursework)	100%	P1 (Practical)	T1 (In-Class Test)
------------------	-----------------	------	----------------	--------------------

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Youth, Social and Community Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Introduce students to the key processes for the leadership in youth, social and community organisations
- Provide an opportunity for students to recognise professional, cultural and ethical aspects of leadership
- Encourage students to reflect on issues of change management through the lens of relevant theory

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Demonstrate an ability to critically reflect on the relationship between personal, professional and organisational values and leadership practice.	8.3.3, 8.4.1
2. Identify and critically evaluate theoretical models, frameworks, and current research that underpin public sector leadership in practice.	8.4.3, 8.5.2
3. Using emergent theory, critically analyse definitions of leadership recognising the dispersed nature of leadership within organisations.	8.2.2, 8.2.3
4. Create a plan for an organisation in transition, evaluating the application of associated leadership theories and organisational change models	8.1.3, 8.2.2

DATE OF APPROVAL: March 2020

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: September 2022

SCHOOL/PARTNER: Truro and Penwith College

DATE(S) OF APPROVED CHANGE: N/A

SEMESTER: 1+2

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 UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023-24	NATIONAL COST CENTRE: 105
MODULE LEADER: Tom Sugg	OTHER MODULE STAFF: Sue Kellas
<p>SUMMARY OF MODULE CONTENT:</p> <p>This module familiarises students with contemporary research evidence on effective approaches to leadership and management in youth, social and community practice. Research investigating the links between leadership practices and positive organisational outcomes is explored, as is research that highlights major contemporary change and developments in modern leadership practice.</p> <p>The module encourages students to evaluate debates surrounding theory and practice in the fields of leadership, change, and leadership development. The aim therefore is to help students become competent leaders, supporting others effectively and increasing levels of engagement, motivation and performance.</p> <p>This module requires students to appreciate praxis, critically reflecting on the relationship between theory and practice from an ethical and professional standpoint.</p>	

SUMMARY OF TEACHING AND LEARNING (<i>Refer to HESA KIS definitions</i>)		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures lead by module lead, formative assessment opportunities.
Tutorial	5	One to one and group tutorials.
Guided Independent Study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Personal Development Review (2000 words +/- 10%) (ALO: 1,2)	50%
	Change Management Report (2000 words +/-10% (ALO: 3,4)	50%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (4000 words +/- 10%) (ALO: 1,2,3,4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Tom Sugg Date: September 2023	Approved by: Vicky Wood Date: September 2023

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR2223 **MODULE TITLE:** Contemporary Social Problems & Social Policy
CREDITS: 20 **FHEQ LEVEL:** 5 **HECoS CODE:** 100502 social policy, 100628 social theory, 100501 social care

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

SHORT MODULE DESCRIPTOR: This module extends key contexts and practices of social policy, focusing on how and why specific social issues, such as poverty, youth unemployment and environmental justice, become identified as ‘social problems’ and the evaluation of contemporary social policy. Theoretical notions of inequality, conflict and power are explored, unpacking the links between contemporary theory and social policy.

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

E1 (Examination)		C1 (Coursework)	70%	P1 (Practical)	30%	T1 (In-Class Test)	
-------------------------	--	------------------------	-----	-----------------------	-----	---------------------------	--

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Youth, Social and Community Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To enable students to understand issues in contemporary social policy in relation to practice and service delivery with adults, children and families
- To enable students to outline the policy measures which have been developed in response to selected social problems
- To enable students to draw on a range of concepts and theories to analyse the policy cycle and evaluation process in fields of relevance to youth, social and community.

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Demonstrate an awareness of core issues, questions and political theory within social policy.	8.1.2, 8.1.3, 8.5.2
2. Assess the effect of ideology and theory on the development of social policy.	8.1.3, 8.2.1, 8.5.3
3. Critically analyse the impact of media narratives in creating social problems.	8.3.3, 8.3.4
4. Critically analyse the differential impacts of social policies on particular groups in society and how these groups engage with social welfare agendas.	8.1.4, 8.2.3, 8.5.1

DATE OF APPROVAL: March 2020

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: September 2022

SCHOOL/PARTNER: Truro and Penwith College

DATE(S) OF APPROVED CHANGE: N/A

SEMESTER: 1+2

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 UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023-24	NATIONAL COST CENTRE: 131
MODULE LEADER: Tom Sugg	OTHER MODULE STAFF: Euguene Morice
<p>SUMMARY OF MODULE CONTENT: This module extends the student's ability to analyse community and social issues in relation to social and public policy. This module explores the way social capital, social exclusion, and 'bottom-up' governance - are being used in social policy. Relevant 'social problems' such as poverty, youth unemployment, and environmental justice – are examined to highlight the role media narratives have in establishing these as social problems, and the policy responses that have emerged in relation to them. Theoretical notions of inequality, conflict and power are explored, unpacking the links between contemporary theory and social policy. Students will explore the theoretical developments from Modernity to Post-modernity including Michel Foucault and his understanding of 'power'; Pierre Bourdieu and the reproduction of inequality; and feminist social theory of Judith Butler. Thus, students gain knowledge of theoretical models such as modernisation; underdevelopment; globalisation and neo-populist and post-modernist critiques. Considering social problems such as inequality, welfare reform and big data, students will critically analyse how some of these issues are high on political agendas, while others are not. Gaining a practical understanding of social justice, public policy and welfare, students will analyse the structure of a policy cycle in relation to these issues and how these policies impact an individual's wellbeing and independence.</p>	

SUMMARY OF TEACHING AND LEARNING (<i>Refer to HESA KIS definitions</i>)		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures lead by module lead, formative assessment opportunities.
Tutorial	5	One to one and group tutorials.
Guided Independent Study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Presentation (15 minutes) (ALO: 4)	100%
Coursework	Essay (2800 words +/- 10%) (ALO: 1,2,3)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (2800 words +/- 10 %) (ALO)	100%
Coursework in lieu of practical	Seminar Hand Out (1200 words +/- 10 %) (ALO: 4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Tom Sugg Date: September 2023	Approved by: Vicky Wood Date: September 2023

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR2224 **MODULE TITLE:** Culture and Identity in a Knowledge Economy
CREDITS: 20 **FHEQ LEVEL:** 5 **HECoS CODE:** 100628 social theory, 101307 applied social science
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: This module examines the evolving nature of culture and identity, work and employment as knowledge economies move into the fourth industrial revolution. Focusing on the relationship between personal and collective identities and how people’s experiences of these are represented, contested and resisted, students investigate the opportunities and challenges of living in a knowledge economy.

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

E1 (Examination)		C1 (Coursework)	70%	P1 (Practical)	30%	T1 (In-Class Test)	
-------------------------	--	------------------------	-----	-----------------------	-----	---------------------------	--

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Youth, Social and Community Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To enable students to identify the nature and context of social change as contemporary UK society transitions towards a knowledge economy and the fourth industrial revolution
- To develop students’ evaluative comprehension of the factors influencing the changing patterns of households, family life, work and employment as societies negotiate the opportunities and challenges presented by the fourth industrial revolution
- To critically analyse the differing patterns of inequality for socio-political perspectives in relation to community, culture, social exclusion and social cohesion.

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Evaluate contemporary theoretical viewpoints on concepts of community, culture, identity and change.	8.1.1, 8.1.3
2. Identify the key causes of inequality and evaluate policies and evidence on social cohesion, inequality and communities.	8.2.3, 8.5.2
3. Explore the impact of Britain transitioning to a knowledge economy on employment and on the work of voluntary and community organisations	8.1.4, 8.2.1
4. Analyse the key opportunities and social problems associated with the restructuring of contemporary society in the fourth industrial revolution.	8.1.1, 8.1.3

DATE OF APPROVAL: March 2020

DATE OF IMPLEMENTATION: September 2022

DATE(S) OF APPROVED CHANGE: N/A

FACULTY/OFFICE: Academic Partnerships

SCHOOL/PARTNER: Truro and Penwith College

SEMESTER: 1+2

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 UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023-24	NATIONAL COST CENTRE: 131
MODULE LEADER: Tom Sugg	OTHER MODULE STAFF: Alicia James, Sue Kellas,
<p>SUMMARY OF MODULE CONTENT: The module discusses key concepts and theoretical approaches to the study of culture, identity and difference and relates these to national and global processes of social change as societies transition into knowledge economies and beyond. The module investigates the many roles that innovation and knowledge play in transitioning societies and relates these to notions of culture, identity and difference. Students are encouraged to investigate how the Fourth Industrial Revolution is going to redefine what it means to be human and how we engage with one another and the planet. Analysis of the impact of such change on the third sector is conducted, highlighting how organisations can use technology to find and connect with more people who need their services, understand their communities on a deeper level, and supply better services to achieve more goals. Lower skilled occupations left vulnerable to being replaced by technological advances are then discussed with reference to a range of theoretical approaches and studies of socio-cultural processes of identity formation, participation, citizenship and community development.</p>	

SUMMARY OF TEACHING AND LEARNING (<i>Refer to HESA KIS definitions</i>)		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures lead by module lead, formative assessment opportunities.
Tutorial	5	One to one and group tutorials.
Guided Independent Study	150	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (2800 words +/- 10%) (ALO: 1,2,3)	100%
Practical	Poster Presentation (15 minutes) (ALO: 4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Essay (2800 words +/- 10%) (ALO: 1,2,3)	100%
Coursework in lieu or presentation	PowerPoint Presentation with Notes (1200 words +/- 10%) (ALO: 4)	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Tom Sugg Date: September 2023	Approved by: Vicky Wood Date: September 2023

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR2225 **MODULE TITLE:** Critical Professional Practice (Work Placement)
CREDITS: 20 **FHEQ LEVEL:** 5 **HECoS CODE:** 100466 youth and community work,
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR: This module provides students an opportunity to use and develop practice skills, analysing their own practice in relation to workplace strategies centred around empowerment, equality, anti-discriminatory practice, and informal learning. Students are expected to critically reflect on their learning and identify areas for further developing professional practice.

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

E1 (Examination)		C1 (Coursework)	70%	P1 (Practical)	30%	T1 (In-Class Test)	
-------------------------	--	------------------------	-----	-----------------------	-----	---------------------------	--

SUBJECT ASSESSMENT PANEL to which module should be linked: FdSc Youth, Social and Community Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To enable students to engage in and critically evaluate working practice in relation to social inclusion, anti-oppressive practice; including social policy and empowerment.
- To enable students to analyse theoretical models of reflection, and their application to professional practice including target setting, and evaluation.
- To enable students to synthesise key national and international themes relevant to youth, social and community; including social policy, social inclusion, youth cultures, transition and career.

ASSESSED LEARNING OUTCOMES: (refer to Programme Specification for relevant Programme Intended Learning Outcomes)

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Critically reflect on your own learning and development in relation to current working practice within your placement.	8.3.2, 8.3.3, 8.4.4
2. Reflect on and analyse strategies designed to enhance equality and diversity, social cohesion and community empowerment	8.4.2, 8.4.3
3. Assist in promoting people’s rights and responsibilities through participative and empowering ways of working	8.4.2, 8.5.3
4. Analyse and apply principles and values linked to equality, diversity and empowerment to practice	8.4.2, 8.5.3, 8.5.4

DATE OF APPROVAL: March 2020

FACULTY/OFFICE: Academic Partnerships

DATE OF IMPLEMENTATION: September 2022

SCHOOL/PARTNER: Truro and Penwith College

DATE(S) OF APPROVED CHANGE: N/A

SEMESTER: 1+2

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 UNISTATS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2023-24	NATIONAL COST CENTRE: 105
MODULE LEADER: Julie Pascoe, Jo Orme	OTHER MODULE STAFF: Kathryn Prowse

SUMMARY OF MODULE CONTENT: Building on initial target setting and reflection, students will analyse theoretical models of reflection, and their application to professional practice including target setting, and evaluation. Through analysing key national and international themes relevant to youth, social and community; including social inclusion, youth justice, youth cultures, transition and career, students will be encouraged to critically analyse their own practice; identifying how they have negotiated these work-based challenges. The central theme of empowerment is key to the critical reflection required in this module. Students will evaluate strategies of inclusive practice within their setting, reflecting on how they have assisted in the promotion of an individual's rights.

SUMMARY OF TEACHING AND LEARNING *(Refer to HESA KIS definitions)*

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	35	Lectures lead by module lead, formative assessment opportunities.
Tutorial	10	One to one and group tutorials.
Project Supervision	5	Group supervision to plan, discuss, and monitor progress on a portfolio
Work Based Learning	50	Work placement
Guided Independent Study	100	Preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Presentation (15 minutes) (ALO: 1)	100%
Coursework	Portfolio (2800 words +/- 10%) (ALO: 2,3,4)	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (2800 words +/- 10%) (ALO: 2,3,4)	100%
Coursework in lieu of practical	PowerPoint presentation with notes (1200 words +/- 10%) (ALO: 1)	100%

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

Updated by: Tom Sugg Date: September 2023	Approved by: Vicky Wood Date: September 2023
---	--