

**University of Plymouth  
Academic Partnerships**

**Truro & Penwith College**

# **Programme Quality Handbook for**

**FdA Childhood Education**

**2024 – 2025**

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# WELCOME AND INTRODUCTION

## Welcome and Introduction to FdA Childhood Education

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

- This foundation degree is designed to appeal to those looking to pursue a career within the education sector; you may already be working in a setting, progressing from Level 3 study or looking to move your current career focus to work with children aged 4-11.
- The FdA Childhood Education is designed for those who want to work with Primary aged children in a range of roles including, but not limited to, teaching. Support for career progression is embedded throughout the modules.
- There are distinctive progression opportunities from the FdA Childhood Education degree, in Cornwall, the South West and rest of the country.
- Students are encouraged to gain a comprehensive range of practical experiences, through vocational practice, from a wide range of educational settings with a primary focus, such as Primary Schools, SEN Schools or outdoor education.
- The practical elements of the curriculum modules provide a classroom focus.
- The analytical, research and group skills which are developed throughout the programme are highly valued by employers.
- Demonstrating knowledge of classroom theory and its application to practice.
- Understand the wider educational issues within which professional practice takes place.
- Understand the nature of an education practitioner's role.
- Continuing professional development of a range of skills, training and professional strategies required to work in the education sector with a focus on individual career goals.
- Content within this foundation degree will also focus on development of infants and young children to develop students' breadth of knowledge enabling them to become advocates for babies and young children, their families and a range of

professionals. This will facilitate the right of children to actively participate in their world, recognising each child and all children's uniqueness.

- Graduates will become advocates for young children's needs, voice, rights, development and learning whilst celebrating diversity and promoting inclusion.

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 [University Centre Student Handbook](#) (on SharePoint) which contains information on issues such as finance, student support, careers, learning resources and studying at University Centre Truro and Penwith; the University of Plymouth Student Handbook <https://www.plymouth.ac.uk/your-university/governance/student-handbook>; and your Teaching, Learning and Assessment Handbook available on SharePoint.

# Programme Specification

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

**UCAS Code:** X310  
**HECoS Codes:** 100459 Education Studies  
100464 Primary Education  
101246 Professional Practice in Education

## Benchmarks

- [The Framework for HE Qualifications of UK Degree-Awarding Bodies \(2024\)](#)
- [Foundation Degree Characteristics Statement](#) (2020)
- [Subject Benchmark Statement: Early Childhood Studies \(qaa.ac.uk\)](#) (2022)
- [Subject Benchmark Statement: Education Studies](#) (2019)
- [The UK Quality Code for Higher Education \(qaa.ac.uk\) \(2023\)](#)

**Date of Approval:** March 2024

# Admissions Criteria:

Entry Requirements for FdA Childhood Education	
Level 2	<p>All applicants must have GCSE (or equivalent will be considered) English at Grade 4/C or above. Relevant key skills or functional skills would be acceptable.</p> <p>It is preferable that all applicants also have GCSE Maths at Grade 4/C or above, however, if this is not yet achieved, applicants can be working towards this alongside the FdA and discussed on an individual basis based upon career progression needs.</p>
Level 3	<p>Minimum of 48 UCAS points from one of the following Level 3 qualifications:</p> <ul style="list-style-type: none"> <li>• A Levels</li> <li>• T Levels</li> <li>• BTEC National Certificate/Diploma</li> <li>• VDA: AGNVQ, AVCE, AVS</li> <li>• Access to HE Diploma</li> <li>• International Baccalaureate</li> <li>• Irish/Scottish Highers/Advanced Highers</li> </ul>
Work Experience	Considered on an individual basis through an interview process.
Other HE qualifications / non-standard awards or experiences	Considered on an individual basis through an interview process.
APEL / APCL possibilities	APEL/APCL will be considered as per University of Plymouth Academic Regulations
Interview / Portfolio requirements	All students will be interviewed
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required	Students are expected to purchase a current, electronic, enhanced DBS.

# Aims of the Programme:

## Brief Description of the Programme

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

The programme intends to:

- A1. The opportunity to acquire a variety of skills, concepts and learning experiences to enhance their employment potential and opportunities for further study and professional development within the education sector.
- A2. The opportunity to develop an ability to reflect upon a range of historical, psychological, sociological, cultural and other perspectives and consider how these influence understandings of children and childhood both nationally and globally.
- A3. The promotion of a reflective approach to practice and professional development, with students supported to identify areas of their own practice that could be developed and improved, and to critically reflect upon their own work and that of others. Graduates will be reflective learners able to connect theory to practical experiences and situations in an educational setting.
- A4. The opportunity for students to develop knowledge of the interrelated factors that affect children's development and learning through studying social policy, educational practice, and provision, students are prepared to work with, support, and celebrate the diversity of local families and children.
- A5. Preparation for learners to develop as advocates of children's rights and needs, and creatively implement policies set for best practice in working with young children and their families, demonstrating the ability to recognise and challenge inequalities in society, and to embrace an anti-bias curriculum.
- A6. The opportunity for students to lead, support and work collaboratively with others and gain an understanding of working effectively in teams with parents, carers and other professionals.

## **Programme Intended Learning Outcomes:**

### **Knowledge and understanding**

On successful completion graduates should have developed:

- Demonstrate knowledge and understanding of the established principles in educational settings and apply theory to practice.
- Demonstrate an understanding of the importance of reflective practice and its application in education.
- The ability to analyse data and apply to professional practice.

### **Cognitive and intellectual skills**

On successful completion graduates should have developed:

- The ability to appraise, evaluate and synthesise, data/evidence from appropriate sources to draw appropriate conclusions and make recommendations.
- The ability to assess need of learners and recommend appropriate support strategies using relevant theories and resources.
- Intellectual flexibility and openness to innovation within education.

### **Key and transferable skills**

On successful completion graduates should have developed the ability to:

- Apply knowledge and skills to new situations, including in the workplace.
- Apply effective communication skills in a variety of forms and for a range of audiences.
- Demonstrate knowledge of the main methods of educational research.

### **Employment related skills**

On successful completion graduates should have developed:

- The ability to apply current knowledge and skills in a workplace context and consider relevant professional values and ethics, as required in the education sector.
- The ability to reflect on and evaluate the importance of educational leadership and teamwork.
- Learner autonomy, and the ability to manage time and prioritise effectively to meet objectives with limited supervision.

### **Practical skills**

On successful completion graduates should have developed:

- The ability to work independently and to be accountable and maintain motivation and commitment when facing challenges.
- Understanding of, and ability to apply a range of appropriate specialist skills and practice to effectively solve problems.
- The ability to reflect on and evaluate the appropriateness of different approaches to issues in a professional context.



# Programme Structure and Pathways

**College:** Truro and Penwith College

**Year:** 2024-25

**Course Code:**

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

YEAR 1 (Level 4)				
Module Code	Module Title	No. of Credits	Shared / Standalone	Term/ Semester
TRUR1301	Psychology of Learning and Development	20	Shared	1 & 2
TRUR1302	Interpersonal Relationships and Teamworking	20	Shared	1 & 2
TRUR1303	The Educational Theory of Teaching	20	Shared	1 & 2
TRUR1304	Curriculum, Planning and Assessment	20	Stand Alone	1 & 2
TRUR1306	Special Educational Needs and Disability	20	Shared	1 & 2
TRUR1307	Professional Practice within a Primary Setting	20	Stand Alone	1 & 2

YEAR 2 (Level 5)				
Module Code	Module Title	No. of Credits	Core / Optional	Term/ Semester
TRUR2304	Education and Society	20	Shared	1
TRUR2305	Alternative Learning Environments	20	Shared	2
TRUR2306	Curriculum: English and Mathematics	20	Shared	1
TRUR2307	Primary Curriculum: Science and Technology	20	Stand Alone	2
TRUR2309	Educational Research	20	Shared	1 & 2
TRUR2310	Critical Professional Practice within Primary Education	20	Stand Alone	1 & 2

Total number of credits at Level 4 = 120

Total number of credits at Level 5 = 120

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

# Progression Route(s)

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

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

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

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

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

# Work placement and Work based learning

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

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

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

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

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

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

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

# Teaching methods and assessments

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

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

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

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

# Distinctive Features of the Foundation Degree

## Examples of distinctive features

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



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

## Level 4:

FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p><b><i>Students will have demonstrated:</i></b></p> <p><b><i>KNOWLEDGE and UNDERSTANDING</i></b></p> <p>Knowledge of the underlying concepts and principles associated with their areas of study;</p> <p>Ability to evaluate and interpret these within the context of that area of study;</p>	<p>5.1: Making effective use of educational processes, and the cultural, political and historical contexts within which they are embedded. Engage in critical reflection and debate with a number of different perspectives. Evaluating aims, values, means and ends, and the validity of the education issues in question.</p> <p>5.2: Displaying a use of contemporary research and other relevant educational literature. Awareness of relevant concepts, theories and interdisciplinary approaches from across a range of appropriate subjects.</p>	<p>A1, 2,3, 5</p> <p>A1, 2,3,5,6</p>	<p>PILO 1 PILO 2</p> <p>PILO 1 PILO 2</p>	<p>TRUR1301, TRUR2304 TRUR1302, TRUR2305 TRUR1303, TRUR2306 TRUR1304, TRUR2307 TRUR1306, TRUR2309 TRUR1307, TRUR2310</p> <p>TRUR1301, TRUR2304 TRUR1302, TRUR2305 TRUR1303, TRUR2306 TRUR1304, TRUR2307 TRUR1306, TRUR2309 TRUR1307, TRUR2310</p> <p>TRUR1301, TRUR2304</p>

FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
Ability to present, evaluate and interpret qualitative and quantitative data;	<p>5.3: Demonstrate the ability to understand theoretical knowledge and research evidence about:</p> <p>i) The processes of learning, including some of the key paradigms and their impact on educational practices.</p> <p>ii) The effects of cultural, societal, political, historical, technological and economic contexts on learning, including education policies, moral, religious and philosophical underpinnings, and issues of social justice.</p> <p>iii) Formal and informal contexts for learning. Including some understanding of their own education system and other education systems, and the values underpinning their organisation.</p> <p>iv) A range of research perspectives and methodologies applied to education</p> <p>v) The complex interactions between education and its contexts, and relationships with other subjects and professions.</p>	A 5,6	PILO 1, 2,7	TRUR1302, TRUR2305 TRUR1303, TRUR2306 TRUR1304, TRUR2307 TRUR1306, TRUR2309 TRUR1307, TRUR2310
	<p>5.4:Analyse educational issues systematically</p> <p>i) Evaluate education policy in an informed and systematic way.</p> <p>ii) Accommodate new principles and new knowledge.</p> <p>iii) Apply key principles across educational systems.</p>	A1, A2, A3, A6	PILO1, 2, 5	TRUR1301, TRUR2304 TRUR1302, TRUR2305 TRUR1303, TRUR2306 TRUR1304, TRUR2307 TRUR1306, TRUR2309 TRUR1307, TRUR2310

FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p><b><i>Students will be able to: Cognitive and Intellectual Skills</i></b></p> <p>Evaluate the appropriateness of different approaches to solving problems related to their area of study;</p> <p>Communicate the results of their study accurately and reliably and with structured and coherent argument</p>	<p>5.5: Apply subject knowledge through:</p> <p>i) The analysis of complex situations concerning human and personal learning and development in education and training.</p> <p>ii) Specific implementation of policies in practice.</p> <p>iii) The use of new ideas and the provision of well-argued conclusions relating to issues in education and training. Such as, the impact of globalisation on education systems, social justice, sustainable development and social inclusion.</p>	A1, A4, A6	PILO1, 2, 4, 6	TRUR1301, TRUR2304 TRUR1302, TRUR2305 TRUR1303, TRUR1304, TRUR1306, TRUR2309 TRUR1307, TRUR2310
	<p>5.7.</p> <p>i) Construct and communicate oral and written arguments.</p> <p>iii) Interpret and present relevant numerical information</p> <p>vi) Identify, synthesise, evaluate, and analyse problems and solutions.</p>	A1, A2, A3, A4	PILO 2, 4, 5,	TRUR1301, TRUR2304 TRUR1302, TRUR2305 TRUR1303, TRUR2306 TRUR1304, TRUR1306, TRUR2309 TRUR1307, TRUR2310

FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<b><i>Subject Specific and Practical Skills</i></b>  Undertake further training and develop new skills within a structured and managed environment	5.6 i) Reflect on their own value systems, development and practices. ii) Question concepts and theories encountered in their studies. iii) Interrogate the assumptions underpinning theory and research. 5.7 iii) Improve their own learning and performance, through the development of study and research skills, and a capacity to plan, manage and reflect on their own learning. (ii) Make effective use of technology.	A1, A2, A3, A4, A6	PILO 1, 2, 3, 5	TRUR1301, TRUR2304 TRUR1302, TRUR2305 TRUR1303, TRUR2306 TRUR1304, TRUR2307 TRUR1306, TRUR2309 TRUR1307, TRUR2310
<b><i>Students will also have:</i></b> The qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility	5.7  iv) Work effectively with others as part of a team, taking different roles.  v) Improve their own learning and performance, through the development of study and research skills, and a capacity to plan, manage and reflect on their own learning.  vii) Respond positively and constructively to changing environments.	A1, A3, A4, A6	PILO 2, 3, 4, 5, 6	TRUR1301, TRUR2304 TRUR1302, TRUR2305 TRUR1303, TRUR2306 TRUR1304, TRUR2307 TRUR1306, TRUR2309 TRUR1307,

## Level 5:

FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p><b><i>Students will have demonstrated:</i></b></p> <p><b><i>KNOWLEDGE and UNDERSTANDING</i></b></p> <p>Knowledge and critical understanding of the well-established principles of their area of study and the way in which those principles have developed;</p> <p>Ability to apply underlying concepts and principles outside the context in which they were first studied, including where appropriate, the application of those principles in an employment context;</p>	<p>5.1: Making effective use of educational processes, and the cultural, political and historical contexts within which they are embedded. Engage in critical reflection and debate with a number of different perspectives. Evaluating aims, values, means and ends, and the validity of the education issues in question.</p> <p>5.2: Displaying a use of contemporary research and other relevant educational literature. Awareness of relevant concepts, theories and interdisciplinary approaches from across a range of appropriate subjects.</p>	<p>A1, 2, 3, 4, 6</p> <p>A1, 2, 3, 6</p>	<p>PILO 1 PILO 2</p> <p>PILO 1 PILO 2</p>	<p>TRUR1301, TRUR2304 TRUR1302, TRUR2305 TRUR1303, TRUR2306 TRUR1304, TRUR2307</p> <p>TRUR1301, TRUR2304 TRUR1302, TRUR2305 TRUR1303, TRUR2306 TRUR1304, TRUR2307</p>

FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p><b><i>Cognitive and Intellectual Skills</i></b></p> <p>Knowledge of the main methods of enquiry in the subject relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;</p> <p>An understanding of the limits of the knowledge, and how this influences analyses and interpretations based on that knowledge</p>	<p>5.3: Demonstrate the ability to understand theoretical knowledge and research evidence about:</p> <p>i) The processes of learning, including some of the key paradigms and their impact on educational practices.</p> <p>ii) The effects of cultural, societal, political, historical, technological and economic contexts on learning, including education policies, moral, religious and philosophical underpinnings, and issues of social justice.</p> <p>iii) Formal and informal contexts for learning. Including some understanding of their own education system and other education systems, and the values underpinning their organisation.</p> <p>iv) A range of research perspectives and methodologies applied to education.</p> <p>v) The complex interactions between education and its contexts, and relationships with other subjects and professions.</p> <p>5.5: Apply subject knowledge through:</p> <p>i) The analysis of complex situations concerning human and personal learning and development in education and training.</p> <p>ii) Specific implementation of policies in practice</p> <p>iii) The use of new ideas and the provision of well-argued conclusions relating to issues in education and</p>	<p>A1, 2, 3, 5</p> <p>A1, 2, 3, 4, 5, 6</p>	<p>PILO 3 PILO 4 PILO 7</p> <p>PILO 1 PILO2 PILO3 PILO4 PILO7</p>	<p>TRUR1301, TRUR2304 TRUR1302, TRUR2305 TRUR1303, TRUR2306 TRUR1304, TRUR2307</p> <p>TRUR1301, TRUR2304 TRUR1302, TRUR2305 TRUR1303, TRUR2306 TRUR1304, TRUR2307 TRUR1306, TRUR2309 TRUR1307, TRUR2310</p>

FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
	<p>training. Such as impact of globalisation on education systems, social justice, sustainable development and social inclusion.</p> <p>iv) Consideration of the international and intercultural dimension of education, the effect of new technologies, and the impact of increased worldwide mobility.</p> <p>5.4: Analyse educational issues systematically: i) Evaluate education policy in an informed and systematic way.</p> <p>ii) Accommodate new principles and new knowledge.</p> <p>iii) Apply key principles across educational systems.</p>			
<p><b><i>Students will be able to: Subject Specific and Practical Skills</i></b></p> <p>Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;</p>	<p>5.6 i) Reflect on their own value systems, development and practices.</p> <p>ii) Question concepts and theories encountered in their studies.</p> <p>iii) Interrogate the assumptions underpinning theory and research.</p>	A1, 3, 4, 6	<p>PILO 1 PILO 3 PILO 4</p>	<p>TRUR1301, TRUR2304 TRUR1302, TRUR2305 TRUR1303, TRUR2306 TRUR1304, TRUR2307 TRUR1306, TRUR2309 TRUR1307, TRUR2310</p>

FHEQ Descriptors	Subject Benchmark(s)	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;	5.7 i) Construct and communicate oral and written arguments. ii) Make effective use of technology. iii) Interpret and present relevant numerical information. vi) Identify, synthesise, evaluate, and analyse problems and solutions.	A4, 5	PILO 2 PILO 4 PILO 5 PILO 7	TRUR1301, TRUR2304 TRUR1302, TRUR2305 TRUR1303, TRUR2306 TRUR1304, TRUR2307 TRUR1306, TRUR2309 TRUR1307, TRUR2310
Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.	5.7. v) Improve their own learning and performance, through the development of study and research skills, and a capacity to plan, manage and reflect on their own learning.	A1, 3, 4, 5, 6	PILO 2 PILO 4 PILO 6	
<b><i>Students will also have:</i></b>  The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making	5.7 iv) Work effectively with others as part of a team, taking different roles.  v) Improve their own learning and performance, through the development of study and research skills, and a capacity to plan, manage and reflect on their own learning.  vii) Respond positively and constructively to changing environments.	A1, 3, 4, 5, 6	PILO 2 PILO 6 PILO 7	TRUR1301, TRUR2304 TRUR1302, TRUR2305 TRUR1303, TRUR2306 TRUR1304, TRUR2307 TRUR1306, TRUR2309 TRUR1307, TRUR2310



# LEVEL 4 MODULE RECORDS

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1301    **MODULE TITLE:** Psychology of Learning and Development  
**CREDITS:** 20    **FHEQ LEVEL:** 4    **HECoS CODE:** 100496 educational psychology

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

**SHORT MODULE DESCRIPTOR:** This module will explore a range of psychological perspectives and their application to understanding children's learning and impact on pedagogy. It will analyse and evaluate the psychological influences that may impact children's development and provide students with an insight into how environment, culture, role models and other social contexts may influence how children learn and develop from birth.

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

<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Childhood Education and FdA Early Years Practice

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

- To identify relevant psychological theories and concepts applicable to children's learning and development.
- To explore how psychology contributes to educational practice and sequencing of support and teaching.
- To consider the application of psychological theories in a range of educational contexts.

**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) contributes to, for FdA Childhood Education and FdA Early Years Practice:
1. Identify and evaluate psychological perspectives that are relevant to understand children's learning and development.	8.1.1, 8.1.3, 8.2.2, 8.3.1, 8.3.3, 8.5.2, 8.5.3
2. Examine how psychological theories inform educational practice and sequencing of learning.	8.1.1, 8.1.3, 8.2.2, 8.3.1, 8.3.3, 8.5.2, 8.5.3
3. Evaluate how children's behaviour can be influenced by their environment, social contexts or role models and the impact this has on learning and development.	8.1.1, 8.1.3, 8.2.2, 8.3.1, 8.5.2, 8.5.3

<b>DATE OF APPROVAL:</b> March 24	<b>FACULTY/OFFICE:</b> Academic Registry, Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep-24	<b>SCHOOL/PARTNER:</b> Truro and Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM/SEMESTER:</b> All Year

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Zac Smith	<b>OTHER MODULE STAFF:</b> Jo Orme
<b>SUMMARY OF MODULE CONTENT:</b> <p>This module will provide a theoretical underpinning of psychological perspectives that are relevant to understanding children's personal, social and emotional development. The purpose of this module is to provide students with the opportunity to explore and apply a range of psychological theories that contribute to both educational practice and understanding behaviour. This includes the impact of relationship building through attachments (understanding the impact of positive/secure and avoidant/disorganised) and the significances this has on the social world for babies' and children's personal development (EYE1.6); moral development, social skills, role models including behavioural support such as promoting self-regulation via co-regulation techniques to support early emotional development (EYE 1.4), and their growing sense of identity. Theories will be related to normative patterns of development from birth to 7 years old, relevant areas of development including cognitive, emotional, neurological and brain development (EYE 1.2, 1.3) will be explored through the exploration of developmental psychology, cognitive psychology and social psychology. Using relevant theories, research, experiments and data, will allow students to gain an insight into how a child's environment, culture and other contexts may influence how they learn and develop. This module will therefore explore holistic development of infants and young children to begin to develop an understanding for advocacy for children's needs. Students will bring together developing knowledge and understanding surrounding the engagement of parents/carers, the value of home learning and the impact of role models and professionals to learn that it is important to be an advocate for the child's learning and development and learn how to make additional provision to support babies and children's education and development where they may lack support from parents/carers (EYE5.5). There is an opportunity to utilise a range of case studies, including babies, to apply this developing knowledge, or students can be supported by the tutor to explore behaviours they are seeing in practice.</p>	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures led by module lead
Tutorial	5	One to one tutorials for submissions
Work Based Learning	50	Case study workshops
Guided Independent Study	100	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 – Critique (ALOs 1, 2)	20%
	Coursework 2 – Essay (ALOs 1, 2 & 3)	80%
		100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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## UNIVERSITY OF PLYMOUTH MODULE RECORD

Coursework	Coursework 1 - Essay	100%
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**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Karen Keast

Date: July 2024

**Approved by:**

Date:

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1302    **MODULE TITLE:** Interpersonal Relationships and Teamworking  
**CREDITS:** 20    **FHEQ LEVEL:** 4    **HECoS CODE:** 100817    management and organisation of education

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

**SHORT MODULE DESCRIPTOR:** Module focuses on professional relationships including working as part of a team and leadership roles within the context of educational settings. Theoretical perspectives will be applied to understanding the characteristics of effective team performance. Reflection on group class-based experiential opportunities will allow analysis of skills. Different teamworking scenarios including multiagency working will be explored.

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

<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Childhood Education and FdA Early Years Practice

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

- To become familiar with the ways that teams are developed within educational settings.
- To explore interpersonal skills that contribute to effective professional relationships.
- To reflect on group communication and team processes.
- To understand the importance of being professional, reflective and self-aware in the workplace.

**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) contributes to, for FdA Childhood Education and FdA Early Years Practice:
1. Identify and explain how teams are formed and developed.	8.1.1, 8.2.1, 8.4.2, 8.4.3, 8.5.2, 8.5.3
2. Discuss interpersonal skills that facilitate professionalism.	8.1.1, 8.2.1, 8.4.1, 8.4.2, 8.4.3, 8.5.2, 8.5.3
3. Demonstrate and reflect on teamworking skills through your own participation in small group experiential opportunities.	8.1.1, 8.1.2, 8.2.1, 8.3.1, 8.3.2, 8.4.1, 8.4.2, 8.4.3, 8.5.2, 8.5.3

<b>DATE OF APPROVAL:</b> March-24	<b>FACULTY/OFFICE:</b> Academic Registry, Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep-24	<b>SCHOOL/PARTNER:</b> Truro and Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM/SEMESTER:</b> Semester 1

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Karen Keast	<b>OTHER MODULE STAFF:</b> Zac Smith
<p><b>SUMMARY OF MODULE CONTENT:</b></p> <p>This module will provide a theoretical underpinning to team formation and development as any effective Early Years Educator or practitioner should understand their own role and responsibilities, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting, and confidentiality of information (EYE3.2). To do this, students will be able to explore team roles and interpersonal skills within small groups. Each group will work on a small project, which may involve an external professional, which focuses on the importance of fostering a culture of mutual support, teamwork and encourages confidential discussion of sensitive issues that may arise in the workplace (EYE6.2). Students will explore relevant procedures that must be adhered to in a work setting including confidentiality, information sharing, safeguarding and staff health and wellbeing (EYE6.4) and case studies will be used to learn how to work co-operatively and communicate effectively with key person, colleagues and agencies to meet the needs of babies and children (EYE5.1). The importance of team working will be linked to safeguarding and security systems in settings to keep babies and children safe (EYE3.1).</p> <p>Students will explore the roles and responsibilities of a range of statutory and non-statutory external agencies and professionals (including but not limited to MARU, NHS, Ofsted, SENDCOs, SaLT and Physiotherapists) that work with settings and children and how to work with them and their guidance to support wider collaboration to ensure babies and children progress well (EYE5.4 and EYE5.6). Students can consider interpersonal communication, leadership and management skills, motivation and personality as they reflect on experiences. This module will enable students to learn how to use and model good communication skills when working with children and adults involved in their setting; they will consider the need for a good command of the English language in spoken and written forms, within meetings, emails and communication with parents and families (EYE 6.1).</p>	

<b>SUMMARY OF TEACHING AND LEARNING</b> <i>(Refer to HESA KIS definitions)</i>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	35	Lectures led by module lead, formative assessment opportunities
Tutorial	25	One to one tutorials and group support.
Work Based Learning	40	Individual teams group working time
Guided Independent Study	100	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 – Academic Poster (ALOs 1, 2)	40%
	Coursework 2 – Reflective account following team group working project. (ALOs 3)	60%

## UNIVERSITY OF PLYMOUTH MODULE RECORD

		100%
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### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 - Essay	100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Sue Kellas Date: July 2024	<b>Approved by:</b> Date:

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### UNIVERSITY OF PLYMOUTH MODULE RECORD

#### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1303      **MODULE TITLE:** The Educational Theory of Teaching  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECoS CODE:** 100459      education studies

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

**SHORT MODULE DESCRIPTOR:** This module examines approaches to teaching and pedagogy, exploring theoretical perspectives and theorists that have influenced practice today. Students will explore a range of concepts including play-based learning, outdoor education, sequencing of learning, structured assessments and explore the history, implementation and implications and apply developing understanding to an age range of their choice.

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

<b>C1</b> (Coursework)	<b>50%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	<b>50%</b>
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Childhood Education and FdA Early Years Practice

**Professional body minimum pass mark requirement:** N/A

#### **MODULE AIMS:**

- To develop the students' knowledge of approaches to, and theories of, teaching relevant to childhood education and current practice.
- To examine and evaluate the role and the impact of assessment in childhood education and transitions during early childhood and education.
- To explore how children's diverse needs are met through the implementation of the curriculum.

**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:

<b>Assessed Module Learning Outcomes:</b>		<b>Programme Intended Learning Outcomes (PILOs) contributes to, for FdA Childhood Education and FdA Early Years Practice:</b>
1.	Analyse and evaluate a range of theoretical approaches to teaching.	8.1.1. 8.1.2, 8.1.3, 8.3.3
2.	Evaluate the impact and effectiveness of support given during times of transition.	8.1.1. 8.1.2, 8.1.3
3.	Discuss and define the role of assessment in promoting children's progression.	8.1.1. 8.1.2, 8.1.3
4.	Evaluate how effectively a curriculum can meet a range of children's needs and support achievement and development.	8.1.1. 8.1.2, 8.1.3

<b>DATE OF APPROVAL:</b> March-24	<b>FACULTY/OFFICE:</b> Academic Registry, Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep-24	<b>SCHOOL/PARTNER:</b> Truro and Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM/SEMESTER:</b> Semester 1



## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Sasha Tregenza	<b>OTHER MODULE STAFF:</b> Tracy Coles

#### SUMMARY OF MODULE CONTENT:

This module identifies and examines key influential approaches to teaching. A thread running through this module is the exploration of significant theoretical perspectives, seminal educators and contemporary educational thinkers. Students will consider a range of approaches to teaching, from informal, incidental and spontaneous play experiences, to more structured teaching, learning and assessment methodologies. In reviewing approaches to assessment students will consider the requirements for assessment within guidance and how this links to overall workload; this will include examining what is meant by accurate and proportionate assessment within the Early Years Foundation Stage guidance and how to balance the recording of evidence with ensuring the focus remains on the baby or child. Links will be made to how this is implemented in a range of settings (EYE1.22). The module encourages students to develop critical thinking, in relation to theoretical perspectives of teaching, and identifies how the educational development of children can be facilitated in practice. Students will explore the use of adaptive pedagogy to promote learning for all (EYE1.18). Approaches will include play-based, direct teaching, adult explanations and modelling, guided learning and learning from peers (EYE 1.17).

The module will identify the importance of the role of play and concepts which have influenced teaching approaches in childhood education and an understanding of the influence of support during times of transition. Transitions considered will include moving school, starting and moving through and/or between early years settings, birth of a sibling, moving home, family breakdown, living outside of the home, loss of significant people / bereavement, social events that impact their lives, such as Covid-19, adoption and care; and including the significance of adverse childhood experiences and trauma (EYE1.8). The module explores the importance of pedagogy, teaching strategies and reflective practice and recognises how this informs good practice and better academic outcomes for children (EYE6.5). Students will learn how to communicate with all children in ways that will be understood, including verbal and non-verbal communication, to extend learning and development (EYE 1.14). Students will explore their role in promoting the development of a child's autonomous learning, whilst considering the diverse needs children. This module also enables student to explore relevant procedures that have to be adhered to including risk assessments and risk management (EYE4.2) and the use of technology (EYE6.4). This module also introduces students to the processes of quality assurance in education, specifically understanding how Ofsted is responsible for the regulation, inspection and reporting of quality and standards in early years and educational provision and how to work confidently with the Ofsted's Early Years and/or Education inspection framework (EYE5.7).

#### 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 led by module lead
Tutorial	5	One to one tutorials for submissions
Work Based Learning		
Guided Independent Study	150	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

#### SUMMATIVE ASSESSMENT

## UNIVERSITY OF PLYMOUTH MODULE RECORD

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 – Essay (ALOs 1, 2)	100%
Practical	Practical 1 – Presentation (ALOs 3 & 4)	100%

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 – Essay (ALOs 1, 2)	100%
Practical	Practical 1 – Presentation (ALOs 3 & 4)	100%

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

<b>Updated by:</b> Karen Keast <b>Date:</b> July 2024	<b>Approved by:</b> <b>Date:</b>
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## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

<b>MODULE CODE:</b> TRUR1304	<b>MODULE TITLE:</b> Curriculum, Planning and Assessment	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 4	<b>HECoS CODE:</b> 100464 primary education
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> Yes
<b>SHORT MODULE DESCRIPTOR:</b> This module develops an understanding of the curriculum frameworks in the primary phase of education in England. It will also consider how the wider curriculum meets children's individual needs and circumstances including for children with special educational needs and disabilities. Approaches to planning and assessment will be explored and related to the focus of inspection frameworks.		

ELEMENTS OF ASSESSMENT – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

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

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To develop an understanding of how to deliver the primary curriculum within a primary school class.
- To consider inclusive practice that support a range of children's needs.
- To explore effective approaches to planning and assessment used in the primary phase and how this links to Ofsted expectations.

**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. Describe how the wider curriculum can support children's learning within the primary phase of education.	8.1.1, 8.2.2, 8.2.3, 8.3.2, 8.4.1, 8.5.2
2. Demonstrate how a well-planned curriculum can meet a range of children's needs.	8.1.1, 8.2.2, 8.2.3, 8.3.2, 8.4.1, 8.5.2
3. Reflect upon the challenges of providing inclusive experiences within the primary classroom.	8.1.1, 8.2.2, 8.2.3, 8.3.2, 8.4.1, 8.5.2
4. Demonstrate how planning and assessment support all children's progress during primary education.	8.1.1, 8.2.2, 8.2.3, 8.3.2, 8.4.1, 8.5.2

<b>DATE OF APPROVAL:</b> March-24	<b>FACULTY/OFFICE:</b> Academic Registry, Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep-24	<b>SCHOOL/PARTNER:</b> Truro and Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM/SEMESTER:</b> Semester 2

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Jo Orme	<b>OTHER MODULE STAFF:</b> Karen Keast
<b>SUMMARY OF MODULE CONTENT:</b> <p>This module develops an understanding of how to deliver the primary national curriculum within the wider school curriculum to meet a range of children's needs including for those with special educational needs and disabilities. An examination of approaches to planning and assessment will provide an understanding of the importance of these to support and evidence learner progress as well as in providing effective learning experiences.</p>	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	30	Lectures led by module lead, formative assessment opportunities
Tutorial	15	One to one and group tutorials
Work Based Learning	45	Work based learning in a primary school setting.
Guided Independent Study	110	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 – Leaflet (ALOs 1, 2)	40%
	Coursework 2 – Rationale with plans (ALOs 3, 4)	60%
		100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 - Essay	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Sue Kellas <b>Date:</b> June 2024	<b>Approved by:</b> <b>Date:</b>

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1306      **MODULE TITLE:** Special Educational Needs and Disability  
**CREDITS:** 20    **FHEQ LEVEL:** 4    **HECoS CODE:** 100462    learning support; 101087 special needs teaching

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

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

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

<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Childhood Education and FdA Early Years Practice

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

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

**ASSESSED LEARNING OUTCOMES:** (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) contributes to, for FdA Childhood Education and FdA Early Years Practice:
1.	Explore the working practice of educating children with SEND, recognising the role of assessment and early intervention strategies to support learning.	8.1.1, 8.2.1, 8.2.2, 8.2.3. 8.3.2, 8.4.1, 8.5.2, 8.5.3
2.	Examine the key issues in policy and legislation, which have shaped educational provision for children with SEND.	8.1.1, 8.2.1, 8.2.3. 8.3.2, 8.4.1, 8.5.2, 8.5.3
3.	Identify and analyse ideas and principles of inclusion, diversity, social justice and children's rights within education.	8.1.1, 8.2.1, 8.2.2, 8.2.3. 8.3.2, 8.4.1, 8.5.2, 8.5.3

<b>DATE OF APPROVAL:</b> March-24	<b>FACULTY/OFFICE:</b> Academic Registry, Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep-24	<b>SCHOOL/PARTNER:</b> Truro and Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM/SEMESTER:</b> Semester 2

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Tracy Coles	<b>OTHER MODULE STAFF:</b> Sasha Tregenza

#### SUMMARY OF MODULE CONTENT:

This module will introduce the topic of Special Educational Needs and Disability (SEND), including recognising the importance of assessment and early intervention strategies to support for children with SEND and their families and the use of specialist aids, resources and equipment in the setting to support babies and children with SEND in a mainstream setting (EYE2.5; 2.6). Being aware of expected patterns of development from birth to 11 years supports recognition of any potential atypical development; students will explore four main areas of need, communication and interaction, cognition and learning, social, emotional and mental health and physical and/or sensory needs, to learn to balance these against a child's needs (EYE2.2). The module draws upon contemporary research, to examine the views and experiences of children with SEND in schools. The significance of how research can inform change and policy making is acknowledged. Additionally, the module will consider policy developments, which have shaped and are continuing to shape educational provision for children with SEND. The module identifies and examines theories of inclusive education, together with implications for curriculum and pedagogy. To extend knowledge and understanding of child development explored within other modules, there will be a focus on the development of the individual child and how their needs are identified and met holistically through working co-operatively and effectively with colleagues and other agencies to meet the needs of babies and children (EYE5.1) and in line with local and national risk management policies and procedures (EYE4.2). Additionally, there will be a recognition of the importance of the principles and ideas surrounding inclusion, diversity, social justice, and children's rights and advocacy within education. Links to placement settings will enable students to learn how to promote and encourage a working environment that values and respects the individual developmental needs and stages of babies and children with SEND (EYE2.3).

#### 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 led by module lead
Tutorial	5	One to one tutorials for submissions
Work Based Learning		
Guided Independent Study	150	
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

#### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 – Essay (ALOs 2 & 3)	50%
	Coursework 2 – Report (ALOs 1)	50%
		100%

#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 - Essay	100%

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**Updated by:** Karen Keast

Date: July 2024

**Approved by:**

Date:

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1307      **MODULE TITLE:** Professional Practice within a Primary Setting  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECoS CODE:** 101246 professional practice in education; 100464 primary education

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

**SHORT MODULE DESCRIPTOR:** Linking theory and practice is pivotal to the overall programme and in line with current subject benchmarks. This module focuses on work-based learning opportunities within an educational context, working in partnership with transdisciplinary practices. Professional engagement will allow learners to link theory to practice and demonstrate academic, professional skills and qualities required to support career progression.

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

<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	<b>PASS/FAIL</b>
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

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

**Professional body minimum pass mark requirement:** N/A (minimum of 80 hours)

#### MODULE AIMS:

- To examine the importance of planning for progress, target setting and accurate recording of practice to assist in the application of theory to practice and support own professional development.
- To be able to demonstrate own professional skills and qualities within the education sector.
- To identify encountered theories whilst in the workplace and engage at a professional and appropriate level that will support the development of professional values across this and future work.
- To demonstrate own understanding of sustainable learning and education (SLE).

**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. Review, plan and set targets for own professional development and evaluate your progress using a given electronic platform (such as Career Connect).	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3
2. Provide evidence of your own professional skills and qualities that will support career development.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3
3. Show through your work practice that you are able to relate theory to practice.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3
4. Evaluate ways that goals for sustainability are implemented in a setting.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3

<b>DATE OF APPROVAL:</b> March-24	<b>FACULTY/OFFICE:</b> Academic Registry, Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep-24	<b>SCHOOL/PARTNER:</b> Truro and Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM/SEMESTER:</b> All Year



## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Sasha Tregenza	<b>OTHER MODULE STAFF:</b> Karen Keast
<b>SUMMARY OF MODULE CONTENT:</b> This module will use theories and models of reflective practice to support own development; these will be applied within an individual professional portfolio. The portfolio will evidence the building of professional skills and qualities through workplace experiences in order to enhance career progression. The students will be encouraged to participate in self-reflection, which will enable them to identify their own strengths and weaknesses. Planning and target setting will be instrumental in ensuring students expand their personal and professional development, within the education sector. The module will explore societal and cultural factors, which may influence an educator's personal and professional values. The importance of sustainable goals in education will be examined and students will examine how this is implemented within own setting. The module will relate theory to practice, using simulations, scenarios and actual workplace settings. Students will demonstrate knowledge and understanding of theories which underpin effective teaching and learning for children.	

<b>SUMMARY OF TEACHING AND LEARNING</b> ( <i>Refer to HESA KIS definitions</i> )		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture/Seminars	30	Lectures led by module lead, formative assessment opportunities
Tutorial	10	One to one tutorials which may include work placement visits
Work Based Learning	80	A range of experiences including placement in a primary setting, careers support and simulations.
Guided Independent Study	80	Learners own research into areas of interest to own career development and targets.
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 – Personal Development Portfolio (ALOs 1, 2, 3 & 4)	100%
Practical	Practical 1 – 80 hours work experience	Pass/Fail

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 – Personal Development Portfolio	100%
Practical	Practical 1 – 80 hours work experience	Pass/Fail

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Sue Kellas <b>Date:</b> June 2024	<b>Approved by:</b> <b>Date:</b>

# LEVEL 5 MODULE RECORDS

# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE: TRUR2304**

**MODULE TITLE:** Education and Society

**CREDITS: 20**

**FHEQ LEVEL: 5**

**HECoS CODE: 100651**

education policy

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Yes

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

**ELEMENTS OF ASSESSMENT** – see *Definitions of Elements and Components of Assessment*

<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Childhood Education and FdA Early Years Practice

Professional body minimum pass mark requirement: N/A

**MODULE AIMS:**

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

**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) contributes to, for FdA Childhood Education and FdA Early Years Practice:
1. Compare and contrast the impact of poverty and deprivation on a child's learning and development.	8.1.1, 8.1.2, 8.1.3, 8.2.2, 8.3.3, 8.4.1, 8.5.3
2. Critically analyse the effects of changing relevant legislation on education policy and in turn on children's wellbeing.	8.1.1, 8.1.2, 8.1.3, 8.2.2, 8.3.3, 8.4.1, 8.5.3
3. Critically evaluate how societal factors influence children's wellbeing and learning.	8.1.1, 8.1.2, 8.1.3, 8.2.2, 8.3.3, 8.4.1, 8.5.3

<b>DATE OF APPROVAL:</b> March-24	<b>FACULTY/OFFICE:</b> Academic Registry, Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep-25	<b>SCHOOL/PARTNER:</b> Truro and Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM/SEMESTER:</b> Semester 1

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

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<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Alicia James	<b>OTHER MODULE STAFF:</b> Karen Keast
<p><b>SUMMARY OF MODULE CONTENT:</b></p> <p>The module explores education in the context of contemporary society; it will identify and examine current UK government's educational legislation, policies, trends and recommendations for the future; this will involve direct use of local and national statistical evidence and data sources. Learners will explore ways in which babies' and children's learning and development can be affected by individual and family (EYE 1.8) circumstances and significant events (EYE1.7); Learners will learn how to avoid stereotypes based upon gender, culture or race through consideration of the impact of prejudice and where this might be seen on a local and national basis and students will continue to develop their awareness of effective engagement with parents/carers to take an active role in their child's learning and development (EYE5.3). It will explore how poverty and deprivation effects children's development and wellbeing, which in turn affects their learning. The module examines all perspectives, including educators, families and children. Definitions of health and wellbeing will be examined and societal factors, such as immunisation, will be analysed (EYE4.3).</p> <p>The module will enable students to recognise when a baby or child is in danger or at risk of abuse (EYE3.1), know the signs of harm and different types of abuse, including but not limited to neglect, physical, emotional, online, domestic and sexual abuse (EYE3.4) and recognise and evaluate the impact on educators as their role changes, to include safeguarding requirements within primary and early years education alongside the role of advocacy for children and babies so that they have the right to participate in the world, these rights are met and their voice is heard in education; this extends learning the importance of team working will be linked to safeguarding and security systems in settings to keep babies and children safe (EYE3.1). The module will examine the government's agenda on poverty and the impact of this on children's lives. Students will examine and evaluate current and past legislation, in order to analyse their impact on improving children's wellbeing and learning.</p> <p>This module enables student to learn how to stay up to date with employer, local and national safeguarding policies and procedures (EYE3.3) links to NSPCC and Ofsted whistleblowing policies and reporting systems (EYE3.4). Students will also learn how to communicate with parents/carers to share information that parents need but may result in challenge due to societal impact or influence; this includes healthy balanced diets, oral health and being physically active (EYE4.7).</p>	

<b>SUMMARY OF TEACHING AND LEARNING</b> <i>(Refer to HESA KIS definitions)</i>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	35	Lectures led by module lead, formative assessment opportunities
Tutorial	10	One to one tutorials.
Work Based Learning	20	A range of experiences such as placement , training events, careers support and guest speakers.
Guided Independent Study	135	Learners own research into areas of interest to own career development and targets.
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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## UNIVERSITY OF PLYMOUTH MODULE RECORD

Coursework	Coursework 1 – Academic poster (ALO 3)	50%
	Coursework 2 – Essay (ALOs 1 & 2)	50%
		100%

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 – Essay	100%

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

<b>Updated by:</b> Sue Kellas <b>Date:</b> July 2024	<b>Approved by:</b> <b>Date:</b>
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## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR2305      **MODULE TITLE:** Alternative Learning Environments  
**CREDITS:** 20      **FHEQ LEVEL:** 5      **HECoS CODE:** 100459      education studies

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

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

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

<b>C1</b> (Coursework)	<b>50%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	<b>50%</b>
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Childhood Education and FdA Early Years Practice

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

- To encourage students to compare and contrast alternative approaches and contexts and consider their impact on learning, particularly for learners who do not thrive in a mainstream school setting.
- To explore alternative educational approaches, as a means of setting up a reflective engagement with educational theory, practice, policy and research.
- To examine one alternative learning context in depth including children's educational experience and learning as well as professional practice.

**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) contributes to, for FdA Childhood Education and FdA Early Years Practice:
1. Compare and contrast alternative learning environments for their impact on learning and teaching practices.	8.1.1, 8.2.3, 8.3.2, 8.4.1, 8.4.2, 8.5.3
2. Evaluate the role of alternative learning contexts in the educational system.	8.1.1, 8.2.3, 8.3.2, 8.4.1, 8.4.2, 8.5.3
3. Investigate and critically analyse an alternative learning setting.	8.1.1, 8.2.3, 8.3.2, 8.4.1, 8.4.2, 8.5.3

<b>DATE OF APPROVAL:</b> March-24	<b>FACULTY/OFFICE:</b> Academic Registry, Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep-25	<b>SCHOOL/PARTNER:</b> Truro and Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM/SEMESTER:</b> Semester 2

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

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<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Jo Orme	<b>OTHER MODULE STAFF:</b> Zac Smith

#### SUMMARY OF MODULE CONTENT:

This module evaluates a range of approaches, theories and contexts for educational practice, both national and international. Students will compare and contrast how environment, learning and teaching strategies and the curriculum, offer opportunities to create learning contexts that challenge existing models of mainstream and formal learning, teaching and assessment. The module examines the theories related to learning outside the classroom, experiential and active learning, motivation and raising aspirations. Exploring the wider context of education for students with social, emotional, behavioural and welfare needs is an essential element of this module. Legislation and statutory guidance to schools regarding alternative provision, Pupil referral Units (PRU), Free Schools, Forest Schools, Academies, Multi-Academy Trusts and Independent schools (including faith schools) are considered. Through this exploration, students will learn how to risk management and risk assessments are carried out and how settings need to follow local and national requirements, policies and procedures (EYE4.2) regardless of type of provision. A review of models of alternative education, global perspective, opportunities to explore education provision in other countries, formal and informal form part of this module. The sociological, cultural, religious and philosophical perspectives of informal and alternative education will be acknowledged.

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

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	40	Lectures led by module lead, formative assessment opportunities
Tutorial	5	One to one tutorials.
Work Based Learning	20	A range of experiences such as placement, practical activities and visits to alternative learning providers.
Guided Independent Study	135	Learners own research into areas of interest to own career development and targets.
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

#### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Practical 1 – Presentation (ALO 1 & 2)	100%
Coursework	Coursework 1 – Essay (ALO 3)	100%

#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Practical	Practical 1 – Presentation	100%
Coursework	Coursework 1 – Essay	100%

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

<b>Updated by:</b> Sue Kellas <b>Date:</b> July 2024	<b>Approved by:</b> <b>Date:</b>
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## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR2306      **MODULE TITLE:** Curriculum: English and Mathematics

**CREDITS:** 20      **FHEQ LEVEL:** 5      **HECoS CODE:** 100459      education studies

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

**SHORT MODULE DESCRIPTOR:** Module aims to build on learner's understanding of the importance and methods of supporting language and mathematical development. The module identifies the linguistic, literacy concepts and skills within the EYFS and the National Curriculum. It promotes and develops students' confidence and competence in mathematics. The module explains why high-quality in English and mathematics is necessary to education and society.

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

<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Childhood Education and FdA Early Years Practice

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

- To develop understanding of how language and mathematics are developed through the curriculum frameworks and government initiatives.
- To examine ways to deliver effective learning experiences that support a range of children's needs including those with special educational needs and disabilities.
- To critically analyse aspects of the curriculum, assessment and pedagogy that promote high quality learning.

**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) contributes to, for FdA Childhood Education and FdA Early Years Practice:
1. Reflect on the development of linguistic, literacy and mathematical strands and concepts within the Early Years Foundation Stage and Primary National Curriculum.	8.1.1, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.1, 8.5.2
2. Demonstrate and justify the importance of providing effective high-quality language and literacy learning experiences to meet a range of children's needs.	8.1.1, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.1, 8.5.2
3. Critically analyse aspects of the curriculum, assessment and pedagogical approaches that promote development of mathematical concepts.	8.1.1, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.1, 8.5.2

<b>DATE OF APPROVAL:</b> March-24	<b>FACULTY/OFFICE:</b> Academic Registry, Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep-25	<b>SCHOOL/PARTNER:</b> Truro and Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM/SEMESTER:</b> Semester 1



## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Jo Orme	<b>OTHER MODULE STAFF:</b> Alicia James
<p><b>SUMMARY OF MODULE CONTENT:</b></p> <p>This module will examine the EYFS and Primary National Curriculum frameworks to show how English and mathematical knowledge and skills are developed with increasing complexity. The module will focus on different aspects of the curriculum and the importance of assessment. Learners will be supported to build their own confidence in these areas of the curriculum and to understand why high-quality language, literacy and mathematical skills are necessary for the individual and for society with consideration of how communication, language, literacy and mathematical understanding and numeracy skills may differ for those from different backgrounds; including those in disadvantaged areas but important to ensure equal chance of success for all children (EYE 1.13; 1.14). Methods of teaching and learning will be explored to consider effective pedagogy and how a range of activities and experiences support learning; learners will explore a range of ways to promote speech, language and communication through planned adult interactions such as storytelling and talking about stories, using vocabulary from stories in new wider contexts, providing a language rich environment where conversation, sensitive questioning and modelling of vocabulary and language structures are used and supporting awareness of sounds including through rhymes and songs (EYE1.13).</p> <p>Learners will explore ways to communicate with all children, appropriate for their stages of development, which may include those who have speech or language differences, such as some SEND or neurodivergent children, and those for whom English is an additional language (EYE1.16). This will extend to explore the importance of parent/carer engagement is consistently associated with ensuring a child's academic success and learn how to work in partnership with parents/carers to promote the value and significance their contributions can make to their child's health, wellbeing, learning and development (EYE5.2) with consideration of potential challenges this may present so students will learn how to provide sustained effort and support to encourage parents/carers to play an active role in their child's care, play and development (EYE5.3). Learners will be guided to explore, plan and generate resources and risk assessments for activities to enhance learning. The module will also review the support available for educators to deliver high quality learning experiences.</p>	

<b>SUMMARY OF TEACHING AND LEARNING</b> <i>(Refer to HESA KIS definitions)</i>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	35	Lectures led by module lead, formative assessment opportunities
Tutorial	15	One to one tutorials.
Work Based Learning	50	A range of experiences such as placement, practical activities, careers support, visits and simulations.
Guided Independent Study	100	Learners own research into areas of interest to own career development and targets.
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 – Booklet to parents for a specific age range with supporting rationale (ALOs 1 & 2)	50%

## UNIVERSITY OF PLYMOUTH MODULE RECORD

	Coursework 2 – Resource for a colleague for a specific age range and supporting rationale (ALOs 1 & 3)	50%	100%
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### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 – Essay	100%

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

<b>Updated by:</b> Sue Kellas <b>Date:</b> July 2024	<b>Approved by:</b> <b>Date:</b>
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## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR2307      **MODULE TITLE:** Primary Curriculum: Science and Technology

**CREDITS:** 20      **FHEQ LEVEL:** 5      **HECoS CODE:** 100459 education studies; 100464 primary education

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

**SHORT MODULE DESCRIPTOR:** Module focuses on the scientific and computing components of the curriculum framework with a primary setting. Module looks at the nature of science learning and how to ensure practical elements promote effective learning. Students will explore the computing programme of study and the appropriate use of technology to enhance learning. Consideration will be given to the use of Artificial Intelligence (AI) in education.

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

<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

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

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

- To build students' confidence and competence in science, computing and technology.
- To explore the science and computing knowledge, understanding and skills developed through the curriculum frameworks in primary education.
- To explore ways to plan and resource scientific and computing activities with children that promote learning.
- To examine ways to integrate computing and technology within primary education, looking at hardware, software and uses of AI.

**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. Analyse the requirements of the scientific elements of the curriculum frameworks.	8.1.1, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.1, 8.5.2
2. Demonstrate how a scientific investigation can build understanding of an area of science.	8.1.1, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.1, 8.5.2
3. Reflect on the technology elements of the curriculum.	8.1.1, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.1, 8.5.2
4. Critically evaluate the use of computing and technology to support learning.	8.1.1, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.1, 8.5.2

<b>DATE OF APPROVAL:</b> March-24	<b>FACULTY/OFFICE:</b> Academic Registry, Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep-25	<b>SCHOOL/PARTNER:</b> Truro and Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM/SEMESTER:</b> Semester 2

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Alicia James	<b>OTHER MODULE STAFF:</b> Jo Orme

#### SUMMARY OF MODULE CONTENT:

This module focuses on the importance of science and technology to a child's education and learning. It demonstrates requirements for knowledge of science, technology and computing within the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 of the National Curriculum. The module explores a range of basic scientific concepts and process skills involved within in a range of investigations, and the importance of these enhancing scientific development and learning in all children. It provides students opportunities to plan, resource and evaluate simple scientific activities. The module explores computing in the primary curriculum and ways that this is planned and delivered. It also considers the advantages and disadvantages of using technology to support learning in educational settings. Learners will also examine the value of Artificial Intelligence (AI) within education as well as concerns over its use. It emphasises the integration and practical uses of computer hardware and software and other technologies, across both the Early Years Foundation Stage and the National Curriculum, including to promote equality of opportunity for all children in educational settings.

#### 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 led by module lead, formative assessment opportunities
Tutorial	5	One to one tutorials.
Work Based Learning	20	To include placement and practical activities.
Guided Independent Study	140	Learners own research into areas of interest to own career development and targets.
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

#### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 – Resource pack for cover staff (ALO 1 & 2)	50%
	Coursework 2 – Essay (ALO 3 & 4)	50%
		<b>100%</b>

#### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 – Essay	<b>100%</b>

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

<b>Updated by:</b> Sue Kellas	<b>Approved by:</b>
Date: June 2024	Date:

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

<b>MODULE CODE:</b> TRUR2309	<b>MODULE TITLE:</b> Educational Research
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 5
<b>HECoS CODE:</b> 100459	education studies; 101088 research and study skills in education
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None
	<b>COMPENSATABLE:</b> Yes
<b>SHORT MODULE DESCRIPTOR:</b> This module provides students with the opportunity to engage in a small scale research project based on their individual and personal choice of topic. The importance of adhering to academic research conventions and guidelines will be explained. Consideration to ethical issues, in terms of engaging in academic educational qualitative and quantitative research, is emphasised throughout this module.	

<b>ELEMENTS OF ASSESSMENT</b> – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

**SUBJECT ASSESSMENT PANEL to which module should be linked:** FdA Childhood Education and FdA Early Years Practice

**Professional body minimum pass mark requirement:** N/A

#### MODULE AIMS:

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

**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:

<b>Assessed Module Learning Outcomes:</b>		<b>Programme Intended Learning Outcomes (PILOs) contributes to, for FdA Childhood Education and FdA Early Years Practice:</b>
1.	Use appropriate academic research guidelines and conventions to produce a small-scale research project, which collects and analyses data.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.3, 8.5.1, 8.5.2, 8.5.3
2.	Identify and examine the importance of the ethical issues surrounding research in childhood education.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.3, 8.5.1, 8.5.2, 8.5.3
3.	Use primary and secondary sources, formulate a methodology which justifies the research methods used, identify the findings, discuss, evaluate and critically analyse the findings of a small-scale project.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.3, 8.5.1, 8.5.2, 8.5.3
<b>DATE OF APPROVAL:</b> March-24		<b>FACULTY/OFFICE:</b> Academic Registry, Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep-25		<b>SCHOOL/PARTNER:</b> Truro and Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b>		<b>TERM/SEMESTER:</b> All Year

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Zac Smith	<b>OTHER MODULE STAFF:</b> Alicia James

#### **SUMMARY OF MODULE CONTENT:**

This module provides students with an opportunity to engage in the educational research process. Students will generate ideas in their chosen topic area. The module will involve planning research, investigation and the presentation of a research project on their chosen individual topic. The module will enable students to produce a small-scale research project. The lecturer, in the role of research supervisor, will provide lead lectures, independent study support and individual academic tutorials to guide the research process. The students will be expected to evaluate a range of information, from both qualitative and quantitative sources, explore and examine research paradigms, methodologies and outcomes and evaluate the links between research, theory, policy, and educational practice. The students will work closely with the lecturer, who will supervise and guide them throughout the research process. For those wishing to progress to level 6, this module offers the opportunity for students to engage in research in preparation for working autonomously on a level 6 dissertation.

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

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	40	Lectures led by module lead, formative assessment opportunities
Tutorial	25	One to one tutorials.
Work Based Learning		
Guided Independent Study	135	Learners own research into areas of interest to own career development and targets.
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

#### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 – Research Proposal and Ethics (ALO 1 & 2)	10%
	Coursework 2 – Final Research Project (ALO 1, 2 & 3)	90%
		100%

#### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 – like for like	100%

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

<b>Updated by:</b> Karen Keast	<b>Approved by:</b>
Date: July 2024	Date:

# UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR2310      **MODULE TITLE:** Critical Professional Practice within Primary Education

**CREDITS:** 20      **FHEQ LEVEL:** 5      **HECoS CODE:** 101246 professional practice in education; 100464 primary education

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

**SHORT MODULE DESCRIPTOR:** This module supports students to progress to a wide range of professional opportunities by exploring a range of delivery styles within a childcare setting and associated methodologies. It examines and evaluates delivery, learning and assessment as a colligate process. Students will critically reflect on their experience and exposure to situations within the work placement enabling knowledge and skills development.

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

<b>C1</b> (Coursework)	<b>100%</b>	<b>E1</b> (Examination)		<b>P1</b> (Practical)	<b>PASS/FAIL</b>
<b>T1</b> (In-Class Test)		<b>O1</b> (Online Open Book Assessment)			

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

**Professional body minimum pass mark requirement:** N/A (minimum of 120 hours)

### MODULE AIMS:

- To critically evaluate how current, relevant theoretical perspectives have informed and strengthened own professional and career development within the education sector.
- To enable learners to become autonomous as they plan career progression.
- To produce a portfolio of evidence that supports own career progression.
- To critically examine own developing professional skills and qualities.

**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. Evaluate the steps undertaken to independently develop own career progression.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3
2. Critically examine how own planning, target setting and reviews are supporting own career progression.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3
3. Explore how socio-economic factors, sustainability, inclusion and equality can impact young children.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3
4. Critically evaluate how own experiences and knowledge have been informed and strengthened by current, relevant theoretical perspectives.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3

<b>DATE OF APPROVAL:</b> March-24	<b>FACULTY/OFFICE:</b> Academic Registry, Partnerships
<b>DATE OF IMPLEMENTATION:</b> Sep-25	<b>SCHOOL/PARTNER:</b> Truro and Penwith College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>TERM/SEMESTER:</b> All Year



## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

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<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b>
<b>MODULE LEADER:</b> Sasha Tregenza	<b>OTHER MODULE STAFF:</b> Karen Keast
<b>SUMMARY OF MODULE CONTENT:</b> This module will enable learners to plan their own career progression within primary education and recognise the importance of being autonomous in managing their pathway. Using experiential opportunities to include, but not limited to, placement in the primary phase of education, simulations and careers-focused activities, learners will build a portfolio of evidence. This should be informed by their own reflective practice, target setting and reviews. Learners will reflect on their personal qualities, academic and professional skills and the extent to which they enable them to work professionally within primary education. Learners will be supported to understand how personal action planning and self-reflection lead to self-development. The module also reviews the importance of teamworking and leadership and management for teaching and learning. This module will examine a range of current theoretical perspectives that support practice and learners will be encouraged to make links to own practice and explore the value of these perspectives. Key understanding linked to professionalism will be explored including curriculum frameworks, professional standards and the regulatory requirements of inspection frameworks. The module also considers how Education for Sustainable Development can promote holistic development, wellbeing, equality of opportunity education for all learners.	

<b>SUMMARY OF TEACHING AND LEARNING</b> <i>(Refer to HESA KIS definitions)</i>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b> (briefly explain activities, including formative assessment opportunities)
Lecture	30	Lectures led by module lead, formative assessment opportunities
Tutorial	10	One to one tutorials which may include work placement visits
Work Based Learning	120	A range of experiences such as placement in a primary setting, careers support, visits and simulations.
Guided Independent Study	40	Learners own research into areas of interest to own career development and targets.
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

#### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 – Personal Development Portfolio (ALO 1, 2, 3 & 4)	100%
Practical	Practical 1 – 120 hours work experience	Pass/Fail

#### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Coursework 1 – Personal Development Portfolio	100%
Practical	Practical 1 – 120 hours work experience	Pass/Fail

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Sue Kellas Date: June 2024	<b>Approved by:</b> Date: