

**University of Plymouth  
Academic Partnerships**

**Truro & Penwith College**

# **Programme Quality Handbook**

**FdA Teaching and Learning**

**2024 – 2025**

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# WELCOME AND INTRODUCTION

## Welcome and Introduction to FdA Teaching and Learning

Welcome to the Foundation Degree (FdA) in Teaching and Learning 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 in Teaching and Learning is an exciting opportunity for you to study the education provided for children in Key Stage 1 and Key Stage 2, which will cover the age range of 5-11 years of age and has the following distinctive features:

- You will be introduced to a wide range of topics associated with teaching and learning, including some of the more complex issues surrounding teaching, primary education and children's wellbeing today.
- The course is truly vocational at the same time as keeping the academic and intellectual rigor. The course will enable you to develop your own practice from this knowledge base.
- The course develops students' understanding of teaching and learning in primary education making clear links between theory and practice and the importance of being in an education setting to work collaboratively with employers.
- A strong emphasis on learning and practice undertaken during year 1 (level 4) provide a solid foundation, through which students are able to progress into year 2 (level 5) and the work placement module.
- The opportunity to engage in Educational Research allowing students to develop their own interests, whilst acquiring and developing skills of research and investigation.
- The programme has been designed to equip you with the skills and knowledge base required to work within the field of primary education and children of that age phase.
- It is also a platform from which you can undertake additional academic and professional qualifications.
- Highlights key theories of teaching and learning, these include theoretical perspectives from past and current contexts.
- Explores the curricula pertinent to Key Stage 1 and 2, examining the issues and practicalities related to planning and assessment.
- The course has a strong educational and curriculum emphasis and supports a range of new educational initiatives and policies. The course encourages key teaching, learning and communication skills, relevant to employment within the field of primary education.

- The course focusses on current policy and legal frameworks associated with educational provision for children. It highlights a range of provision within childhood education, exploring the diversity focusing on children and their well-being, the curriculum and the range of initiatives generated with the intention of improving both provision and practice.
- Through key psychological approaches, important debates and issues surrounding the psychological development and education of children are explored.
- There is a key focus on developing personal and professional skills.
- The course aims to equip students with the skills and knowledge base to progress to year 3 (level 6), or work in a chosen specialism area. Additionally, the course provides a platform from which students can undertake academic and/or professional vocational qualifications.
- Regular individual tutorial support and guidance is a strong feature of this course and are provided in the HE building.
- Truro and Penwith is an Outstanding College who works in partnership with National Maths and Science Hubs, One Cornwall Teaching School Hub1, and has its own Multi Academy Trust.

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

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

# Programme Specification

## 1. Award

**Final Award Title:** FdA Teaching and Learning

**UCAS Code:** X333

**HECoS Code:** 100459 Education Studies

## 2. Awarding Institution: University of Plymouth

**Teaching Institution:** Truro and Penwith College

## 3. Accrediting Body(ies)

N/A

## 4. Distinctive Features of the Programme and the Student Experience

As a student on the course, you will benefit from Truro and Penwith College's Higher Education delivery over the last 25 years, which has and will continue to focus on quality of education. Through this time there has been a long-standing highly successful partnership with the University of Plymouth, especially within the Education. The ethos of Truro and Penwith College is to put the student first, therefore, HE courses have been awarded a Gold TEF status, which has come from past student feedback. The FdA Teaching and Learning has been designed for individuals that are currently within an educational institution. It has been specifically designed for individuals who wish to be our Primary School Teachers of the future. It is a direct progression route for Higher-Level Teaching Assistants L3 qualification. Using work-based learning throughout the course and focusing on the Education Benchmark, ensures it is a clear pathway for individuals who are focused on this employment route. This differentiates it from our Childhood Education foundation degree which is based on both the Education and the Early Childhood benchmarks for students that want to work in education but are determining their best employment route. Within the FdA Teaching and Learning the use of observations from work-based learning in all modules ensures the development of theory to practice and practice to theory. This along with reflective practice embedded across the programme ensures that the course is focused on developing the educators of the future.

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

- Workplace learning is fundamental to the FdA Teaching and Learning, students must be engaged in practice for at least 15 hours a week within a formal educational setting.
- A clear distinctive feature of this course is a specific module focusing on child development and evaluation of specific strategies and their impact on learning.
- The course content allows clear progression to level 6 top up courses such as the BA (Hons) Education and Training.
- Inclusion of the importance of research informed teaching.
- It has clear links to Cornwall Teaching School and Cornwall SCITT along with the Institute for Education at The University of Plymouth.
- Truro and Penwith Academy Trust – a trust that in January 2019 was highly praised in a summary evaluation by Ofsted the first in the country, has been instrumental in the development of the programme.
- The above partners and others such as the Maths and IT Hub, ensure a wide variety of guest speakers and specific visits to enhance the course.
- The course embraces the Educational White Paper including curriculum before and after each of the key stages within primary education.
- Regular individual tutorial support and guidance is a strong feature of this course and are provided in the HE building.

## **5. Relevant QAA Subject Benchmark Group(s)**

The programme development was informed by the following:-

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

[Foundation Degree Characteristics Statement \(2015\)](#)

[Education Benchmark Statement: Education Studies](#)

## 6. Programme Structure

### 6.1. Full-time Route

YEAR 1 (LEVEL 4)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR1204	The Psychology of Teaching and Learning	20	Core	2
TRUR1205	Theories of Teaching and Learning	20	Core	1
TRUR1206	Education and Society	20	Core	2
TRUR1207	Personal and Professional Skills Development	20	Core	1 + 2
TRUR1208	Curriculum, curriculum Planning and Age phase Transition	20	Core	1 + 2
TRUR1209	Health and Wellbeing	20	Core	1
YEAR 2 (LEVEL 5)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR2197	Child Progress and Development	20	Core	1 + 2
TRUR2198	Inclusive Practice within Teaching and Learning	20	Core	1 + 2
TRUR2199	Educational Research	20	Core	2
TRUR2201	Curriculum: English and Mathematics	20	Core	2
TRUR2202	Curriculum: Science and Technology	20	Core	1
TRUR2203	Creative Education	20	Core	1

## 6.2. Part-time Indicative Route

YEAR 1 (LEVEL 4)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR1207	Personal and Professional Skills Development	20	Core	1 + 2
TRUR1204	The Psychology of Teaching and Learning	20	Core	1 + 2
TRUR1205	Theories of Teaching and Learning	20	Core	1 + 2
YEAR 2 (LEVEL 4)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR1209	Health and Wellbeing	20	Core	1 + 2
TRUR1206	Education and Society	20	Core	1 + 2
TRUR1208	Curriculum, curriculum Planning and Age phase Transition	20	Core	1+2
YEAR 3 (LEVEL 5)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR2198	Inclusive Practice within Teaching and Learning	20	Core	1+2
TRUR2197	Child Progress and Development	20	Core	1+2
TRUR2201	Curriculum: English and Mathematics	20	Core	1
YEAR 4 (LEVEL 5)				
Module Code	Module Title	Credits	Core / Optional	Term / Semester
TRUR2199	Educational Research	20	Core	1+2
TRUR2202	Curriculum: Science and Technology	20	Core	1+2
TRUR2203	Creative Education	20	Core	1+2



## **7. Programme Aims**

**This programme is intended to:**

- A1. Allow learners the opportunity to apply teaching and learning theory to real life educational settings. This is embedded across modules, to enhance the learning experience and develop graduates that can critically discuss and reflect upon the importance of theory to practice within an educational setting.
- A2. Provide learners with the knowledge and understanding of the historical, political, sociological and psychological theories, and policies that affect the curriculum and practice within teaching and learning.
- A3. Develop opportunities for students to acquire and enhance transferable skills, knowledge and professional processes that will improve their potential employment within the educational sector.
- A4. Support students to undertake research in order to provide new information and/or explore new or existing data/evidence to identify theoretical principle and concepts.
- A5. Generate reflective graduates with the ability to critically reason and communicate coherent arguments to a variety of audiences.
- A6. Produce students that can use a reflective practice approach to professional practice, through supported opportunities within activities and tasks to allow them to critically reflect upon their own work and development.

## **8. Programme Intended Learning Outcomes**

### **8.1. Knowledge and understanding**

On completion of the programme the student will be able to:

- 8.1.1. Demonstrate a detailed knowledge and understanding of the established principles in educational settings, such as policy, theory and legislation.
- 8.1.2. Demonstrate a broad understanding of society and organisational structures within the UK primary educational system.

### **8.2. Cognitive and intellectual skills**

On completion of the programme the student will be able to:

- 8.2.1. Analyse and apply current knowledge and skills in a workplace context, considering relevant professional values and ethics, as required in the educational sector.

- 8.2.2. Demonstrate the ability to evaluate the appropriateness of different approaches to solving problems and issues in a professional context including multi-professional practices.

### **8.3. Key and transferable skills**

On completion of the programme the student will be able to:

- 8.3.1. Show the effective use of communication skills in making reasoned and argued judgements on the most appropriate form of communication for a range of audiences in the education sector.
- 8.3.2. Demonstrate key academic skills to progress within academic qualifications or further professional achievement.

### **8.4. Employment related skills**

On completion of the programme the student will be able to:

- 8.4.1. Demonstrate the ability to apply and critically discuss the importance of teamwork, regarding the personal development of young children within a primary educational setting.
- 8.4.2. Reflect upon their own practice using theory, evidencing personal growth of key graduate and employment skills.

### **8.5. Practical skills**

On completion of the programme the student will be able to:

- 8.5.1. Demonstrate knowledge of the main methods of educational research and the ability to analyse data and apply to professional practice.
- 8.5.2. Demonstrate the ability to observe and analyse key theoretical concepts in action, within practice such as educational leadership.

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

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

Entry Requirements for FdA Teaching and Learning	
Level 3: at least one of the following: <ul style="list-style-type: none"> <li>- AS/A Levels</li> <li>- Advanced Level Diploma</li> <li>- BTEC National Certificate/Diploma</li> <li>- VDA: AGNVQ, AVCE, AVS</li> <li>- Access to HE or Year 0 provision</li> <li>- International Baccalaureate</li> <li>- Irish/Scottish Highers/Advanced Highers</li> </ul>	48 UCAS points from relevant Level 3 qualification.  Achievement of an Access to HE Diploma
Work based opportunities	Students studying full-time are normally expected to be in an appropriate education practice for a minimum of two days (15 hours) per week for 30 weeks.
Other HE qualifications / non-standard awards or experiences	Considered on an individual basis through an interview process.
APEL / APCL possibilities	APEL/APCL will be considered as per University of Plymouth Regulations
Interview	All applicants will be interviewed to determine: <ul style="list-style-type: none"> <li>• Commitment to personal development.</li> <li>• Ability to demonstrate their suitability for the course.</li> <li>• Commitment to working within the educational sector.</li> <li>• 15 hours per week in an appropriate education experience</li> <li>• Learning needs and relevant support if required whilst on the course including ICT skills.</li> <li>• Ensure the full nature of the course and requirements are understood so that the applicant can make an informed decision about the course.</li> </ul>

Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required	Students must have current police clearance to work with young children (DBS).
Disability Service Arrangements	We have a dedicated student support assistant; please contact <a href="mailto:hestudentsupport@truro-penwith.ac.uk">hestudentsupport@truro-penwith.ac.uk</a> for advice.

Apply online at [www.ucas.com](http://www.ucas.com). For further information on the admissions process contact [heEnquiry@truro-penwith.ac.uk](mailto:heEnquiry@truro-penwith.ac.uk) or 01872 305750.

## 10. Progression criteria for Final and Intermediate Awards

Students undertaking the FdA Teaching and Learning may progress onto the following degree programmes:

- BA (Hons) Education and Training (Truro & Penwith College)
- BA (Hons) Education (University of Plymouth)
- BA(Hons) Early Childhood Studies (University of Plymouth)

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

Upon completion of the FdA Teaching and Learning 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:

- Education Sector
- Entry onto undergraduate pathways for Qualified Teacher Status (QTS)

## 11. Non-Standard Regulations:

N/A

## 12. Transitional Arrangements:

N/A

# 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.

## Appendices

### Appendix A: Programme Specification Mapping

Module contribution to the meeting of Programme Learning Outcomes

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

Core Modules		Programme Learning Outcomes contributed to (for more information see Section 8)										Compensation Y/N	Assessment Element(s) and weightings E1- exam T1- in-class test C1- coursework P1 - practical
		8.1 Knowledge & understanding		8.2 Cognitive & intellectual skills		8.3 Key & transferable skills		8.4 Employment related skills		8.5 Practical skills			
		8.1.1	8.1.2	8.2.1	8.2.2	8.3.1	8.3.2	8.4.1	8.4.2	8.5.1	8.5.2		
Level 4	TRUR1204 The Psychology of Teaching and Learning	✓		✓				✓				Y	C1- 100%
	TRUR1205 Theories of Teaching and Learning	✓	✓								✓	Y	C1-70% P1-30%
	TRUR1207 Personal and Professional Skills Development			✓		✓	✓	✓	✓		✓	Y	C1: 50% P1: 50%
	TRUR1208 Curriculum, curriculum Planning and Age phase Transition	✓	✓		✓			✓		✓		Y	C1 100%
	TRUR1206 Education and Society	✓	✓				✓					Y	C1 – 100%
	TRUR1209 Health and Well Being	✓		✓	✓			✓			✓	Y	C1:50% P1: 50%
Level 4 LOs													
Level 5	TRUR2197 Child Progress and Development	✓		✓		✓		✓	✓		✓	Y	C1:50% P1:50%
	TRUR2198 Inclusive Practice within Teaching and Learning.	✓	✓		✓		✓	✓	✓		✓	Y	C1:100%
	TRUR2199 Educational Research				✓	✓				✓		Y	C1:100%
	TRUR2201 Curriculum: English and Mathematics	✓	✓			✓				✓		Y	C1: 50% P1: 50%
	TRUR2202 Curriculum: Science and Technology	✓	✓	✓						✓		Y	C1: 100%
	TRUR2203 Creative Education	✓		✓	✓	✓	✓		✓	✓	✓	Y	C1: 50% P1: 50%
Level 5 LOs													
Confirmed Programme LOs													

## Appendix B: Matrix of Assessment

### Assessment Types: Year 1

Assessment Method	TRUR1204 The Psychology of Teaching and Learning	TRUR1205 Theories of Teaching and Learning	TRUR1207 Personal Professional Skills Development	TRUR1208 Curriculum, curriculum Planning and Age phase Transition	TRUR1206 Education and Society	TRUR1209 Health and Well Being
Report	✓				✓	✓
Essay		✓		✓	✓	
Curriculum Rationale				✓		
Presentation (Practical)		✓	✓			
Poster	✓					
Poster Defence (Practical)						✓
Portfolio			✓			

### Assessment Types: Year 2

Assessment Method	TRUR2197 Child Progress and Development	TRUR2198 Inclusive Practice within Teaching and Learning	TRUR2199 Educational Research	TRUR2201 Curriculum: English and Mathematics	TRUR2202 Curriculum: Science and Technology	TRUR2203 Creative Education
Reflective Review	✓					✓
Exercise/resource				✓	✓	
Poster		✓			✓	
Presentation (Practical)	✓					✓
Practical Exam/Assessment						✓
Viva (practical)				✓		
Report						
Research Project			✓			
Portfolio		✓				
Proposal			✓			

NB: This course has no written exams



# LEVEL 4 MODULE RECORDS

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1207    **MODULE TITLE:** Personal and Professional Skills Development

**CREDITS:** 20    **FHEQ LEVEL:** 4    **HECoS CODE:** 101246 professional practice in education

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

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

This module focuses on the academic development and professional skills required within an educational context. Students explore key academic skills and their own professional skills, such as communication and reflective practice. It also examines professionalism and how values and ethics contribute to effective working relationships within an educational setting.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	75%	<b>P1</b> (Practical)	25%	<b>T1</b> (In-Class Test)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Education

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

#### MODULE AIMS:

- To develop a broad range of academic skills for students, including supporting them to develop the appropriate ethos and understanding of the importance of autonomy.
- Within set criteria based on an educational context, students are able to review their own personal strengths and weaknesses within their practice-based setting.
- For students to recognise and evaluate the fundamental importance of safeguarding, reflective practice and professionalism within educational settings.

**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 and communicate effectively how safeguarding legislation and policy is embedded within practice.	PILO 8.3.1, PILO 8.5.2
2. To explain the importance of professionalism within an educational setting and the role of reflective practice within it.	PILO 8.2.1, PILO 8.4.1, PILO 8.4.2 PILO 8.5.2
3. Develop and explain personal growth within key academic skills required within academic study.	PILO 8.3.2
4. Using a practice-based setting, use your key professional skills to plan, set targets, reflect and evaluate your professional progress.	PILO 8.4.2

**DATE OF APPROVAL:** Jan 2020

**FACULTY/OFFICE:** Academic Partnerships

**DATE OF IMPLEMENTATION:** September 2020

**SCHOOL/PARTNER:** Truro and Penwith College

**DATE(S) OF APPROVED CHANGE:** N/A

**SEMESTER:** 1 & 2

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Jane Lloyd	<b>OTHER MODULE STAFF:</b> N/A
<b>SUMMARY OF MODULE CONTENT:</b>  This module will include academic writing and research skills within education. It will give the student's tools to excel on the course, and within their work-based learning e.g. self-reviewing, time management, organisation, prioritisation, personal action planning, digital literacy, academic writing, researching, intra and interpersonal skills etc. Reflective practice will be integral to this model to help examine how professionalism, values and ethics contribute to effective working within an educational setting and has an impact on learning. There will be opportunities throughout this module for students to use their Work Based Learning experiences to observe key skills and professional practices, such as safeguarding procedures, professionalism, communication methods, teamwork and delivery using specific theory to practice. This is fundamental to this module.	

<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	Theoretical constructs from all other modules on level 4 will enhance this module.
Seminar	5	Critical discussions linking theory to practice
Tutorial	5	Developmental progress
Work Based Learning	70	Based within practice
Guided Independent Study	90	Tasks based on theory to practice and practice to theory
<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	<b>Portfolio (PDP)</b> equivalent to 2,000 words using which ever medium chosen– Including professional and academic development.  Develop a personal development portfolio including both academic and professional skills. Using observations, self-reviews, and personal targets reflect upon professional and academic development. Evidence	100%

	<p>from practice and assessments on the FdA Teaching and Learning are key to this portfolio.</p> <p>For academic skills the use of the formative and summative assessments on the FdA Teaching and Learning year level 4 modules to self-review progress</p> <p>Within practice review professionalism within the setting through observation including role modelling ethics and values within the setting. Use reflective practice models to aid self-reflections on professional skills. Include theory to practice and set targets to determine professional progression. (ALO2, 3, 4)</p>	
Practical	<p><b>Presentation</b> – Research informed Practice</p> <p>Review safeguarding legislation and policy, and from your setting, evaluate practical processes used to keep pupils safe. Choose the correct communication method to present its impact on the setting and learners to an audience of learning support staff. (ALO1)</p>	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<p><b>Reflective Writing Piece, 2,000 words:</b> Using examples from work-based learning, course assessments review your own personal and professional development within a specific educational setting. (ALO2, 3, 4)</p> <p><b>Presentation</b> – Research informed Practice</p> <p>Review safeguarding legislation and policy, and from your setting, evaluate practical processes used to keep pupils safe. Choose the correct communication method that will engage governors on safeguarding and show the impact within the setting. (ALO1)</p>	<p>75%</p> <p>25%</p> <p>100%</p>

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

**Updated by:** Jane Lloyd  
Date: 5 July 2024

**Approved by:** Jessica Cowen  
Date: 9 September 2024

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1204      **MODULE TITLE:** The Psychology of Teaching and Learning  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECoS CODE:** 100496 educational psychology  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** (max 425 characters)

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

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)		<b>T1</b> (In-Class Test)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Education

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

#### MODULE AIMS:

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

**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. Identify and evaluate psychological perspectives relevant to a child's psychological development, learning and education.	PILO 8.1.1
2. Examine how psychological theories inform educational practice and support a child's learning.	PILO 8.1.1, PILO 8.2.1
3. Evaluate how the complexities of a child's learning and a child's behaviour does not occur in isolation.	PILO 8.4.1

**DATE OF APPROVAL:** Jan 2020

**DATE OF IMPLEMENTATION:** September 2020

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** 2

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Rosie Granger	<b>OTHER MODULE STAFF:</b> N/A

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

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

Developmental psychology provides students with an overview of how children learn, develop psychologically and how a practitioner can facilitate the learning process. This module will also include an overview of neuroscience that focuses on the impact of these theories, and how developing brain activity during childhood education, is important. It will also include supporting learners that may be living with different disorders and the impact of brain functioning following things such as worksheets/PE/seizures. There will be opportunities throughout this module for students to use their Work Based Learning experience to observe child's development and link practice to theory within lessons.

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

### **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	30	Lectures, problem-based activities
Seminar	5	Discussion based on psychological theory
Tutorial	5	1:1 feed forward
Work Based Learning	70	Based within practice
Guided Independent Study	90	Tasks related to module content, and development of transferable research skills.
<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	<b>Coursework 1:</b> 2,000-word Report: Using psychological theories and perspectives evaluate three different learning approaches and how they impact on children in the classroom. (ALO1, 2)	50%
	<b>Coursework 2:</b> Poster – choose different examples of learner behaviour to evaluate. Identify which psychological perspectives and theories they link to. Suggest strategies to support changes in the child's behaviour and learning. (ALO2, 3)	50%
		100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<b>Coursework:</b> 3,000-word essay  Choose four example of learner behaviour from either observation in class or your wider reading. Evaluate what might cause that learner behaviour and how it can impact on the child's psychological development, learning and education.  For each example, evaluate and link it to relevant psychological theory. What does the theory tell us is the potential cause of the behaviour?  For each example, provide strategies the class teacher might use to change the learner behaviour and enable the child to make progress.  Throughout your essay support your comments with relevant references. (ALO1, 2, 3)	100%

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

**Updated by:** Jane Lloyd

Date: 5 July 2024

**Approved by:** Jessica Cowen

Date: 9 September 2024

## UNIVERSITY OF PLYMOUTH MODULE RECORD

## SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1205      **MODULE TITLE:** Theories of Teaching and Learning  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECoS CODE:** 100464 primary education  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** (max 425 characters)

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

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical)	30%	<b>T1</b> (In-Class Test)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Education

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

### MODULE AIMS:

- To develop the students' knowledge of approaches to, and theories of, teaching and learning; relevant to childhood education and current practice.
- To examine the intrinsic link between teaching and learning.
- Discuss and define the role of assessment in promoting children's 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) contributed to:
1. Analyse and evaluate a range of theoretical approaches to teaching and learning.	PILO: 8.1.1, PILO: 8.1.2
2. Discuss and define the role of assessment in promoting children's learning.	PILO: 8.1.1, PILO: 8.1.2 PILO: 8.5.2
3. Demonstrate an understanding of the implications of teaching and learning and their intrinsic link.	PILO: 8.1.1

**DATE OF APPROVAL:** January 2020

**DATE OF IMPLEMENTATION:** September 2020

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** 1



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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Graham Bristow	<b>OTHER MODULE STAFF:</b> N/A
<b>SUMMARY OF MODULE CONTENT:</b> <p>This module identifies and examines the key influential approaches to teaching and learning. A thread running through this module is the exploration of significant theoretical perspectives, seminal educators and contemporary educational thinkers. Students will consider a range of approaches to learning, from informal, incidental and spontaneous play experiences, to more structured teaching, learning and assessment methodologies. The module encourages students to develop critical thinking, in relation to theoretical perspectives of teaching and learning, and identifies how the educational development of children can be facilitated.</p> <p>There will be opportunities throughout this module for students to use their Work Based learning experience to observe pedagogy, teaching strategies and methods and recognises how this informs good practice. Students will explore their role in promoting the development of a child's autonomous learning, whilst considering the diverse needs children. The module will also identify the importance of play, in children's learning.</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, problem-based activities
Seminar	5	Discussion based on theories of learning
Tutorial	5	1:1 feed forward
Work Based Learning	70	Based within practice
Guided Independent Study	90	Tasks related to module content, and development of transferable research skills.
<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	<b>Coursework 1:</b> 2,000-word Essay. Critically discuss theoretical approaches and key thinkers using a specific case study, including the intrinsic link between teaching and learning. (ALO1, 3)	100%
Practical	<b>Presentation:</b> Using a specific curriculum (English) and an age group, present practical methods of assessment and justify the theoretical concepts behind methods used. Choose the correct communication method to present to a specific educational audience of parents. (ALO1, 2)	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<b>Coursework 1:</b> 2,000-word Essay. Critically discuss four different teaching and learning strategies observed in the educational setting. Evaluate the different theoretical approaches and make links to key thinkers. (ALO1, 3)	70%
	<b>Presentation:</b> Using a specific curriculum (literacy) and the primary age phase, present practical methods of assessment and justify the theoretical concepts behind methods used. Choose the correct communication method to present to a specific educational audience of trainee teachers. (ALO1, 2)	30%
		100%

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

**Updated by:** Jane Lloyd

Date 5 July 2024

**Approved by:** Jessica Cowen

Date: 9 September 2024

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1209    **MODULE TITLE:** Health and Wellbeing

**CREDITS:** 20    **FHEQ LEVEL:** 4    **HECoS CODE:** 101246 professional practice in education

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

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

The module explores health and wellbeing and its importance within education. It looks at different approaches, theories and concepts of health and wellbeing and investigates its implications to professional practice and impact on children's learning.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%	<b>T1</b> (In-Class Test)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Education

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

#### **MODULE AIMS:**

- To examine legislation, approaches and policies of health and wellbeing that effect educational settings.
- To review the whole school approach to health and wellbeing.
- To compare mental, social, and emotional wellbeing and their impact on learning.
- To determine the importance of physical literacy for mental wellbeing and the development of the whole child.

**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) contributed to:</b>
1. Explain to an Educational Leader, a whole school approach for an educational setting for health and wellbeing. Highlight specific legislation, approaches and policies that the educational setting has or could have integrated into its ethos.	PILO 8.1.1, PILO 8.2.1, PILO 8.4.1 PILO: 8.5.2
2. Review and critically discuss mental, social and emotional wellbeing and their importance within education.	PILO: 8.1.1 PILO: 8.2.2,
3. Evaluate physical literacy and critically discuss its impact on mental and physical wellbeing.	PILO: 8.1.1 PILO: 8.5.2

**DATE OF APPROVAL:** January 2020

**DATE OF IMPLEMENTATION:** September 2020

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**DATE(S) OF APPROVED CHANGE:** N/A

**SEMESTER:** 2

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Rosie Granger	<b>OTHER MODULE STAFF:</b> N/A
<b>SUMMARY OF MODULE CONTENT:</b>  <p>With the government's recent impetus for educators to be aware of mental health issues and implement intervention, this module will look at all elements of health and wellbeing and the implications to professional practice and learning. It will examine the government's agenda on healthy eating, physical literacy, emotional wellbeing and the importance of a whole school approach for educational leaders. Research informed practice will ensure this module stays up to date with methods to develop a lifelong approach to physical activity in young people. There will be opportunities throughout this module to use their Work Based Learning experience to review a whole school approach, from how staff within an educational settings work towards national guidelines for physical activity, their Physical Education lessons and how they interact with external community networks to ensure exit routes, and varied opportunities for children.</p> <p>The module will recognise and enable students to embrace mental health and wellbeing of children. Students' will examine and evaluate current and past legislation, in order to analyse their impact on improving children's health and wellbeing. It will also look at different approaches that build resilience and mental wellbeing for children and young people, for example trauma informed approach.</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	Lead content – safeguarding policies, legislation and procedures. Multi agency working.
Seminar	5	Discussion based – linking theory to practice critical evaluation of observations from practice.
Tutorial	5	1:1 support – personal development
Work Based Learning	70	Based within practice
Guided Independent Study	90	Tasks based on theory to practice and practice to theory
<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:	2,000-word Report: Compare and critically discuss all elements of wellbeing including physical literacy and the implications to professional practice and pupil learning. (ALO2, 3)	100%

Practical:	Poster Defence – For a specific educational setting present to an educational leader the whole school approach for health and wellbeing. Defend it using specific legislations, theories and approaches to health and wellbeing. (ALO1, 2)	100%
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## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report: Evaluate the importance of wellbeing and the multifaceted elements that effect it. Include physical literacy and the implications to professional practice and student learning. (ALO2, 3)	50%
Practical	Poster Defence – Present to a staff team within an educational setting their whole school approach for health and wellbeing. Defend it using specific legislations, theories and approaches to health and wellbeing. (ALO1, 2)	50%
		100%

To be completed when presented for Minor Change approval and/or annually updated	
<b>Updated by:</b> Jane Lloyd Date: 5 July 2024	<b>Approved by:</b> Jessica Cowen Date: 9 September 2024

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

<b>MODULE CODE:</b> TRUR1208	<b>MODULE TITLE:</b> Curriculum, Curriculum Planning and Age Phase Transition	
<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> <i>(max 425 characters)</i>		

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

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)		<b>T1</b> (In-Class Test)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Education

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

#### MODULE AIMS:

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

**ASSESSED LEARNING OUTCOMES:** *(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. Identify the importance of knowledge, understanding and the key aspects of the curriculum, curriculum planning and age phase transition for children in England.	PILO: 8.1.1, PILO: 8.1.2, PILO: 8.4.1
2. Evaluate the practice and procedures in educational settings which support the transition process, at the start and end of the primary National Curriculum, both academically and emotionally.	PILO: 8.1.1, PILO: 8.1.2, PILO: 8.5.1, PILO: 8.4.1
3. Demonstrate an understanding of curriculum planning, identifying learning objectives for children in mainstream schools, including those with special educational needs and disability.	PILO: 8.1.1, PILO: 8.1.2, PILO: 8.2.2

**DATE OF APPROVAL:** January 2020  
**DATE OF IMPLEMENTATION:** September 2020  
**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships  
**SCHOOL/PARTNER:** Truro and Penwith College  
**SEMESTER:** 1 & 2

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Jane Lloyd	<b>OTHER MODULE STAFF:</b> N/A
<b>SUMMARY OF MODULE CONTENT:</b> <p>This module allows opportunities for students to use their Work Based Learning experience to observe the significance of curriculum, curriculum planning and age phase transition, in relation to high quality teaching and learning in childhood education. The module includes the theory and practice of transitions at the start and end of the primary National Curriculum. Personal, social and emotional aspects form part of this module. The module provides students with a well-defined focus and understanding of the curriculum in the primary stage, including planning processes. Students identify key aspects of the curriculum, curriculum planning and age phase transition for children in England.</p> <p>The module allows students to develop knowledge of the curriculum frameworks from 3 years to 11 years, in England. The historical background of the curriculum frameworks and the legislation associated with them, are a focus of this module. Students will develop understanding of processes of planning and assessment and pedagogical practice to deliver positive learning experiences. Students will be required to demonstrate skills needed for effective planning, including inclusive planning for children with special education needs and disability. The module will include theory and practice of transitions at the start and end of the primary National Curriculum. Personal, social and emotional aspects will be examined throughout this module. The module acknowledges controversial issue such as assessment SATs testing the 11 plus entry examinations. The module analyses the theory and practice of how to support curriculum transitions at the start and end of the primary National Curriculum.</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
Tutorial	5	1:1 feed forward
Seminar	5	Discussion based on ethics and values within professionalism
Work Based Learning	70	Based within practice
Guided Independent Study	90	Tasks related to module content, and development of transferable research skills.
<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	<b>Coursework 2:</b> 2,500-word Essay. Identifying key aspects of the curriculum, curriculum and lesson planning and evaluate the transition process. (ALO1, 3)	80%
	<b>Coursework 1:</b> Rationale 1,500 words. Evaluating policies and procedures of the transition process and demonstrating knowledge of curriculum including understanding the emotional/social and academic development of the learners' needs. (ALO1, 2)	20%
		100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<b>Coursework:</b> Write a 3,000-word essay explaining: <ul style="list-style-type: none"> <li>The importance of effective transition processes and the impact transition can have on children's emotional and social development.</li> <li>The role effective curriculum development and lesson planning has on the academic development of all learners including those with special educational needs and disabilities.</li> </ul> (ALO1, 2, 3)	100%

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

**Updated by:** Jane Lloyd

Date: 5 July 2024

**Approved by:** Jessica Cowen

Date: 9 September 2024



## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR1206      **MODULE TITLE:** Education and Society  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECoS CODE:** 100651 education policy  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes

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

This module explores education and the impact of global and 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.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)		<b>T1</b> (In-Class Test)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Education

**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 global, national educational policy and legislation and their impact on education.
- To explore and analyse societal factors, which may influence a child's health and mental wellbeing and thus affecting their learning.
- To identify, analyse and communicate the principles, concepts and recognise competing perspectives.

**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. Discuss the impact of poverty and deprivation on a child's learning and development.	PILO 8.1.1, PILO 8.3.2
2. Explore global and national legislation, education policy and analyse principles and concepts which effect education within the UK today.	PILO 8.1.2, PILO 8.3.2
3. Evaluate and communicate how societal factors both locally and nationally influence children's health and mental wellbeing.	PILO 8.1.1, PILO 8.1.2

**DATE OF APPROVAL:** January 2020  
**DATE OF IMPLEMENTATION:** September 2019  
**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships  
**SCHOOL/PARTNER:** Truro and Penwith College  
**SEMESTER:** 2

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Graham Bristow	<b>OTHER MODULE STAFF:</b> N/A
<b>SUMMARY OF MODULE CONTENT:</b>  The module explores education in the context of contemporary society; it will identify and examine current UK government's and global educational legislation, policies, trends and recommendations for the future.  It will explore how poverty and deprivation effects children's development and wellbeing, which in turn affects their learning. The module examines all perspectives, including educators, families, and children. It will look at agencies and how they work with the educational sector. The module requires students to analyse factors that may influence children's learning including societal factors, such as poverty, family dynamics, peer pressure, technology, and stress.	

<b>SUMMARY OF TEACHING AND LEARNING</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
Seminar	5	Critical discussions linking theory to practice
Work Based Learning	70	Based within practice
Tutorial	5	Feed forward feedback
Guided Independent Study	90	Tasks based on theory to practice and practice to theory
<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	<b>Coursework 1:</b>  1,600-word report. Examine legislation and policy that affect children's education. (ALO2)	40%
	<b>Coursework 2:</b>  2,400-word essay. Evaluate how poverty and other societal factors impact on children's mental health and wellbeing and the progress they will make in their learning. (ALO1, 3)	60%
		100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<p><b>Coursework:</b></p> <p>3,000-word essay</p> <p>Within your essay include:</p> <ul style="list-style-type: none"><li>• A clear definition of poverty and what the situation is in your school area regarding the impact of poverty (you could include relevant statistics here).</li><li>• Two types of poverty that are impacting on the development of children's education in your setting. Evaluate the issues being faced for each factor of poverty and evaluate strategies that are being used or could be used to support the learners in overcoming the issues.</li><li>• One local and one national societal factor that can affect children's mental health and wellbeing. What issues do children experience? Evaluate how schools can support learners to overcome these issues.</li></ul> <p>For each of the poverty types and societal factors identified above include links to relevant global or national policy or legislation when discussing them.</p> <p>(ALO1, 2, 3)</p> <p>Support your comments throughout your essay with appropriate references.</p>	100%

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

**Updated by:** Jane Lloyd

Date: 5 July 2024

**Approved by:** Jessica Cowen

Date: 9 September 2024

# LEVEL 5

# MODULE RECORDS

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR2197    **MODULE TITLE:** Child Progress and Development  
**CREDITS:** 20    **FHEQ LEVEL:** 5    **HECoS CODE:** 100511 primary teaching  
**PRE-REQUISITES:** None    **CO-REQUISITES:** None    **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module focuses upon child development within an educational setting. It explores using theory and observation within practice, different teaching and learning strategies, procedures and policies that promote learning. Using a holistic approach, this module focuses upon impact on learning and development of children. A key aspect is the implications for professional practice and progression of professional skills.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%	<b>T1</b> (In-Class Test)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Education

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

#### MODULE AIMS:

- To be able to observe, review and articulate child developments within an educational setting.
- To demonstrate an understanding of monitoring and evaluation and other theories, policies and strategies that have an impact on learning.
- Critically review professional skills required to develop progress and development.

**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. Compare and contrast specific strategies and theories that are used within an educational setting to develop learning within an individual.	PILO 8.2.1, PILO 8.1.1
2. Critically discuss the progress of an individual, present quality assurance measurements for attainment and personal development for a specific audience within education.	PILO 8.3.1, PILO 8.5.2
3. Critically reflect professional skills required to make an impact on learning and personal development within a specific age phase of education.	PILO 8.4.2, PILO 8.4.1

**DATE OF APPROVAL:** January 2020

**DATE OF IMPLEMENTATION:** September 2021

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** 1 & 2

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Jane Lloyd	<b>OTHER MODULE STAFF:</b> N/A
<b>SUMMARY OF MODULE CONTENT:</b>  This module uses theory to practice reviewing strategies, interventions, policies and procedures to aid the development of a child. There will be opportunities throughout this module to use their Work Based Learning experience to observe child development analysing, identifying and evaluating ethical theories and values used within problem-solving situations to aid child development. Specific reflective practice models and observation techniques will be included to help document critical incidents. A holistic approach has a lens that will allow any educational theory element to be used within this module such as classroom environment, outdoor learning, neuroscience etc. The focus is on individual child development.	

<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	Lecture observation theory, monitoring and evaluation processes, child development and personal development.
Seminar	5	Critical discussion on observations from practice on child progress and the implications for professional practice. Theory to practice and practice to theory.
Tutorial	5	1:1 support feed forward
Work Based Learning	70	Based within practice
Guided Independent Study	90	Tasks related to module content, and development of transferable research skills.
<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	<b>Coursework:</b> 2,500 words reflective review. Identify the approaches used to aid child development and evaluate their effectiveness. Using a reflective model critically review own professional skills in supporting children's development and determine own strengths and weaknesses for your future professional practice. (ALO1, 3)	50%
Practical	<b>Presentation:</b> Present a summary of a child's development across all areas from observation of a specific individual within placement to a specific education audience. Include progress, impact on learning and personal development in relation to specific interventions reviewed. Include evidence from a range of assessments. (ALO 2)	50%
		100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<b>Coursework:</b> 2,500 words reflective review – focus on five different child development strategies and undertake reflective reviews of these. (ALO1, 3)	50%
	<b>Presentation</b> of a case study child to share key information regarding the child's cognitive, social, and emotional development. (ALO 2)	50%
		100%

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

**Updated by:** Jane Lloyd

Date: 5 July 2024

**Approved by:** Jessica Cowen

Date: 9 September 2024

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR2198    **MODULE TITLE:** Inclusive Practice within Teaching and Learning  
**CREDITS:** 20    **FHEQ LEVEL:** 5    **HECoS CODE:** 101087 special needs teaching  
**PRE-REQUISITES:** None    **CO-REQUISITES:** None    **COMPENSATABLE:** Yes  
**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

Building on from Theories of teaching and learning in year one, this module will use theory and practice observations to deepen students' understanding of children with special needs and how to support them. It allows the opportunity to see contemporary issues that affect inclusive practice and critically reflect upon specific skills and techniques within professional practice to ensure inclusive practice.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)		<b>T1</b> (In-Class Test)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Education

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

#### **MODULE AIMS:**

- To be able to critically evaluate existing service provision and contemporary issues within inclusive practice.
- To critically reflect upon legislation, professional values, and ethics which underpin inclusive practice.
- To examine the professional skills required for inclusive practice to meet the needs of the learner.

**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) contributed to:</b>
1. Compare and contrast contemporary issues and inclusive practice within the UK	PILO 8.5.2, PILO 8.2.2 PILO 8.1.1, PILO 8.1.2
2. Define and critically reflect upon professional skills required to ensure inclusive practice.	PILO 8.3.2, PILO 8.4.1
3. Critically review own professional skills which are pivotal to inclusive practice, including collaboration.	PILO 8.4.2

**DATE OF APPROVAL:** January 2020

**DATE OF IMPLEMENTATION:** September 2021

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** 1 & 2



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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Jane Lloyd	<b>OTHER MODULE STAFF:</b> N/A

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

The module draws upon contemporary research, legislation, and policy to examine the views and experiences of children with SEND in schools. It examines theories and analyses practice of inclusive education, together with implications for curriculum and pedagogy. There will be a focus on the individual child and how their needs are identified and met. Additionally, there will be a recognition of the importance of the principles and ideas surrounding inclusion, diversity, social justice, and children's rights within education.

There will be opportunities throughout this module to use their Work Based Learning experience to look at issues of inclusive practice and use practice observations to review professional skills needed. Finally, the module will also analyse ethics and values linked to inclusive practice. Using reflective practice this module will allow students to review their professional skills and personal attitudes, and ethos in relation to inclusive practice.

### **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	30	Develop theoretical understanding of policies and legislation on inclusive practice, contemporary issues and ethics and values within inclusive practice.
Seminar	5	Review and critically discuss interventions used to develop inclusive practice, and professional skills required.
Tutorial	5	1:1 reflection and development of professional skills for inclusive practice.
Work Based Learning	70	Based within practice
Guided Independent Study	90	Researching key theories, policies, procedures and legislations for inclusive practice. Writing up observations from practice.
<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	<p><b>Coursework 1:</b></p> <p>Poster – The poster should provide parents with information regarding two specific aspects of SEND and the inclusive practice strategies used to support learners to achieve. (ALO1)</p>	40%
	<p><b>Coursework 2:</b></p> <p>Equivalent to 2,500 words produce a portfolio to evidence practice development. (ALO2, 3)</p> <p>Choose a class within a specific educational setting. highlight interventions within the classroom and their theoretical underpinning for inclusive practice.</p> <p>Review professional skills needed to ensure effective inclusive practice and rate your own professional skills in relation to them.</p>	60%
		100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<p><b>Coursework:</b></p> <p>Essay – focus on three areas of SEND and explain what the key characteristics of each are. Evaluate the strategies used in schools to enable children to be supported in overcoming any challenges that face in these SEND areas. Which of the strategies do you feel confident in using? How do you know? Which areas do you need to develop your skills in to enable you to be more effective in supporting learners so that you create an inclusive environment? (ALO1, 2, 3)</p>	100%

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

**Updated by:** Jane Lloyd

Date: 5 July 2024

**Approved by:** Jessica Cowen

Date: 9 September 2024

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR2199    **MODULE TITLE:** Educational Research

**CREDITS:** 20    **FHEQ LEVEL:** 5    **HECoS CODE:** 101088 research and study skills in education

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

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

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

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)		<b>T1</b> (In-Class Test)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Education

**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 procedure and protocol for engaging in educational qualitative research.
- Explain how qualitative research enriches quantitative research.
- The module emphasises the importance of ethical issues, in terms of engaging in the academic educational research.
- The students will work closely with the lecturer, who will supervise and guide them throughout the research process.

**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) contributed to:</b>
1. Use appropriate academic research guidelines and conventions to produce a small-scale research project, which collects and analyses data.	PILO:8.3.1, PILO:8.5.1
2. Examine and critically evaluate ethical issues and a chosen research idea within teaching and learning.	PILO:8.2.2
3. Use primary and secondary sources, formulate methodology, which justifies the research methods used, identify the findings, discuss, evaluate and critically analyse the findings of a small-scale project.	PILO:8.5.1

**DATE OF APPROVAL:** Jan 2020

**DATE OF IMPLEMENTATION:** September 2021

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** 2

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Jane Lloyd	<b>OTHER MODULE STAFF:</b> N/A
<b>SUMMARY OF MODULE CONTENT:</b> <p>The module provides students with an opportunity to engage in the educational research process. Students generate their ideas through the analysis of concepts in their chosen topic area. The module will involve planning, research, investigation and the presentation of a research project on an individual topic. The students will be able to draw upon their Work Based learning experience in year 1 to determine project ideas, and Work Based learning in this module will enable facilitation of this module. This module will enable students to produce a small-scale research project. The lecturer, in the role of research supervisor, will provide lead lectures, seminars, independent study and individual academic tutorials to guide and support the research process. The students will be expected to evaluate a range of information, explore and examine paradigms, methodologies and methods. The module will familiarise students with a range of research paradigms. The module explores and evaluates the role of the novice researcher and the notion of researcher bias. The students will evaluate the links between research, theory, policy, and educational professional practice. The students will work closely with the lecturer, who will supervise and guide them throughout the research process. For those wishing to progress to level 6, this module offers the opportunity for students to engage in research in preparation for working autonomously on a level 6 dissertation.</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	Lead lessons on educational research methods
Work Based Learning	70	Based within practice
Tutorial	10	Developmental – research ideas
Guided Independent Study	90	Research ideas
<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	<b>Research Project proposal:</b> Produce a research project proposal in accordance with research guidelines and ethical frameworks and issues. (ALO2)	20%
	<b>Research Project:</b> Produce a final research project in accordance with research guidelines and ethical frameworks. Critically evaluate the findings and the research project design. (ALO1, 3)	80%  100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<b>Research Project:</b> Produce a final research project in accordance with research guidelines and ethical frameworks. Ensure that you critically evaluate ethical considerations within the project idea and the findings and the research project design. (ALO1, 2, 3)	100%

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

**Updated by:** Jane Lloyd  
Date: 5 July 2024

**Approved by:** Jessica Cowen  
Date: 9 September 2024

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR2201      **MODULE TITLE:** Curriculum: English and Mathematics  
**CREDITS:** 20      **FHEQ LEVEL:** 5      **HECoS CODE:** 100511 primary teaching  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes

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

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

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%	<b>T1</b> (In-Class Test)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Education

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

#### MODULE AIMS:

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

**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. Reflect on the complexities of linguistic, literary and mathematical strands and concepts within the Early Years Foundation Stage and Key Stage 1 and Key Stage 2, of the National Curriculum.	PILO: 8.1.1, PILO: 8.5.1
2. Examine the importance of developing high quality English skills in children in education and their role in society.	PILO:8.1.2

3. Apply the principles and concepts of linguistic and mathematical development, using practice observations and a range of activities.	PILO:8.3.1
4. Critically evaluate how learning in literacy and numeracy is promoted by government initiatives.	PILO: 8.5.1

**DATE OF APPROVAL:** Jan 2020

**DATE OF IMPLEMENTATION:** September 2021

**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships

**SCHOOL/PARTNER:** Truro and Penwith College

**SEMESTER:** 1

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Rosie Granger	<b>OTHER MODULE STAFF:</b> N/A
<b>SUMMARY OF MODULE CONTENT:</b> <p>This module identifies linguistic, literary and mathematical strands and concepts within the Early Years Foundation Stage Framework; Key Stage 1 and 2 of the National Curriculum. The module aims to build on the importance of the students' knowledge of language and mathematical development, as well as promoting and developing the students' competence and confidence in mathematics. The module uses practice observations to focus and promote linguistic and mathematical development importance and strategies used within teaching and learning. It aims to build on knowledge of language and mathematical development and explore how young children learn. This provides the opportunity for students to explore, plan, generate resources and implement language/ mathematical activities for young children. Students will have the opportunity to use their Work Based Learning experience to observe Maths and English within practice.</p> <p>The acknowledgement and significance of Science Technology Engineering and Mathematics (STEM) is integral to this module. Additionally, the introduction of Maths, IT and English hubs is explored. Students identify linguistic, literacy concepts and skills within the Early Years Foundation Stage and National Curriculum. The module explains how high quality in English and reading is vital in education and society. Additionally, students' competence and confidence in mathematics and English will be developed and promoted. The module ensures that equality of opportunity, for all children, are clearly adhered to and that the needs of children with special educational needs and disability are recognised. The importance of spiritual, moral, social and cultural development (SMSC) will feature in this module.</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	Develop theoretical understanding of curriculum for EYFS, KS1 and KS2.
Seminar	5	Review and critically discuss curriculum and delivery of Math, literacy and IT. Its importance within society and how educational landscapes have changed.
Work based learning	70	Based in practice
Guided Independent Study	90	Tasks based on theory to practice and practice to theory
Tutorial	5	1:1 reflection and development of Maths, English and IT skills.
<b>Total</b>	<b>200</b>	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)



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## SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<b>Booklet</b> - Produce a booklet that evaluates and reflects upon the complexities of literacy and mathematics within the curriculum, use practice observations to develop this. Finally, discuss the promotion of government initiatives.  (ALO1, 4)	100%
Practical	<b>Viva</b> – answering unseen questions about why it is important for primary age children to be able to read effectively. Also, explain strategies used for overcoming difficulties when tackling maths and linguistic concepts.  (ALO2, 3)	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<b>Booklet</b> – Include an evaluation of current government initiatives linked to maths and English in the EYFS and National Curriculum. Include reflections linked to developing children’s speaking skills linked to expressing their ideas and feelings linked to experiences from Reception to Year 6, reflections linked to developing children’s writing skills from Reception to Year 6, and reflections linked to developing children’s understanding of the context of number and number value from Reception to Year 6.  (ALO1, 4)	50%
Practical	<b>Viva</b> – answering unseen questions about why it is important for primary age children to be able to read effectively. Also, explain strategies used for overcoming difficulties when tackling maths and linguistic concepts.  (ALO2, 3)	50%
		100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Jane Lloyd Date: 5 July 2024	<b>Approved by:</b> Jessica Cowen Date: 9 September 2024

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR2202      **MODULE TITLE:** Curriculum: Science and Technology  
**CREDITS:** 20      **FHEQ LEVEL:** 5      **HECoS CODE:** 100511 primary teaching  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes

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

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

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)		<b>T1</b> (In-Class Test)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Education

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

**MODULE AIMS:**

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

**ASSESSED LEARNING OUTCOMES:** *(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. Reflect on the requirements of science and technology in Early Years Foundation Stage, Key Stage 1 and Key Stage 2 of the National Curriculum.	PILO: 8.1.1, PILO: 8.5.1
2. Critically evaluate the principle basic scientific concepts and process skills, in order to promote and enhance scientific and technological development in children.	PILO: 8.1.1, PILO: 8.1.2
3. Critically discuss contemporary issues within science and technology education.	PILO: 8.1.1, PILO: 8.2.1

**DATE OF APPROVAL:** Jan 2020

**FACULTY/OFFICE:** Academic Partnerships

**DATE OF IMPLEMENTATION:** September 2021

**SCHOOL/PARTNER:** Truro and Penwith College

**DATE(S) OF APPROVED CHANGE:** N/A

**SEMESTER:** 1

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Jane Lloyd	<b>OTHER MODULE STAFF:</b> N/A

**SUMMARY OF MODULE CONTENT:**

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

This module familiarises students with the scientific and computing elements within the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 of the National Curriculum. It provides students opportunities to plan, resource and evaluate simple scientific and computing activities. The module emphasises the integration and the practical uses of computer hardware and software and other technologies, across both the Early Years Foundation Stage and the National Curriculum. The module promotes the equality of opportunity for all children in educational settings. Reviews contemporary issues within science and technology education and ensures that there are opportunities throughout the module for students to use their Work Based Learning experience to observe science and technology delivery. The emphasis of the module is to recognise and promote scientific and technological development in children, in this digital age. The module acknowledges how young children are now growing-up as 'digital natives' and the importance of digital literacy to progression opportunities for young people within the 21<sup>st</sup> century.

**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	30	Lectures on science and technology within the curriculum
Seminar	5	Critical discussions linking theory to practice
Work Based Learning	70	Based within practice
Tutorial	5	Developmental progress
Guided Independent Study	90	Tasks based on theory to practice and practice to theory
<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	<b>Coursework 1:</b>	

	<p>Activity Pack - reflect and apply the requirements of science and technology to education to a specific age group by creating activities to teach one science and one computing topic.</p> <p>Evaluate the plan to ensure the concepts and skills are being taught effectively.</p> <p>(ALO1, 2)</p>	50%	100%
	<p><b>Coursework 2:</b></p> <p>Poster: Using the education setting as an example of what is currently happening in education, explore at least two contemporary issues the setting faces when teaching science and computing. What have been the biggest challenges? Why have these occurred? How has the school overcome them or what could the school do to overcome them?</p> <p>(ALO3)</p>	50%	

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<p>Using the Year 2 national curriculum, choose a topic from the science curriculum and a topic from the computing (information technology) curriculum. Plan two different age-appropriate activities for each topic that could be used as the basis for the Science Day and the basis for the Computing (Information Technology) Day. Provide a plan for each activity and any resources you would need. Explain how you will assess the children's learning on each day.</p> <p>Write an essay that explores the importance of teachers having the correct subject knowledge to be able to teach science and computing. What can initial teacher educators and schools do to support early career teacher during their training and their first two years in school? Identify two useful strategies. Explain them and justify their effectiveness.</p> <p>(ALO1, 2, 3)</p>	100%

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

**Updated by:** Jane Lloyd  
Date: 5 July 2024

**Approved by:** Jessica Cowen  
Date: 9 September 2024

## UNIVERSITY OF PLYMOUTH MODULE RECORD

### SECTION A: DEFINITIVE MODULE RECORD

**MODULE CODE:** TRUR2203      **MODULE TITLE:** Creative Education  
**CREDITS:** 20      **FHEQ LEVEL:** 5      **HECoS CODE:** 100511 primary teaching  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** Yes

#### SHORT MODULE DESCRIPTOR:

This module explores creative education within a specific age phase. It examines the place of specific creative education curriculum areas within the school curriculum and its role in developing key transferrable skills for young people. It develops creative skills, enabling students to deliver creative projects that adheres to national guidelines for example dance within the Physical Education model.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%	<b>T1</b> (In-Class Test)	
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Education

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

#### MODULE AIMS:

- To critically examine creative provision and its relationship to other subjects and current national issues
- To analyse and evaluate a range of pedagogical approaches in the delivery of a creative education
- To develop practical skills where students can lead a specific creative project.
- To be able reflect upon professional and personal skill development within an educational setting.

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

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Critically examine a specific Key Stage in a specific creative curriculum area and discuss its relationship to other subjects within the school curriculum and its role within the wider national context.	PILO: 8.1.1, 8.2.1, 8.2.2
2. Analyse and evaluate established pedagogical approaches in the delivery of a specific creative curriculum area.	PILO: 8.3.1, 8.5.2
3. Create and lead a creative project related to the model of thematic curriculum.	PILO: 8.5.1, 8.5.2
4. Reflect upon the professional and personal skills used to create and lead a creative project, and the implications to their development within an education setting.	PILO: 8.3.2, 8.4.2

**DATE OF APPROVAL:** Jan 2020  
**DATE OF IMPLEMENTATION:** September 2021  
**DATE(S) OF APPROVED CHANGE:** N/A

**FACULTY/OFFICE:** Academic Partnerships  
**SCHOOL/PARTNER:** Truro and Penwith College  
**SEMESTER:** 2

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

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

<b>ACADEMIC YEAR:</b> 2024-25	<b>NATIONAL COST CENTRE:</b> 135
<b>MODULE LEADER:</b> Rosie Granger	<b>OTHER MODULE STAFF:</b> N/A
<b>SUMMARY OF MODULE CONTENT:</b>  Students will analyse and evaluate an identified Key Stage in specific creative education. National guidelines and situational contexts will be reflected upon using specific reflective models. Current issues will be considered in their relationship to the development of creativity and transferable skills for young people. Pedagogical theory will underpin the creation and delivery of a short creative project. Students will use the National Curriculum guidelines to fulfil the practical performance/workshop. A range of mediums from dance to art will be included following student's interest. This module will also ensure that students reflect upon their own personal and professional skills whilst completing their creative project within an educational setting.	

<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	24	Formal lectures of theory delivered with self-study follow-up {formative tasks}
Seminar	2	Critical discussions linking theory to practice
Tutorial	2	Mid and end tutorial (iterative assessment)
Project Supervision	2	One class sampled mid project, and final performance assessed (summative assessment)
Practical classes and workshops	6	Practical dance skills taught and creative ideas for dance explored
Supervised Time in Studio/Workshop	4	Full group with supervised practical work with sample group and first individual class supervised (ipsative assessment)
Work Based Learning	70	Based within practice
Guided Independent Study	90	Related to development of dance education
<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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Coursework	<p><b>Report and scheme of work</b></p> <p>Produce a report that critically analyses the challenges of teaching of one of these 'creative' subjects:</p> <ul style="list-style-type: none"> <li>I. Art and design</li> <li>II. Design and technology</li> <li>III. Music</li> <li>IV. Physical education (focus on dance)</li> </ul> <p>Include any current issues linked to teaching that subject. What is the relationship between the subject and other areas of the primary curriculum? Why is it important that children have access to this subject?</p> <p>Focusing on a particular age range choose one of the subjects and a relevant theme linked to it. Plan a scheme of work (maximum of four lessons) to teach a practical project that will culminate in some form of performance or display. Evaluate the pedagogical approaches needed to teach the planned lessons.</p> <p>(ALO1, 2)</p>	100%
Practical	<p><b>Delivery of scheme and presentation of outcome</b></p> <p>Using the scheme of work created, prepare appropriate resources, and then deliver the sessions to a group of children. Record or photograph the culmination of the project (evidence for submission). This could be a performance (for example, in an assembly for other children to watch) or a display (for example, an exhibition of the children's work) in a prominent place in the education setting.</p> <p>Presentation - evaluate the effectiveness of the scheme of work in terms of pupil progress and development. What was successful? What requires change and development?</p> <p>Reflect on personal and professional skills linked to the project.</p> <p>(ALO3, 4)</p>	100%

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<p><b>Coursework 1:</b></p> <p>Report and scheme of work</p> <p>Produce a report that critically analyses the challenges of teaching of one of these 'creative' subjects:</p> <ul style="list-style-type: none"> <li>V. Art and design</li> <li>VI. Design and technology</li> <li>VII. Music</li> </ul>	



	<p>VIII. Physical education (focus on dance)</p> <p>Include any current issues linked to teaching that subject. What is the relationship between the subject and other areas of the primary curriculum? Why is it important that children have access to this subject?</p> <p>Focusing on a particular age range choose one of the subjects and a relevant theme linked to it. Plan a scheme of work (maximum of six lessons) to teach a practical project that will culminate in some form of performance or display. Evaluate the pedagogical approaches needed to teach the planned lessons.</p> <p>(ALO1, 2)</p> <p><b>Coursework 2:</b></p> <p>Delivery of scheme and presentation of outcome</p> <p>Using the scheme of work created, prepare appropriate resources, and then deliver the sessions to a group of children. Record or photograph the culmination of the project (evidence for submission). This could be a performance (for example, in an assembly for other children to watch) or a display (for example, an exhibition of the children's work) in a prominent place in the education setting.</p> <p>Presentation - evaluate the effectiveness of the scheme of work in terms of pupil progress and development. What was successful? What requires change and development?</p> <p>Reflect on personal and professional skills linked to the project.</p> <p>(ALO3, 4)</p>	<p>50%</p> <p>50%</p> <p>100%</p>
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**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Jane Lloyd

Date: 5 July 2024

**Approved by:** Jessica Cowen

Date: 9 September 2024