

**University of Plymouth
Academic Partnerships**

Truro & Penwith College

**Programme Quality
Handbook for**

FdA Early Years Practice

2025 – 2026

Contents

Welcome and Introduction	3
Programme Specification	5
Module Records: Level 4	26
Module Records: Level 5	50



WELCOME AND INTRODUCTION

Welcome and Introduction to FdA Early Years Practice

Welcome to the Foundation Degree (FdA) in Early Years Practice 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 Early Years Practice is an exciting new course which focuses on the education provided for children in the Early Years Foundation Stage and will cover the age range of 0-5 years of age and has the following distinctive features:

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

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

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

Programme Specification

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

UCAS Code: X311
HECoS Codes: 100459 Education Studies
100464 Primary Education

Benchmarks

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

Date of Approval: March 2024

Admissions Criteria:

Entry Requirements for FdA Childhood Education	
Level 2	All applicants must have GCSE (or equivalent) Maths, English and Science at Grade 4/C or above. Relevant key skills or functional skills would be acceptable.
Level 3: at least one of the following: <ul style="list-style-type: none"> - AS/A Levels - Advanced Level Diploma - BTEC National Certificate/Diploma - VDA: AGNVQ, AVCE, AVS - Access to HE or Year 0 provision - International Baccalaureate - Irish / Scottish Highers / Advanced Highers: 	48 UCAS points from relevant Level 3 qualification. Achievement of an Access to HE Diploma
Work Experience	Considered on an individual basis through an interview process.
Other HE qualifications / non-standard awards or experiences	Considered on an individual basis through an interview process.
APEL / APCL possibilities	APEL/APCL will be considered as per University of Plymouth Academic Regulations
Interview / Portfolio requirements	All students will be interviewed
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required	Students are expected to purchase a current, electronic, enhanced DBS.

Aims of the Programme:

Brief Description of the Programme

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

The programme intends to:

- A1. The opportunity to acquire a variety of skills, concepts and learning experiences to enhance their employment potential and opportunities for further study and professional development within the Early Years sector.
- A2. The opportunity to develop an ability to reflect upon a range of historical, psychological, sociological, cultural and other perspectives and consider how these influence understandings of children and childhood both nationally and globally.
- A3. The promotion of a reflective approach to practice and professional development, with students supported to identify areas of their own practice that could be developed and improved, and to critically reflect upon their own work and that of others. Graduates will be reflective learners able to connect theory to practical experiences and situations in an Early Years workplace.
- A4. The opportunity for students to develop knowledge of the interrelated factors that affect children's development and learning through studying social policy, Early Years practice, and provision, students are prepared to work with, support, and celebrate the diversity of local families and children.
- A5. Preparation for learners to develop as advocates of children's rights and needs, and creatively implement policies set for best practice in working with young children and their families, demonstrating the ability to recognise and challenge inequalities in society, and to embrace an anti-bias curriculum.
- A6. The opportunity for students to be assessed in an Early Years setting and work towards Early Years Educator status if not already achieved.

Programme Intended Learning Outcomes:

Knowledge and understanding

On successful completion graduates should have developed:

- Demonstrate knowledge and understanding of the established principles in early years settings and apply theory to practice.
- Demonstrate an understanding of the importance of reflective practice and its application in education.
- The ability to analyse data and apply to Early Years Educator status.

Cognitive and intellectual skills

On successful completion graduates should have developed:

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

Key and transferable skills

On successful completion graduates should have developed the ability to:

- Apply knowledge, skills and behaviours to an early years setting that demonstrate developing competencies for the Early Years workforce.
- Apply effective communication skills in a variety of forms and for a range of audiences, including parents, carers and staff.
- Demonstrate knowledge of the main methods of educational research using both qualitative and quantitative sources.

Employment related skills

On successful completion graduates should have developed:

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

Practical skills

On successful completion graduates should have developed:

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

Programme Structure and Pathways

College: Truro and Penwith College

Year: 2025-26

Course Code:

Full/Part Time: Full/Part Time

YEAR 1 (Level 4)				
Module Code	Module Title	No. of Credits	Shared / Standalone	Term/ Semester
TRUR1301	Psychology of Learning and Development	20	Shared	1 & 2
TRUR1302	Interpersonal Relationships and Teamworking	20	Shared	1 & 2
TRUR1303	The Educational Theory of Teaching	20	Shared	1 & 2
TRUR1305	Early Years Curriculum, Planning and Assessment	20	Stand Alone	1 & 2
TRUR1306	Special Educational Needs and Disability	20	Shared	1 & 2
TRUR1308	Professional Practice within the Early Years	20	Stand Alone	1 & 2

YEAR 2 (Level 5)				
Module Code	Module Title	No. of Credits	Core / Optional	Term/ Semester
TRUR2304	Education and Society	20	Shared	1
TRUR2305	Alternative Learning Environments	20	Shared	2
TRUR2306	Curriculum: English and Mathematics	20	Shared	1
TRUR2308	Leading in the Early Years Curriculum	20	Stand Alone	2
TRUR2309	Educational Research	20	Shared	1 & 2
TRUR2311	Critical Professional Practice within the Early Years	20	Stand Alone	1 & 2

Total number of credits at Level 4 = 120

Total number of credits at Level 5 = 120

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

Progression Route(s)

Students undertaking the FdA Early Years Practice may progress onto the following degrees:

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

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

Upon completion of the FdA Early Years Practice, 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:

- Reception class support
- Nursery Practitioner
- Count in Level 3 staff:child ratios

Work placement and Work based learning

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

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

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

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

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

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

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

Teaching methods and assessments

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

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

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

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

Distinctive Features of the Foundation Degree

Examples of distinctive features

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

Learning Outcomes Maps for FdA Early Years Practice at HE Levels 4 and 5

Level 4:

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

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

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

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

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

LEVEL 4 MODULE RECORDS

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

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

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

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

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

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

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

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

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

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

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

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

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26	NATIONAL COST CENTRE: 135
MODULE LEADER: Zachary Smith	OTHER MODULE STAFF: Alicia James

SUMMARY OF MODULE CONTENT:

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

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

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

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
------------------	----------------	---------------------

UNIVERSITY OF PLYMOUTH MODULE RECORD

Coursework	Coursework 1 - Essay	100%
------------	----------------------	------

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

Updated by: Karen Keast

Date: July 2024

Approved by:

Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

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

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

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

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

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

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

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

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

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

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

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

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26	NATIONAL COST CENTRE: 135
MODULE LEADER: Alicia James	OTHER MODULE STAFF: Sasha Tregenza
SUMMARY OF MODULE CONTENT:	
<p>This module will provide a theoretical underpinning to team formation and development as any effective Early Years Educator or practitioner should understand their own role and responsibilities, including appropriate supervision of others, in relation to safeguarding and security, including child protection, duty of care, reporting, and confidentiality of information (EYE3.2). To do this, students will be able to explore team roles and interpersonal skills within small groups. Each group will work on a small project, which may involve an external professional, which focuses on the importance of fostering a culture of mutual support, teamwork and encourages confidential discussion of sensitive issues that may arise in the workplace (EYE6.2). Students will explore relevant procedures that must be adhered to in a work setting including confidentiality, information sharing, safeguarding and staff health and wellbeing (EYE6.4) and case studies will be used to learn how to work co-operatively and communicate effectively with key person, colleagues and agencies to meet the needs of babies and children (EYE5.1). The importance of team working will be linked to safeguarding and security systems in settings to keep babies and children safe (EYE3.1).</p> <p>Students will explore the roles and responsibilities of a range of statutory and non-statutory external agencies and professionals (including but not limited to MARU, NHS, Ofsted, SENDCOs, SaLT and Physiotherapists) that work with settings and children and how to work with them and their guidance to support wider collaboration to ensure babies and children progress well (EYE5.4 and EYE5.6). Students can consider interpersonal communication, leadership and management skills, motivation and personality as they reflect on experiences. This module will enable students to learn how to use and model good communication skills when working with children and adults involved in their setting; they will consider the need for a good command of the English language in spoken and written forms, within meetings, emails and communication with parents and families (EYE 6.1).</p>	

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

SUMMATIVE ASSESSMENT

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

UNIVERSITY OF PLYMOUTH MODULE RECORD

		100%
--	--	------

REFERRAL ASSESSMENT

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

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

UNIVERSITY OF PLYMOUTH MODULE RECORD

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

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

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

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

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

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

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

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

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

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

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

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

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26	NATIONAL COST CENTRE: 135
MODULE LEADER: Karen Keast	OTHER MODULE STAFF: Zachary Smith

SUMMARY OF MODULE CONTENT:

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

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

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

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures led by module lead
Tutorial	5	One to one tutorials for submissions
Work Based Learning		
Guided Independent Study	150	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

REFERRAL ASSESSMENT

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

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

Updated by: Karen Keast Date: July 2024	Approved by: Date:
---	------------------------------

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR1305 **MODULE TITLE:** Early Years Curriculum, Planning and Assessment
CREDITS: 20 **FHEQ LEVEL:** 4 **HECoS CODE:** 100463 early years education
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR: This module develops an understanding of the early years curriculum in England and how to lead and manage children’s holistic development. It will consider children’s individual needs and circumstances and how a play-based approach combining adult-led and child-initiated activities can support this. Approaches to planning and assessment will also be explored.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	100%	E1 (Examination)		P1 (Practical)	
T1 (In-Class Test)		O1 (Online Open Book Assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Early Years Practice

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop an understanding of how to deliver the early years curriculum within an array of early years settings.
- To consider inclusive practice that support a range of children’s needs.
- To explore effective approaches to planning and assessment used in the early years and how this links to Inspection framework expectations.

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

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Describe how a team can support children’s holistic learning and development within the early years framework.	8.1.1, 8.2.2, 8.2.3, 8.3.2, 8.4.1, 8.5.2
2. Demonstrate how a play-based approach can meet a range of children’s needs.	8.1.1, 8.2.2, 8.2.3, 8.3.2, 8.4.1, 8.5.2
3. Reflect upon the balance between adult-lead and child-initiated play activities.	8.1.1, 8.2.2, 8.2.3, 8.3.2, 8.4.1, 8.5.2
4. Demonstrate how planning and assessment support all children’s progress during early education.	8.1.1, 8.2.2, 8.2.3, 8.3.2, 8.4.1, 8.5.2

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

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26	NATIONAL COST CENTRE: 135
MODULE LEADER: Alicia James	OTHER MODULE STAFF: Karen Keast

SUMMARY OF MODULE CONTENT:

This module develops an understanding of how to lead and manage a team to deliver the early years curriculum to support a range of children's needs, interests and circumstances. It will ensure learners are aware of the need to fulfil the requirements of the Equality Act 2010 by ensuring that all children and young people receive their entitlement to an appropriate curriculum that is appropriate to their needs and promotes high standards so that each child or young person reaches their full potential (EYE1.1). This module explores the EYFS curriculum, supported by other relevant guidance such as Development Matters and Birth to 5 Matters (EYE1.11) and how the different areas of learning and development interlink. Learners will look at the different areas including communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world and expressive arts and design and develop an awareness of individual children's different levels, prior experience and knowledge linked to appropriate planning and adaptations to pedagogic approaches to ensure these are most appropriate (EYE1.12). Student will understand that children are entitled to new, important and interesting knowledge (1.10). The module reviews expected patterns of development of babies and children's development from birth to 5 years old and understanding of further development from 5 to 7 years, encompassing cognitive, speech, language and communication development, physical, social and emotional and neurological and brain development (EYE1.2). This will then be linked to the curriculum and explore how to promote age / stage suitable development. It will explore how It then considers how to utilise a play-based approach to holistic learning and development, for example modelling desirable behaviours and using co-regulation to develop self-regulation throughout the early years (EYE1.4).

It also develops an awareness of approaches to planning and assessment that support all children to progress in the early years. Ongoing (formative) assessment will be explored as an integral part of learning and development ensuring that practitioners are shaping babies' and children's experiences based on their knowledge of what they can and can't do across the skills, knowledges and attitudes that are needed as a secure foundation (EYE1.21) Assessment will incorporate the key points for assessing children's progress including the progress check at two, the Reception Baseline Assessment and the Early Years Foundation Stage Profile. Consideration will be given of the value of these to the baby or child, their parents / carers, ways to adapt the curriculum, and how the assessment supports the early years setting and key stakeholders in planning the next steps for individuals and looking at cohorts and provision more broadly (EYE1.24). The benefits and limitations of assessment will be explored (EYP1.23). This module enables an understanding of how important assessment is to helping parents, carers and practitioners recognise progress, understand needs and so provide appropriate activities and support (EYE1.20). Through understanding babies' and children's cognitive, speech and language, physical, emotional and brain development patterns (EYE1.3), this module explores how a delay in a baby or a child's learning and development does not necessarily indicate a learning difficulty or disability that requires specialised provision, it may be due to a gap in a baby or child's knowledge and understanding (EYE2.4). Students will learn how to help children to catch-up with language development through planned use of pronunciations, words and phrases (EYE1.15) and how engagement with parents/carers is associated with ensuring a child's subsequent academic success but may also be challenging so students will learn how to provide sustained effort and support to encourage parents/carers to play an active role in their child's care, play and

UNIVERSITY OF PLYMOUTH MODULE RECORD

development (EYE5.2 and EYE5.3). Any observations, planning or assessments developed in practice during this module can be used as evidence of maintaining accurate records (EYE4.5) within the practice portfolio.

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

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	30	Lectures led by module lead, formative assessment opportunities
Tutorial	15	One to one and group tutorials
Work Based Learning	45	Work based learning in an early years setting.
Guided Independent Study	110	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

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

Updated by: Karen Keast Date: June 2024	Approved by: Department of Education Date: July 2024
---	--

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

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

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

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

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	100%	E1 (Examination)		P1 (Practical)	
T1 (In-Class Test)		O1 (Online Open Book Assessment)			

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

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

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

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

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

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

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26	NATIONAL COST CENTRE: 135
MODULE LEADER: Sasha Tregenza	OTHER MODULE STAFF: Alicia James

SUMMARY OF MODULE CONTENT:

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

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

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	45	Lectures led by module lead
Tutorial	5	One to one tutorials for submissions
Work Based Learning		
Guided Independent Study	150	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

Updated by: Karen Keast

Date: July 2024

Approved by:

Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR1308	MODULE TITLE: Professional Practice within the Early Years	
CREDITS: 20	FHEQ LEVEL: 4	HECoS CODE: 101246 professional practice in education; 100463 early years education
PRE-REQUISITES: None	CO-REQUISITES: None	COMPENSATABLE: No
SHORT MODULE DESCRIPTOR: Linking theory and practice is pivotal to the overall programme and Early Year benchmarks. Professional engagement allows learners to link theory to practice and demonstrate academic, professional skills and qualities required to support career progression. For those working towards Early Years Educator status, there will also be a developing portfolio of evidence at level 4 and 5 with a minimum of 150 hours in year one.		

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	100%	E1 (Examination)		P1 (Practical)	PASS/FAIL
T1 (In-Class Test)		O1 (Online Open Book Assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Early Years Practice

Professional body minimum pass mark requirement: N/A (80 hours / 150 if working towards Early Years Educator status.)

MODULE AIMS:

- To examine the importance of reviewing own skills, plan for progress with targets to support own professional development.
- To be able to demonstrate own professional skills and qualities within the early years sector.
- To evidence ability to link theory to practice.
- To demonstrate own understanding of sustainable learning and education (SLE).
- Students who are working towards their Early Years Educator status will work towards a non-credit bearing portfolio of evidence of skills over the 2-year course.

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

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Review, plan and set targets for own professional development and evaluate your progress.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3
2. Provide evidence of your own professional skills and qualities that will support career development.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3
3. Show through your work practice that you are able to relate theory to practice.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3
4. Evaluate ways that goals for sustainability are implemented in a setting.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3

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

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26	NATIONAL COST CENTRE: 135
MODULE LEADER: Alicia James	OTHER MODULE STAFF: Karen Keast

SUMMARY OF MODULE CONTENT:

This module will use theories and models of reflective practice to support own development; these will be applied within an individual professional portfolio. The portfolio will evidence the building of professional skills and qualities through workplace experiences in order to enhance career progression and work toward certain Early Years Educator status criteria; this will be continued and extended in year 2. Evidence in the portfolio will demonstrate developing use of good communication skills with children, parents and practitioners, demonstrating a good command of the English language (EYE4.7; 6.1), work co-operatively and communicate effectively with key persons, colleagues, other professionals and agencies (EYE5.1), as well as understand relevant legal requirements and policies including health and safety, security, safeguarding, confidentiality and information sharing and whistleblowing (EYE4.1; 6.4) to meet the needs of babies and children and enable them to progress. The portfolio will also evidence a range of record keeping and reports maintained by the student in the setting including dietary needs, daily registers, medical needs and any health and safety accidents or near misses observed through the misuse or dangers presented in equipment, furniture and resources not used safely (EYE4.5; 4.6). Students will collate continued evidence throughout the two years of using any specialist equipment or resources to support babies and children with SEND in their setting (EYE2.5)

Students will have supervision in the workplace to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness and how effective supervision provides support, coaching and training for the practitioner and promotes the interests of babies and children (EYE6.3). Within the portfolio, students will demonstrate their ability to carry out their own role and responsibilities in the setting, in relation to safeguarding, duty of care, security and protection (EYE3.2). The students will seek feedback from others to identify and support career development goals and an appraisal will be completed by the setting supervisor (EYE6.5). Planning and target setting will be instrumental in ensuring students expand their personal and professional development, within the early years education sector to demonstrate their confidence to interact with babies and children and make a positive impact on their health and wellbeing (EYE 1.9) and communicate using verbal and non-verbal methods to support and extend learning and development (EYE 1.14) Evidence of communicating in ways that can be understood will include children with speech and language difficulties and those with English as an additional language (EYE1.19). The learner will explore a range of transitions, adverse conditions and trauma and their possible impact on babies and children (EYE 1.8). Learners will demonstrate how they are carrying out effective assessments and planning for babies and children in line with the EYFS and setting requirements for accuracy and confidentiality (EYE1.20). Students will show how they are responding to needs of babies and children by giving encouragement, introducing new interests, and applying a range of strategies including sustained shared thinking to extend learning and development (EYE1.19).

Students will demonstrate knowledge and understanding of theories which underpin effective practice in the early years. This will include evidencing a range of experiences which demonstrate how the learner supports children to develop a positive sense of self and recognise and understand emotions (EYE 1.4) and using co-regulation to support children when experiencing a range of emotions (EYE 1.5). Planning should that the educational programme reflects babies' and children's stage of development, individual interests, needs and circumstances, and entitlement to new, important and interesting knowledge (EYE1.10). Students will plan and carry out a range of appropriate care routines with respect (EYE4.7); these routines include nappy changing/toilet training, skin/hair/teeth care, rest and sleep provision and eating, within which students will learn the different stages of weaning and how this is supported in Early Years settings, including supervision at mealtimes (EYE4.4; 4.5) applying most up-to-date advice from the NHS (EYE4.7). Alongside this, students will be required to demonstrate how they are promoting health and wellbeing across all the age ranges 0-2 years, 2-3 years and 3-5 years using strategies that include: preparing healthy meals, snacks and drinks that are suitable for the age and stage of

UNIVERSITY OF PLYMOUTH MODULE RECORD

development of babies and children, using most up-to-date guidance, and promote good oral health (EYE4.7); physical activity indoors and outdoors, both spontaneous and planned, throughout the day; being aware of own and others' safety, developing personal hygiene including oral hygiene and understand how this links to sustainability (EYE1.9).

This module will explore societal and cultural factors, which may influence an educator's personal and professional values (EYE 1.7). The importance of sustainable goals in education will be examined and students will examine how this is implemented within own setting. The module aims to raise the students' awareness of barriers to professional development. It identifies some of the personal and professional frustrations experienced in the workplace; where needed, students will also learn how to follow Ofsted's whistleblowing policy to pass on information that, where it is reasonable to believe, shows wrongdoing, activity that is illegal, risks others' health and safety, is about poor practice or fails to meet statutory requirements (EYE3.4).

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

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture/Seminars	30	Lectures led by module lead, formative assessment opportunities
Tutorial	10	One to one tutorials which will include work placement visits
Work Based Learning	80	A range of experiences including placement in an early years setting, careers support and simulations.
Guided Independent Study	80	Learners own research into areas of interest to own career development and targets.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

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

Updated by: Karen Keast Date: June 2024	Approved by: Department of Education Date: July 2024
---	--

LEVEL 5 MODULE RECORDS

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26	NATIONAL COST CENTRE: 135
MODULE LEADER: Alicia James	OTHER MODULE STAFF: Karen Keast

SUMMARY OF MODULE CONTENT:

The module explores education in the context of contemporary society; it will identify and examine current UK government's educational legislation, policies, trends and recommendations for the future; this will involve direct use of local and national statistical evidence and data sources. Learners will explore ways in which babies' and children's learning and development can be affected by individual and family (EYE 1.8) circumstances and significant events (EYE1.7); Learners will learn how to avoid stereotypes based upon gender, culture or race through consideration of the impact of prejudice and where this might be seen on a local and national basis and students will continue to develop their awareness of effective engagement with parents/carers to take an active role in their child's learning and development (EYE5.3). It will explore how poverty and deprivation effects children's development and wellbeing, which in turn affects their learning. The module examines all perspectives, including educators, families and children. Definitions of health and wellbeing will be examined and societal factors, such as immunisation, will be analysed (EYE4.3).

The module will enable students to recognise when a baby or child is in danger or at risk of abuse (EYE3.1), know the signs of harm and different types of abuse, including but not limited to neglect, physical, emotional, online, domestic and sexual abuse (EYE3.4) and recognise and evaluate the impact on educators as their role changes, to include safeguarding requirements within primary and early years education alongside the role of advocacy for children and babies so that they have the right to participate in the world, these rights are met and their voice is heard in education; this extends learning the importance of team working will be linked to safeguarding and security systems in settings to keep babies and children safe (EYE3.1). The module will examine the government's agenda on poverty and the impact of this on children's lives. Students will examine and evaluate current and past legislation, in order to analyse their impact on improving children's wellbeing and learning.

This module enables student to learn how to stay up to date with employer, local and national safeguarding policies and procedures (EYE3.3) links to NSPCC and Ofsted whistleblowing policies and reporting systems (EYE3.4). Students will also learn how to communicate with parents/carers to share information that parents need but may result in challenge due to societal impact or influence; this includes healthy balanced diets, oral health and being physically active (EYE4.7).

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

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

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
------------------	----------------	---------------------

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

REFERRAL ASSESSMENT

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

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

Updated by: Sue Kellas Date: July 2024	Approved by: Date:
---	-------------------------------------

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR2305 **MODULE TITLE:** Alternative Learning Environments
CREDITS: 20 **FHEQ LEVEL:** 5 **HECoS CODE:** 100459 education studies
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes

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

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	50%	E1 (Examination)		P1 (Practical)	50%
T1 (In-Class Test)		O1 (Online Open Book Assessment)			

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

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

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

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

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

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

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26	NATIONAL COST CENTRE: 135
MODULE LEADER: Alison Knight	OTHER MODULE STAFF: Alicia James

SUMMARY OF MODULE CONTENT:

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

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

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

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

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

Updated by: Sue Kellas Date: July 2024	Approved by: Date:
---	-------------------------------------

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR2306 **MODULE TITLE:** Curriculum: English and Mathematics
CREDITS: 20 **FHEQ LEVEL:** 5 **HECoS CODE:** 100459 education studies

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

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

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

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

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

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

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

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

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

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

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26	NATIONAL COST CENTRE: 135
MODULE LEADER: Sasha Tregenza	OTHER MODULE STAFF: Zachary Smith
SUMMARY OF MODULE CONTENT:	
<p>This module will examine the EYFS and Primary National Curriculum frameworks to show how English and mathematical knowledge and skills are developed with increasing complexity. The module will focus on different aspects of the curriculum and the importance of assessment. Learners will be supported to build their own confidence in these areas of the curriculum and to understand why high-quality language, literacy and mathematical skills are necessary for the individual and for society with consideration of how communication, language, literacy and mathematical understanding and numeracy skills may differ for those from different backgrounds; including those in disadvantaged areas but important to ensure equal chance of success for all children (EYE 1.13; 1.14). Methods of teaching and learning will be explored to consider effective pedagogy and how a range of activities and experiences support learning; learners will explore a range of ways to promote speech, language and communication through planned adult interactions such as storytelling and talking about stories, using vocabulary from stories in new wider contexts, providing a language rich environment where conversation, sensitive questioning and modelling of vocabulary and language structures are used and supporting awareness of sounds including through rhymes and songs (EYE1.13).</p> <p>Learners will explore ways to communicate with all children, appropriate for their stages of development, which may include those who have speech or language differences, such as some SEND or neurodivergent children, and those for whom English is an additional language (EYE1.16). This will extend to explore the importance of parent/carer engagement is consistently associated with ensuring a child's academic success and learn how to work in partnership with parents/carers to promote the value and significance their contributions can make to their child's health, wellbeing, learning and development (EYE5.2) with consideration of potential challenges this may present so students will learn how to provide sustained effort and support to encourage parents/carers to play an active role in their child's care, play and development (EYE5.3). Learners will be guided to explore, plan and generate resources and risk assessments for activities to enhance learning. The module will also review the support available for educators to deliver high quality learning experiences.</p>	

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

SUMMATIVE ASSESSMENT

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

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

REFERRAL ASSESSMENT

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

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

Updated by: Sue Kellas Date: July 2024	Approved by: Date:
--	------------------------------

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR2308 **MODULE TITLE:** Leading in the Early Years Curriculum

CREDITS: 20 **FHEQ LEVEL:** 5 **HECoS CODE:** 100459 education studies; 100463 early years education

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

SHORT MODULE DESCRIPTOR: This module focuses on methods of supporting the prime areas of learning within the EYFS. It considers how to lead/manage provision, reviewing approaches used and meeting individual children’s needs. Specific areas of learning and the characteristics of effective learning will be examined to promote learners’ confidence and competence in leading all areas of the curriculum supporting children’s individual progress.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	100%	E1 (Examination)		P1 (Practical)	
T1 (In-Class Test)		O1 (Online Open Book Assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Early Years Practice

Professional body minimum pass mark requirement: N/A%

MODULE AIMS:

- To critically evaluate the importance of the prime areas of learning and development.
- To demonstrate how planned activities support the prime areas of the curriculum.
- To critically reflect upon the development of literacy, mathematics, understanding the world and creativity within the curriculum.
- To consider how the characteristics of effective learning are embedded in early years practice.

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

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributed to:
1. Reflect on the importance of the focus on the prime areas of learning and development.	8.1.1, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.1, 8.5.2
2. Demonstrate how the prime areas of learning and development are promoted in an early years setting.	8.1.1, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.1, 8.5.2
3. Examine the development of literacy, mathematics, understanding the world and creativity within an early years setting.	8.1.1, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.1, 8.5.2
4. Critically analyse aspects of the curriculum, assessment and pedagogical approaches that promote the characteristics of effective learning (COEL).	8.1.1, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.4.1, 8.5.2

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

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26	NATIONAL COST CENTRE: 135
MODULE LEADER: Sasha Tregenza	OTHER MODULE STAFF: Karen Keast

SUMMARY OF MODULE CONTENT:

This module will examine the EYFS areas of learning and development in detail. Students will be supported to build up their confidence in leading and managing provision to support the prime areas of learning and development to meet children’s individual needs and interests including for children with special educational needs and disabilities to support holistic development of PSED for all children (EYE 1.6). The module will review pedagogic approaches, theories and philosophies link to practice.

The module also examines the specific areas of development particularly literacy and mathematics. Learners will explore how some children are at an earlier of language development and/or experience speech and language difficulties (EYE 1.15) and ways to communicate with all children, appropriate for their stages of development, which may include those who have speech or language differences, such as some SEND or neurodivergent children, and those for whom English is an additional language (EAL)(EYE1.16). Students will be expected to show how they assess and plan for next steps to develop babies and children’s skills, knowledge and attitudes and their different starting points, experiences and knowledge, going beyond interests to give them the best chance of success now and later (EYE1.18). This should include their discussion of the individual’s progress and planning with the key person, colleagues, parents / carers. (EYE 1.21), Learners will demonstrate their ability to assess using efficient approaches through working with colleagues to identify those approaches that are proportionate (EYE1.22). In planning learners will demonstrate uses of the best pedagogical approaches, using adaptive pedagogy (EYE1.18).

The module will also focus on the importance of developing emergent mathematical concepts and how this can be embedded in practice. The importance of creativity and understanding the world within the early years will also be explored and the importance of the characteristics of effective learning to future learning. Learners will have the opportunity to consider different approaches used. Students will revisit babies' and children’s cognitive, speech and language, physical, emotional and brain development patterns and apply assessment and planning to support individual development needs where delays may be identified (EYE2.4). Babies and children who demonstrate difficult or withdrawn behaviour will also be explored to ensure prime areas of learning and development are adapted to a range of needs which may not be SEND (EYE2.5). Consideration will be given to how to leaders need to work collaboratively with colleagues and other relevant professionals, both inside and outside the setting, to ensure babies and children progress well in their learning (EYE5.4) this will include confident and effective team working with Ofsted (EYE5.7).

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

UNIVERSITY OF PLYMOUTH MODULE RECORD

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 – Booklet for parents (ALO 1 & 2)	50%
	Coursework 2 – Exhibition for staff showing a specific area and embedded CoEL (ALO 3 & 4)	50%
		100%

REFERRAL ASSESSMENT

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

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

Updated by: Karen Keast Date: June 2024	Approved by: Department of Education Date: July 2024
---	--

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

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

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	100%	E1 (Examination)		P1 (Practical)	
T1 (In-Class Test)		O1 (Online Open Book Assessment)			

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

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes:	Programme Intended Learning Outcomes (PILOs) contributes to, for FdA Childhood Education and FdA Early Years Practice:
1. Use appropriate academic research guidelines and conventions to produce a small-scale research project, which collects and analyses data.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.3, 8.5.1, 8.5.2, 8.5.3
2. Identify and examine the importance of the ethical issues surrounding research in childhood education.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.3, 8.5.1, 8.5.2, 8.5.3
3. Use primary and secondary sources, formulate a methodology which justifies the research methods used, identify the findings, discuss, evaluate and critically analyse the findings of a small-scale project.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.4.3, 8.5.1, 8.5.2, 8.5.3

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

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26	NATIONAL COST CENTRE: 135
MODULE LEADER: Zachary Smith	OTHER MODULE STAFF: Sasha Tregenza

SUMMARY OF MODULE CONTENT:

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

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

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

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework 1 – like for like	100%

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

Updated by: Karen Keast Date: July 2024	Approved by: Date:
---	------------------------------

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD

MODULE CODE: TRUR2311 **MODULE TITLE:** Critical Professional Practice within the Early Years
CREDITS: 20 **FHEQ LEVEL:** 5 **HECoS CODE:** 101246 professional practice in education; 100463
 early years education
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR:

This module enables learners to demonstrate the knowledge, skills and behaviours necessary to work within the early years. Professional engagement will allow learners to make informed decisions, act professionally and responsibly to support their career progression. Continued development of portfolio of evidence gathered at level 4 will continue, alongside a minimum of 200 hours to complete requirements for EYE status.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
C1 (Coursework)	100%	E1 (Examination)		P1 (Practical)	PASS/FAIL
T1 (In-Class Test)		O1 (Online Open Book Assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: FdA Early Years Practice

Professional body minimum pass mark requirement: (120 hours / 200 hours if working towards Early Years Educator status)

MODULE AIMS:

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

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

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

Assessed Module Learning Outcomes:		Programme Intended Learning Outcomes (PIOs) contributed to:
1.	Evaluate the steps undertaken to independently develop own career progression.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3
2.	Critically examine how own planning, target setting and reviews are supporting own career progression.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3
3.	Demonstrate how experiential learning is supporting own pathway towards career pathway.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3
4.	Critically examine how own experiences and knowledge have been informed and strengthened by current, relevant theoretical perspectives.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.3.1, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3

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

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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

ACADEMIC YEAR: 2025-26	NATIONAL COST CENTRE:
MODULE LEADER: Karen Keast	OTHER MODULE STAFF: Sasha Tregenza

SUMMARY OF MODULE CONTENT:

This module will enable learners to build a portfolio of evidence supporting young children from 0 to 5 years in the EYFS and plan their own career progression within the early years and recognise the importance of being autonomous in managing their pathway. To prepare for this progression, students will complete experiential opportunities to include, but not limited to, placement in the early years phase of education and planned relevant CPD training provided including Level 3 Paediatric First Aid, to be able to identify the signs and symptoms of childhood illness, allergies/anaphylaxis, injury, the signs of choking, as choking can be silent, or need for urgent medical/dental attention, infection control and prevention (EYE4.2; 4.3; 4.4) and learn how to respond to urgent and non-urgent medical/dental incidents, storing/administering medicines and implement effective strategies for preventing and controlling infection (handwashing, food hygiene, waste disposal, dealing with spillages, PPE). Extending their health and safety awareness from year 1, students will also explore the safe use of equipment, furniture and materials in their setting, following manufacturer's instruction, evidencing how they use, and assist others to use, safely in line with setting's requirements, particularly with regards to sleep safety (EYE4.6). Students will collate continued evidence throughout the two years of using any specialist equipment or resources to support babies and children with SEND in their setting (EYE2.5). Through the First Aid training provided, students will develop their knowledge of common childhood illnesses and explore immunisation and exclusion periods for infectious diseases (EYE4.4).

Within the portfolio, students will continue to demonstrate their ability to carry out their own role and responsibilities in the setting and appropriate supervision of others in relation to safeguarding, duty of care, security and protection (EYE3.2). Students will have their own supervision in the workplace to discuss any issues, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness and how effective supervision provides support, coaching and training for the practitioner and promotes the interests of babies and children (EYE6.3). They should demonstrate effective planning to meet the needs, interests and circumstances of individual babies and children across the age ranges. Learners will show that they are able to identify, help and work appropriately with others to provide for any additional support needs (EYE 1.2). To support this, students will carry out a child's care plan alongside parents and carers, including the initial assessment, implementation, and ongoing review (EYE2.4). Students will be expected to show how they assess and plan for next steps to develop babies and children's skills, knowledge and attitudes and their different starting points, experiences and knowledge, going beyond interests to give them the best chance of success now and later (EYE1.18). This should include their discussion of the individual's progress and planning with the key person, colleagues, parents / carers. (EYE 1.21), Learners will demonstrate their ability to assess using efficient approaches through working with colleagues to identify those approaches that are proportionate (EYE1.22). In planning learners will demonstrate uses of the best pedagogical approaches, using adaptive pedagogy (EYE1.18) based on the curriculum and children's prior knowledge, considering an appropriate balance of adult and child-led activities.

This should be informed by their own reflective practice, target setting and reviews to demonstrate their confidence to interact with babies and children and make a positive impact on their health and wellbeing (EYE 1.9). Learners will continue to review and evidence their support for babies' and children's health and wellbeing across all the age ranges 0-2 years, 2-3 years and 3-5 years using strategies that include: healthy meals, snacks and drinks that promote good oral health; physical activity indoors and outdoors, both

UNIVERSITY OF PLYMOUTH MODULE RECORD

spontaneous and planned, throughout the day; being aware of own and others' safety, developing personal hygiene including oral hygiene (EYE1.9). Learners will reflect on their personal qualities, academic and professional skills and the extent to which they enable them to work professionally within early years settings, demonstrating a good command of the English language across the portfolio (EYE6.1). Learners will be supported to understand how personal action planning and self-reflection lead to self-development; students will seek feedback from others to identify and support career development goals and an appraisal will be completed by the setting supervisor (EYE6.5).

The module also reviews the importance of teamworking, leadership and management for teaching and learning is supported and shaped by the attachments between key professional, babies' and children's personal, social and cognitive development (EYE1.6). Learners will demonstrate how they have supported children to form positive relationships with other children and how they have support age-appropriate boundaries. Learners will continue to consider how they are appropriately supporting babies and young children to recognise, understand and manage their emotions and what may or may not be appropriate (EYE 1.4). This module will enable learners to consider and support a range of transitions, adverse conditions and trauma (EYE1.8). Learners will be encouraged to make theoretical links to own practice and explore the value of these perspectives. Key understanding linked to professionalism will be explored including curriculum frameworks, professional standards and the regulatory requirements of Inspection frameworks. Learners will produce a portfolio of evidence including planning to support child development, curriculum, pedagogy and assessment, SEND, Safeguarding and working in partnership as well as continued evidence of following and acting upon relevant setting procedures including safeguarding, confidentiality and information sharing, health and safety, security, mental health, wellbeing and whistleblowing (EYE4.1; 6.3; 6.4). Students will learn to how to be confident in supporting or challenging the practice of colleagues within practice (EYE6.6).

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

Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture/Seminar	20	Lectures led by module lead, formative assessment opportunities
Tutorial	10	One to one tutorials which will include work placement visits
Work Based Learning	120	A range of experiences such as placement in an early years setting, careers support, visits and simulations.
Guided Independent Study	50	Learners own interest to career development and targets.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

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

REFERRAL ASSESSMENT

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

UNIVERSITY OF PLYMOUTH MODULE RECORD

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Karen Keast Date: June 2024	Approved by: Department of Education Date: July 2024