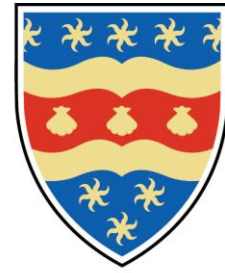




Highlands
University
College Jersey



**UNIVERSITY OF
PLYMOUTH**

**PROGRAMME QUALITY
HANDBOOK
2024 – 25**

***BA (Hons) Childhood
Studies***

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1. Welcome and Introduction to BA (Hons) Childhood Studies

Welcome to the BA (Hons) Childhood Studies.

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

This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

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

- University of Plymouth's Student Handbook available at:
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

2. Programme Specification

1. BA(Hons) Childhood Studies

Named Exit Awards including Final award title

Level 4 Intermediate award title(s)

Certificate in Higher Education

Level 5 Intermediate award title(s)

Diploma of Higher Education

Level 6 Exit Award

BA Childhood Studies

Final award title

BA(Hons) Childhood Studies

UCAS code: N/A

HECOS code: 100456

2. Awarding Institution: University of Plymouth

Teaching institution(s): University College Jersey, Highlands College

3. Accrediting body(ies)

There are no specific conditions or regulations for this course.

Date of re-accreditation – N/A

4. Distinctive Features of the Programme and the Student Experience

The BA(Hons) Childhood Studies degree is a three-year programme that blends academic study with practical work-based learning.

This programme builds upon the achievements of the previous Childhood Studies degree course at University College Jersey.

The programme has the following distinctive features:

1. Needs of the Island – The degree programme for childhood studies is an established programme providing clear industry pathways for our island learners. The existence of the degree is to meet the islands' industry requirements and shortages within various sectors of early years practice and primary education.
2. Industry connections – Being based on a small island has supported effective connections with industry with strong links established for many years. Over the last few years this has been further developed to encourage a positive mentoring and coaching support network for the students within their placement and work-based learning experience. This has resulted in employment for those completing the FdA and BA(Hons) programmes of study.
3. On Island expertise – Engagement from the primary school and early years sector both prior and during the re-validation process has been positive. Engagement with the Childcare Registration team on island has been positive and supportive to ensure the programme meets the industry requirements and quality assurance for safe practice.
4. Research focussed – evidence informed modules- Jersey is in the unique position of choosing the best practices from around the world to ensure an effective learning experience designed specifically to meet the island's industry needs.
5. Sustainability pledge – Highlands College has a commitment to the United Nations 17 Sustainable Development Goals and the Childhood Studies programme recognises that working with children involves adopting practices that prioritise the well-being of individuals, communities, and the environment in a way that can be maintained over time. Some aspects of sustainable Childhood Studies work include:
 - Protecting the environment: Sustainable Childhood Studies practitioners recognise that environmental sustainability is crucial for the well-being of current and future generations and seeks to promote sustainable practices that reduce the negative impact on the environment
 - Promoting community engagement and partnership: This involves working collaboratively with private and public nurseries and schools as well as the charitable sector to identify their needs and aspirations, and co-creating modules and projects that are effective and sustainable
 - Supporting evidence-based practice: When working with children it is important to stay up to date with the latest research and evidence-based practices to ensure that practices and interventions are effective and produce positive outcomes

- Hybrid and responsive teaching methods – University College Jersey is committed to providing blended learning ~~flexible and hybrid learning~~, offering high quality approaches to teaching and learning that will enhance the future of course delivery. Highlands College has responded to the digital needs of its learners by providing excellent support from our internal IT department.

5. Relevant QAA Subject Benchmark Group(s)

The BA(Hons) Childhood Studies programme has been developed in response to:

1. QAA Subject Benchmark Statement- Childhood studies

[Subject Benchmark Statement: Early Childhood Studies \(qaa.ac.uk\)](http://qaa.ac.uk)

2. SEEC level descriptors

[SEEC-Credit-Level-Descriptors-2021.pdf](#)

3. QAA FHEQ

[The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(qaa.ac.uk\)](http://qaa.ac.uk)

[Subject Benchmark Statement: Early Childhood Studies \(qaa.ac.uk\)](http://qaa.ac.uk)

6. Programme Structure

Stage 1 Level 4 - 120 credits after completion of level 4

Module Title	Number of Credits
HIGH 1210 Developing Practice 1	20
HIGH 1211 Understanding Children's Learning and Development	20
HIGH 1212 Inter-Professional Perspectives	20
HIGH 1213 Childrens Voice	20
HIGH 1214 Who am I? -Developing a Critical perspective	20
HIGH 1215 Inclusion and Therapeutic Environments	20

Stage 2 Level 5 - 120 credits after completion of level 5

Module Title	Number of Credits
HIGH 2200 Sustainability in Childhood	20
HIGH 2201 Developing Practice 2	20
HIGH 2202 Introduction to Research Methods	20

HIGH 2203 The Healthy Child	20
HIGH 2204 Child Development is for the Future Adult	20
HIGH 2205 Inclusive Practice and Education	20

Stage 3 Level 6 - 120 credits after completion of level 6

Module Title	Number of Credits
HIGH 3210 Honours Project	40
HIGH 3211 Curriculum Planning, Assessment and Pedagogical Approaches	20
HIGH 3212 Leadership and Inter-Agency Working	20
HIGH 3213 Consultancy in Childcare	20
HIGH 3214 Coaching, Mentoring and Assessment	20

BA(Hons) Childhood Studies Structure – Part Time- 60 credits per academic year

Stage One – Level 4 – Year 1	
Semester One	Semester Two
HIGH 1211 Understanding Children’s Learning and Development (20 credits)	HIGH 1214 Who am I? - Developing a Critical perspective (20 credits)
HIGH 1210 Developing Practice 1 (20 credits)	
Stage One – Level 4 – Year 2	
Semester One	Semester Two
HIGH 1212 Inter-Professional Perspectives (20 credits)	HIGH 1215 Inclusion and Therapeutic Environments (20 credits)
HIGH 1213 Childrens voice (20 credits)	

Stage Two – Level 5 – Year 3	
Semester One	Semester Two
HIGH 2200 Sustainability in Childhood (20 credits)	HIGH 2204 Child Development is for the Future Adult (20 credits)
HIGH 2201 Developing Practice 2 (20 credits)	
Stage Two – Level 5 – Year 4	
Semester One	Semester Two

HIGH 2202 Introduction to Research Methods (20 credits)	HIGH 2205 Inclusive Practice and Education (20 credits)
HIGH 2203 The Healthy Child (20 credits)	

Stage Three – Level 6 – Year 5	
Semester One	Semester Two
	HIGH 3212 Leadership and Inter-Agency Working (20 credits)
HIGH 3213 Consultancy in Childcare (20 credits)	
HIGH 3214 Coaching, Mentoring and Assessment (20 credits)	
Stage Three – Level 6 – Year 6	
Semester One	Semester Two
HIGH 3211 Curriculum Planning, Assessment and Pedagogical Approaches (20 credits)	
HIGH 3210 Honours Project (40 credits)	

BA(Hons) Childhood Studies Structure – Full Time- 120 credits per academic year

Stage One – Level 4	
Semester One	Semester Two
HIGH 1211 Understanding Children’s Learning and Development (20 credits)	HIGH 1214 Who am I? - Developing a Critical perspective (20 credits)
HIGH 1212 Inter-Professional Perspectives (20 credits)	HIGH 1215 Inclusion and Therapeutic Environments (20 credits)
HIGH 1213 Childrens Voice (20 credits)	
HIGH 1210 Developing Practice 1 (20 credits)	

Stage Two – Level 5	
Semester One	Semester Two
HIGH 2200 Sustainability in Childhood (20 credits)	HIGH 2205 Inclusive Practice and Education (20 credits)

HIGH 2202 Introduction to Research methods (20 credits)	HIGH 2204 Child Development is for the Future Adult (20 credits)
HIGH 2203 Healthy Child (20 credits)	
HIGH 2201 Developing Practice 2 (20 credits)	

Stage Three – Level 6	
Semester One	Semester Two
	HIGH 3212 Leadership and Inter-Agency Working (20 credits)
HIGH 3211 Curriculum, Planning, Assessment and Pedagogical Approaches (20 credits)	
HIGH 3213 Consultancy in Childcare (20 credits)	
HIGH 3214 Coaching, Mentoring and Assessment (20 credits)	
HIGH 3210 Honours Project (40 credits)	

7. Programme Aims

The aims of the BA (Hons) Childhood Studies are to:

1. Prepare students for a management role in the childcare and teaching sector
2. Provide an informative and challenging programme of study which develops detailed knowledge and critical understanding of:
 - Leadership and inter professional perspectives in the childcare sector
 - The key themes that face the sector and the theory that underpins the approaches used to address them
 - Curriculum planning, assessment and pedagogical approaches
3. Develop the capability to:
 - Critically evaluate the performance of organisations and childcare strategies, the impact of a changing social, economic and political environment, and develop effective and ethical objectives, policies and processes
 - Use a range of analytical, problem solving and planning tools
 - Operate as productive and leading members of work and multi-agency teams

4. To prepare students for postgraduate studies and a successful career in the childcare sector, enabling them to make a significant contribution to the long-term development and success of their organisations

5. Enhance lifelong learning skills and personal development to enable graduates to achieve their potential and fully contribute to society at large

8. Programme Intended Learning Outcomes (PILOs)

8.1. Knowledge and understanding

On successful completion graduates should have developed:

1. Interpretation of the conceptual underpinnings of early childhood studies, including its historical origins, development, and limitations.
2. Systematic knowledge of babies, children, and multiple childhoods from a variety of perspectives.
3. An awareness of the importance of inter-professional, inter-agency, and multicultural working to enhance holistic development of babies and children.
4. A thorough comprehension of the theoretical underpinnings and practical application of pedagogical approaches and values for working with babies, children, families, and communities.
5. A detailed understanding of the principles and practices of holistic early childhood education, encompassing all aspects of children's development, including social, emotional, cognitive, physical and spiritual aspects.

8.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

1. The ability to synthesise the interconnected aspects contributing to childhood studies.

2. An appreciation on the complexities of the ethical considerations and responsibilities associated with observing and documenting children's experiences.
3. Ability to evaluate and reflect on the implications of research and studying babies, children, families, and communities.
4. Critical analysis of local, national, and global policy and provision for babies, children, families, and communities, with a focus on engagement
5. Analytical recognition of the importance of human rights, diversity, equity, social justice, sustainability, and inclusion in relation to working with babies, children, families, and communities, and the ability to apply this to practice.

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

1. **Effectively communicate and collaborate within a team to develop key skills to prepare for the complexities of upholding diverse perspectives which inform local, national, and global practice.**
2. **Foster a culture of collaboration among diverse stakeholders to promote holistic understanding and effective action in shaping the experiences and well-being of babies and children within the context of political, economic, and cultural influences.**
3. **Demonstrate a sophisticated and self-directed approach to learning effectively assessing personal strengths and weaknesses, setting realistic goals, and reflecting on progress to achieve continuous improvement.**
4. Demonstrate leadership and mentoring skills incorporating excellent active listening skills to support effective engagement with diverse perspectives and

viewpoints, developing in-depth reflection of own skills and challenging biases.

5. Demonstrate a sophisticated and innovative approach when designing plans to integrate digital technologies and literacies into the learning process, effectively enhancing pedagogical practices and improving outcomes for children in a diverse range of contexts.

8.4. Employment related skills

On successful completion graduates should have developed:

1. A comprehensive understanding of the essential skills required for effective implementation of various pedagogical approaches in childhood educational settings.
2. A high-level ability to identify meaningful patterns in play, behaviour, and experience, and evaluate their significance in understanding the development of childhood and promoting child well-being.
3. The ability to be receptive to and advocate for babies, children, families and communities.
4. A highly developed ability to plan for, implement, and evaluate comprehensive approaches to promote and support children's holistic development, health, well-being, protection, safety, and the conditions that enable them to flourish.
5. Proficiency in locating, evaluating and synthesising information from a wide range of sources, including academic publications, professional reports, and other relevant materials.

8.5. Practical skills

On successful completion graduates should have developed:

1. The ability to take initiative and assume personal responsibility in professional practice.
2. The ability to apply ethical principles in practice, assess, plan, and implement appropriate pedagogical approaches to meet individual babies and children's needs.
3. The ability to build positive relationships with children, cultivating trust, empathy, and a sense of security.
4. The ability to document observations and compile developmental records to inform planning and interventions.
5. The ability to plan, adapt and modify activities to meet the diverse learning styles.

9. Admissions Criteria, including RPL and Disability Service arrangements

Equality and diversity are integral to this programme. The recruitment process ensures equal opportunity by respecting support needs for learners with protected characteristics such as disability and implementing reasonable accommodations both on campus and in settings. The programme team values a diverse workforce that reflects the changing demographics of the local community and recognises the importance of diverse perspectives in workforce development. Applications are evaluated fairly and equitably without discrimination based on age, disability, sexual orientation, marital or parental status, religion, social class, nationality, or ethnic origin. A transparent and fair admissions process is followed, in accordance with the University of Plymouth Equality and Diversity and Inclusion Policy.

Although it is preferable to achieve 5 GCSE grade C/4 or above in English language and Mathematics for this course, it is not mandatory, and the admissions tutor will consider alternative grades. If you choose to go on to study a PGCE, or Jersey Graduate Teacher Training Programme (JGTTP) you will

require a science in addition to the maths and English GCSE grade 4 and above.
All candidates to be interviewed prior to an offer being made.

Entry Requirements for BA(Hons) Childhood Studies	
A-level/AS-level	Minimum of 96 points, grades CCC or above, excluding General Studies
BTEC National Diploma/QCF Extended Diploma	Comparable grade profile in a BTEC subject BTEC National Diploma/QCF MMM/DD Extended Diploma DMM/D*D*
Access to Higher Education at level 3	Pass a named Access to HE (Higher Education) Diploma with at least 45 credits at level 3.
Welsh Baccalaureate	Points of 120 acceptable as add on but also to have the 2 A Levels
Scottish Qualifications Authority	280 points to include BC at Advanced Highers
Irish Leaving Certificate	BBBCC @ Highers Irish Leaving Cert Ordinary Level Grade C or above for English and Maths
International Baccalaureate	26 overall to include 5 subjects at Higher Level If overseas and not studying English within IB, must have IELTS 7.0 overall with 6.5 each of the 4 components (listening, reading, writing, and speaking)
T Levels	T level grades are worth: <ul style="list-style-type: none"> • Distinction*: 168 UCAS points (equivalent to AAA* at A level) • Distinction: 144 UCAS points (equivalent to AAA at A level) • Merit: 120 UCAS points (equivalent to BBB at A level) • Pass with C or above in core: 96 UCAS points (equivalent to CCC at A level)

All claims for exemption based on accredited prior learning or experiential learning (APCL or APEL) will be considered according to University of Plymouth regulations. Normally students will be interviewed before an offer of a place on the programme will be made to ensure they have the ability to sensitively and safely undertake observations and activities in the workplace. Students will need to provide evidence that they are subscribed to the DBS update service and

Highlands College will assess their suitability. It is the student's responsibility to meet the payment for the DBS and maintain the update service. ~~addition to a DBS clearance, you~~ Students will also be required to present a reference from a suitable person. Students are expected to align with the Highlands College Fitness to Practice and Safeguarding Policies. The decision of suitability to study will remain with Highlands College

10. The programme offers a range of interim exit awards for candidates who are not able to complete the whole undergraduate curriculum. Exit awards will apply to students who decide to leave their study early and those students whose studies are terminated due to academic failure in line with University of Plymouth regulations or action following a Fitness to Practise Panel Procedure.

Summary of criteria for interim and final awards:

- Students who successfully complete stage 1 (120 credits) of the programme and who have also completed 300 hours of placement demonstrating the Level 3 competencies (formally known as Licence to Practice) will be awarded a Certificate in Higher Education by the University of Plymouth and a certificate of Competence by Highlands College (the certificate of Competence issued by Highlands College recognises the early years practice of the student in line with competency achievement through undertaking 300 hours of work-based learning in an early years settings to meet the Jersey Early Years Educator standards. [Birthto5Matters-download.pdf](#) [Securing quality and standards as one \(gov.je\)](#)). Through completing placement hours and achieving competencies at level three the student will be eligible to be counted in the staff/child ratios in Jersey, but this is not transferable outside of the Island. This program allows the student to gain valuable experience working with children
- Students who successfully complete stage 1 (120 credits) of the programme but have not completed 300 placement hours

demonstrating the Level 3 competencies will be awarded a Certificate in Higher Education by the University of Plymouth.

- Continuing students who have not achieved the Level 3 Competencies in Stage 1 have the opportunity to complete the 300 placement hours and demonstrate competence in Stage 2.
- Students who successfully complete stages 1 and 2 (240 credits) of the programme who wish to step off are awarded a Diploma in Higher Education. Students who have also completed 300 hours of placement demonstrating the Level 3 competencies will be awarded a Diploma in Higher Education by the University of Plymouth and a certificate of Competence by Highlands College.
- Students who successfully complete stages 1, 2 and 3 (360 credits) of the programme are awarded the BA(Hons) Childhood studies. Students who successfully complete at stages 1, 2 and 3 (360 credits) of the programme but do not complete placement hours and achieve competencies at level three may still be awarded the BA(Hons) Childhood studies

Students returning to the programme having interrupted study

- Students who have interrupted their study for whatever reason may be required to undertake Disclosure and Barring Service vetting and/or Occupational Health declarations prior to re-starting the programme.

11. Transitional Arrangements for existing students looking to progress onto the programme

- Applicants for Sept 2024 will enrol on the new degree programme.
- 2023-2026 cohort of students moving to year 2 will remain on the current programme and complete the original programme of study.
- 2022-2025 cohort of students will remain on the current BA(Hons) 'top up' programme and complete the original programme of study.

- Students who are on an interruption will be contacted in writing to notify them of the changes to the programme of study and offered the opportunity to APEL.
- Students who wish to interrupt during the transitioning period will have the full support of UCJ to APEL onto the new programme ensuring they are not disadvantaged and offered the opportunity to continue with their original programme.

Appendices

Programme Specification Mapping (UG) – core/elective modules

Programme Specification Mapping (PGT)

Appendix 1: **(UG) Mapping table that reflects which core modules contribute to the Programme Intended Learning Outcomes (PILOs)**

Tick those Programme Learning Outcomes the module contributes to through its assessed learning outcomes. Insert rows and columns as required.

3. Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH1210 **MODULE TITLE:** Developing Practice 1
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE(S):** 100456
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No
SHORT MODULE DESCRIPTOR:

This work-based learning module provides students with hands-on experience in observing, planning, and assessing children's learning. Students will gain knowledge of current statutory guidance and develop skills towards becoming a professional practitioner.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Childhood Studies
Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Develop observation, planning and assessment skills that support children's learning to understanding the importance of creating a safe and supportive learning environment
- Demonstrate an understanding of the professional requirements when working with children through effective communication skills and engaging with carers, colleagues and the wider community

- Develop knowledge of key themes relevant to current island policy and curriculum to critically reflect on theory relating to practice

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Demonstrate the ability to work collaboratively with practitioners to support children's learning and development.	8.1.1, 8.1.2, 8.1.4, 8.1.5 8.2.1, 8.2.2 8.3.1, 8.3.3 8.4.1 8.5.1, 8.5.2, 8.5.3, 8.5.4. 8.5.5
2. Promote children's well-being by creating a safe and supportive environment, meeting their physical and emotional needs, and promoting healthy habits and lifestyles	8.1.1, 8.1.2, 8.1.4, 8.1.5 8.2.1, 8.2.2 8.3.1 8.4.1, 8.4.3 8.5.1, 8.5.2, 8.5.3, 8.5.4
3. Evaluate the different approaches to observing children's learning and select and use appropriate observation tools and techniques.	8.1.4, 8.1.5 8.2.1, 8.2.2, 8.3.1, 8.3.3 8.4.1 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5
4. Analyse and interpret observation data to identify children's strengths and areas for development which inform planning and assessment.	8.1.1, 8.1.4, 8.1.5 8.2.1, 8.2.2 8.4.1, 8.4.4 8.5.1, 8.5.2, 8.5.4, 8.5.5
5. Apply their knowledge and skills in an early years setting, reflecting on their practice and identifying areas for improvement.	8.1.1, 8.1.2, 8.1.4, 8.1.5 8.2.1, 8.2.2 8.3.1, 8.3.3 8.4.1, 8.4.3 8.5.1, 8.5.2, 8.5.3 8.5.5

DATE OF APPROVAL: 26/03/2024	FACULTY/OFFICE: Academic Registry Partnerships
DATE OF IMPLEMENTATION: 09/2024	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: AY

Notes:

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: 2024-2025

NATIONAL COST CENTRE: 135

**MODULE LEADER: Annabel
Masefield**

OTHER MODULE STAFF:

Summary of Module Content

This work based learning module will provide students with the opportunity to develop a range of core practice skills in an early years, key stage 1 and 2 settings. By working in partnership with practitioners, students will gain hands-on experience in observing, planning, and assessing children's learning. They will also gain a deeper understanding of the role of the adult in curriculum provision and supporting children's learning.

In addition, students will extend their knowledge of current statutory guidance and the importance of working in partnership with parents. They will also develop their skills towards becoming a professional practitioner. Through a series of directed tasks, reflections, observations and presentations students will demonstrate their knowledge, skills, and understanding of the effective early years practitioner whilst embedding key themes within their planning.

SUMMARY OF TEACHING AND LEARNING		
	Hours	Comment/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled Activities		
Lectures	18	12 x 1.5 hours on campus sessions
Guided independent study	114	Set tasks and activities to develop professional skills
Online study	18	6 x 3 hours combination of prerecorded content, discussion forums including Q and A with lectures.
Work based Learning	50	Observations and activity planning
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Portfolio ALO1-5	100%
Practical	Viva Voce ALO1-5	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (<i>in lieu original assessment</i>)	Reflective essay ALO 1-5	100%
Practical	Viva on reflective essay ALO1-5	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH1211 **MODULE TITLE:** Understanding Children’s Learning and Development
CREDITS: 20 **FHEQ LEVEL:** Level 4 **HECOS CODE(S):** 100456
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No
SHORT MODULE DESCRIPTOR:

This module introduces important theories of child development, with particular emphasis on the role of play, language, motor skills and schemas. Observational techniques will be studied and used to analyse children’s development in the light of theory.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	80%	P1 (Practical)	20%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Childhood Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Describe and contrast some major theories of child development and learning.
- Critically evaluate and interpret observational data of different approaches to curriculum provision and assessment.
- Plan and deliver effective learning experiences that meet the individual needs of all children, including those with special educational needs and disabilities (SEN/D).
- Demonstrate an understanding of the professional requirements when working with children.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Demonstrate a comprehensive understanding of the early years, including the statutory framework and the importance of meeting holistic needs of all children.	8.1.1, 8.1.5 8.2.1, 8.2.2 8.3.3 8.4.1, 8.4.3, 8.5.1, 8.5.2, 8.5.4, 8.4.5
2. Apply research and theory to inform planning and assessment within early childhood.	8.1.1, 8.1.5 8.2.1, 8.2.2 8.4.1, 8.4.3 8.5.1, 8.5.2, 8.5.4, 8.5.5
3. Conduct ethical observations of children and use the data to inform practice and reflect on own learning.	8.1.1, 8.1.5 8.2.1, 8.2.2 8.3.3 8.4.1, 8.4.3 8.5.1, 8.5.2, 8.5.4, 8.5.5
4. Demonstrating the ability to analyse and track individual progress of children.	8.1.1, 8.1.5 8.2.1, 8.2.2 8.4.1, 8.4.3 8.5.1, 8.5.2 8.5.4, 8.5.5

DATE OF APPROVAL: 26/03/2024	FACULTY/OFFICE: Academic Registry, Partnerships
DATE OF IMPLEMENTATION: 09/2024	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1

Notes:

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: 2024-2025

NATIONAL COST CENTRE: 135

MODULE LEADER: Annabel

OTHER MODULE STAFF:

Masefield

Summary of Module Content

This module provides a contextual, comprehensive overview of the early years, from the statutory frameworks that govern early years education to the importance of effective teamwork. Students will learn how to use research and theory to inform curriculum provision and assessment, and they will gain hands-on experience in meeting the holistic needs of all children through their placement attendance. Learners will conduct observations in line with current ethical practice culminating in a longitudinal study of a focus child.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comment/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	18	12 x 1.5 hours on campus sessions
Guided independent study	146	This includes: directed reading, independent reading, and the completion of formative assessment tasks and completion of course work
Online study	36	12 x 3 hours combination of prerecorded content, discussion forums including Q and A with lectures.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Longitudinal study ALO 1-4	100%

Practical	Presentation ALO 1-4	100%
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REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (<i>in lieu of original assessment</i>)	Reflective report of the longitudinal study and presentation ALO 1-4	100%
Practical	New Presentation	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH 1212 **MODULE TITLE:** Inter-Professional Perspectives
CREDITS: 20 **FHEQ LEVEL:** Level 4 **HECOS CODE(S):** 100456
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes
SHORT MODULE DESCRIPTOR:

This module looks at the important challenges and methods of interagency working in meeting the needs of children. Students will critically evaluate multi professional perspectives when supporting children. By appreciating diverse perspectives, learners will develop open-mindedness and foster collaborative partnerships relating to practice.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Childhood Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To critically examine the roles and responsibilities of those working with children and families.
- Develop skills and understandings needed for working within inter-professional teams.
- Analyse the influence of effective inter-professional teams on children and their families and understand the challenges and constraints of inter-professional and multi-agency working

- To develop working knowledge, skills and challenge inequalities in the development of action plans for meeting and promoting children’s health, wealth and safety

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Analyse and critically compare the skills, responsibilities, and roles of a range of professionals working with young children.	8.1.2, 8.1.3, 8.1.5 8.2.1, 8.2.5 8.3.1, 8.3.2, 8.3.3, 8.3.4 8.4.3, 8.4.4, 8.4.5 8.5.1, 8.5.3
2. Recognise the ethical issues involved in inter-professional teams.	8.1.2, 8.1.3, 8.1.5 8.2.1, 8.2.5 8.3.1, 8.3.2, 8.3.3, 8.3.4 8.4.3, 8.4.4, 8.4.5 8.5.1, 8.5.3
3. Critically evaluate the importance of interpersonal skills and communications that help teams to be effective.	8.1.3 8.2.1, 8.2.5 8.3.1, 8.3.2, 8.3.3, 8.3.4 8.4.5 8.5.1, 8.5.3
4. Reflect upon own role and responsibilities when working within a team.	8.1.3, 8.1.5 8.2.1, 8.2.5 8.3.1, 8.3.2, 8.3.3, 8.3.4 8.4.3, 8.4.4, 8.4.5 8.5.1, 8.5.3

DATE OF APPROVAL: 26/03/2024	FACULTY/OFFICE: Academic Registry, Partnerships
DATE OF IMPLEMENTATION: 01/2025	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2 Semester 1

Notes:

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: 2024-2025

NATIONAL COST CENTRE: 135

MODULE LEADER: Jessica Garner

OTHER MODULE STAFF:

Summary of Module Content

Students will learn to apply the perspectives of different disciplines to real-world situations. This will help students to develop a more holistic understanding of child development and to provide more effective care and education for young children. Students will reflect on the diverse viewpoints developing an open-minded, unbiased approach and to work more effectively with others. Finally, students will be able to identify the strengths and weaknesses of different approaches to child development, which will help them to make informed decisions about how to best support the needs of young children.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comment/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	18	12 x 1.5 hours on campus sessions
Guided independent study	146	This includes: directed reading, independent reading, and the completion of formative assessment tasks and completion of course work
Online study	36	12 x 3 hours combination of prerecorded content, discussion forums including Q and A with lectures.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting

Coursework	Academic Poster ALO 1-4	100%
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REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	New Academic Poster ALO 1-4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH1213 **MODULE TITLE:** Children’s Voice
CREDITS: 20 **FHEQ LEVEL:** Level 4 **HECOS CODE(S):** 100456
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No
SHORT MODULE DESCRIPTOR:

Students will examine a range of challenging topics related to children's rights developing an understanding of emerging challenges, such as online safety and safeguarding. Students will learn how to create a safe and supportive environment where children feel comfortable expressing themselves. Finally, students will learn how to empower children to use their voices to improve the quality of care and education.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	80%	P1 (Practical)	20%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Childhood Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Recognise the importance of engaging respectfully with professionals holding differing viewpoints on child development.
- Make informed decisions about how to best support the needs of young children based on a holistic understanding of child development.
- Critically examine and comprehend the interplay between factors that impact children through a comprehensive exploration of psychological, social, and environmental determinants

- To equip learners with the knowledge and skills necessary to critically assess the significance of empowering children to express their voices as active participants in shaping and enhancing the quality of education.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes contributed to
1. Analyse practical strategies for creating a safe and supportive environment where children feel comfortable expressing themselves, fostering open communication, and promoting their emotional well-being.	8.1.5 8.2.5 8.3.3 8.4.3, 8.4.5 8.5.1
2. Conduct an in-depth evaluation of emerging challenges to children's rights, such as online safety, cyberbullying, and child exploitation, and identify effective prevention and intervention strategies.	8.1.1 8.2.2, 8.2.3, 8.2.4, 8.2.5 8.3.3 8.4.3, 8.4.5 8.5.1
3. Critically reflect on the factors that influence children's self-esteem, confidence, and resilience.	8.1.1, 8.1.5 8.2.2, 8.2.3, 8.2.4, 8.2.5 8.5.1
4. Critically evaluate the importance of empowering children to use their voice to improve the quality of education.	8.1.1, 8.1.5 8.2.3, 8.2.4, 8.2.5 8.4.3, 8.4.5 8.5.1

DATE OF APPROVAL: 26/03/2024	FACULTY/OFFICE: Academic Registry, Partnerships
DATE OF IMPLEMENTATION: 01/2025	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2-1

Notes:

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: 2024-2025

NATIONAL COST CENTRE: 135

MODULE LEADER: Laura Simpson

OTHER MODULE STAFF:

Summary of Module Content

This module will delve into the intricacies of children's rights, empowering future practitioners to effectively uphold and promote these rights in their practice. Students will critically examine a range of complex and challenging topics related to children's rights, including emerging concerns like online safety and safeguarding. They will gain a thorough understanding of the United Nations Convention on the Rights of the Child (UNCRC) and its practical application in contemporary settings. Additionally, students will explore strategies for fostering a safe and supportive environment where children feel empowered to express themselves freely, contributing to their overall well-being and resilience. Through this module, future practitioners will develop the necessary skills and knowledge to advocate for children's rights, ensuring that they receive the care, protection, and opportunities they deserve.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comment/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	18	12 x 1.5 hours on campus sessions
Guided independent study	146	This includes: directed reading, independent reading, and the completion of formative assessment tasks and completion of course work
Online study	36	12 x 3 hours prerecorded content, discussion forums including Q and A with lectures.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Academic poster and professional discussion ALO 1-4	100%
Practical	Professional discussion ALO1-4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (<i>in lieu of original assessment</i>)	Reflection of academic poster ALO 1-4	100%
Practical	New Professional discussion ALO1-4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH1214 **MODULE TITLE:** Who am I? - Developing a critical perspective

CREDITS: 20 **FHEQ LEVEL:** Level 4 **HECOS CODE(S):** 100456
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR:

This module will provide an in-depth exploration of the critical evaluation of an article on childhood studies. The module will draw on a range of theoretical and methodological approaches to understanding childhood studies. Students will be exposed to a range of sources, including journal articles, books, and online resources. Students will also be encouraged to engage in group discussions and debates.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Childhood Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To facilitate and in-depth examination of a chosen article
- To integrate theoretical and methodological perspectives

- To expose students to various sources of information including, journal articles, books and online materials, fostering a holistic understanding of the subject
- To promote active participation in group discussions and debates, encouraging the development of critical thinking and collaborative skills.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Demonstrate the ability to evaluate and analyse a selected article	8.1.1, 8.1.2, 8.1.4 8.2.1, 8.2.3, 8.2.4, 8.2.5 8.4.5 8.4.5 8.5.1
2. Integrate a range of theoretical and methodological viewpoints demonstrating an understanding of various approaches in the field	8.1.1, 8.1.2, 8.1.4 8.2.1, 8.2.3, 8.2.4, 8.2.5 8.3.3 8.4.5
3. Demonstrate the ability to access and engage with diverse sources of information (journal articles, books, government documents, online material)	8.2.3 8.3.3 8.4.5
4. Demonstrate a wide range of reading, high quality literacy and critical thinking skills	8.2.3, 8.2.4 8.4.5 8.5.1

DATE OF APPROVAL: 26/03/2024	FACULTY/OFFICE: Academic Registry, Partnerships
DATE OF IMPLEMENTATION: 01/2025	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2

Notes:

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: 2024/2025

NATIONAL COST CENTRE: 135

MODULE LEADER: Dr Sue Le Masurier

OTHER MODULE STAFF:

Summary of Module Content

This module will provide an in-depth exploration of the critical evaluation of an article on childhood studies. Students will explore the strengths and weaknesses of the article's argument, as well as its research methodologies and findings. The module will draw on a range of theoretical and methodological approaches to understanding childhood studies. Additionally, students will be encouraged to draw on their own experiences and perspectives in order to further develop and evaluate the article's argument.

Throughout the course, students will be exposed to a range of sources, including journal articles, books, and online resources. Students will also be encouraged to engage in group discussions and debates. By the end of the module, students should have a comprehensive understanding of the article's argument, as well as the ability to critically evaluate other articles on childhood studies.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comment/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	18	12 x 1.5 hours on campus sessions
Guided independent study	146	This includes: directed reading, independent reading, and the completion of formative assessment tasks and completion of course work
Online study	36	12 x 3 hours prerecorded content, discussion forums including Q and A with lectures.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Critical evaluation of a journal article ALO 1-4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	New critical evaluation of a new journal article ALO 1-4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH 1215
MODULE TITLE: Inclusion and Therapeutic Environments
CREDITS: 20
FHEQ LEVEL: 4
HECOS CODE(S): 100456
PRE-REQUISITES: None
CO-REQUISITES: None
COMPENSATABLE: No
SHORT MODULE DESCRIPTOR:

This module is designed to support students to develop strategies to support inclusive practice and skills within a variety of environments creating therapeutic spaces to foster an inclusive learning experience. Students will reflect on the skills required to support equality, diversity, and inclusion in practice.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100 %	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Childhood Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Develop a comprehensive understanding of inclusive practice and its significance in promoting social and educational integration.
- Explore the principles, methods, and spaces of therapeutic approaches that contribute to inclusive environments.
- Challenge existing understandings of inclusive practice through critical self-reflection and engagement with diverse perspectives.
- Develop a knowledge of therapeutic approaches and strategies to support a range of learners in inclusive settings.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Analyse the impact of cultural, social, and educational factors on inclusive practice, recognising the need for culturally responsive approaches.	8.1.2, 8.1.3, 8.1.5 8.2.1, 8.2.5 8.3.3, 8.3.5 8.4.1, 8.4.2, 8.4.3 8.5.1
2. Evaluate the effectiveness of different inclusive practices in various contexts and settings, including educational institutions, social spaces, and professional environments.	8.1.2, 8.1.3, 8.1.5 8.2.1, 8.2.5 8.3.5 8.4.1, 8.4.2, 8.4.3 8.5.1, 8.5.5
3. Critically reflect on therapeutic practices that promote social inclusion, fostering empathy, understanding, and acceptance among individuals with diverse backgrounds and abilities.	8.1.2, 8.1.3, 8.1.5 8.2.1, 8.2.5 8.3.3 8.4.1, 8.4.2 8.5.1
4. Critically analyse the importance of developing individualised interventions based on the specific needs of learners in inclusive settings.	8.1.2, 8.1.3, 8.1.5 8.2.1, 8.2.5 8.3.3, 8.3.5 8.4.1, 8.4.2, 8.4.3 8.5.1, 8.5.5

DATE OF APPROVAL: 26/03/2024	FACULTY/OFFICE: Academic Registry, Partnerships
DATE OF IMPLEMENTATION: 01/2025	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2

Notes:

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: 2024-2025

NATIONAL COST CENTRE: 135

MODULE LEADER: Annabel Masefield

OTHER MODULE STAFF:

Summary of Module Content

This module is designed to support learners to develop the skills and knowledge they need to promote inclusive practice in their day-to-day work. This module delves into the multifaceted concept of inclusion, examining its role in promoting social and educational integration. Participants will explore therapeutic principles, methods, and spaces, gaining insights into their potential to foster inclusive environments. Through critical self-reflection and engagement with diverse perspectives, participants will challenge their understanding of key terms and broaden their knowledge of therapeutic approaches and strategies to support a range of learners. Students will gain a thorough understanding of the impact the learning environment may have on inclusive practice and develop skills and strategies to support equality, diversity and inclusion in practice.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comment/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	18	12 x 1.5 hours on campus sessions
Guided independent study	146	This includes: directed reading, independent reading, and the completion of formative assessment tasks and completion of course work
Online study	36	12 x 3 hours prerecorded content, discussion forums including Q and A with lectures.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Patchwork assessment ALO 1-4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (<i>in lieu of original coursework</i>)	Reflection on patchwork assessment ALO 1-4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH2200 **MODULE TITLE:** Sustainability in Childhood
CREDITS: 20 **FHEQ LEVEL:** Level 5 **HECOS CODE(S):** 100456
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes
SHORT MODULE DESCRIPTOR:

This module explores sustainability in childhood emphasising UN sustainable Development Goals and global impact. It encourages critical reflection on teaching environments, considering social and economic factors. The influence of curriculum will be explored, fostering understanding of practitioner roles in cultivating children’s ownership of sustainability within the learning environment and community.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked:
 Childhood Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Analyse the impact of sustainability on childhood development
- Reflect on the significance of UN Sustainable Development Goals for children’s sustainable futures
- Evaluate the teaching environment identifying social and economic factors that influence sustainability

- Formulate strategies to involve children in understanding and valuing sustainability within their surroundings
- Investigate approaches to empower children to take ownership of sustainability initiatives in the learning environment

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Analyse the concept of sustainability and its implications for childhood development.	8.1.3, 8.1.5 8.2.1, 8.2.4, 8.2.5 8.3.2, 8.3.3 8.4.1, 8.4.2, 8.4.4, 8.4.5
2. Reflectively analyse the importance of UN Sustainable Development Goals and their relevance to promoting sustainable futures for children.	8.1.3, 8.1.5 8.2.1, 8.2.4, 8.2.5 8.3.2, 8.3.3 8.4.1, 8.4.4, 8.4.5
3. Critically evaluate social and economic factors that influence sustainability practices.	8.1.3, 8.1.5 8.2.1, 8.2.4, 8.2.5 8.3.3, 8.3.4 8.4.1, 8.4.2, 8.4.4, 8.4.5
4. Develop strategies to engage children with their environment, fostering their appreciation for sustainability.	8.1.3, 8.1.5 8.2.1, 8.2.4, 8.2.5 8.3.3 8.4.1, 8.4.2, 8.4.4, 8.4.5 8.5.1, 8.5.5
5. Explore approaches in engaging children's ownership of sustainability initiatives in their learning environment and wider community.	8.1.3, 8.1.5 8.2.1, 8.2.4, 8.2.5 8.3.3 8.4.1, 8.4.2, 8.4.5 8.5.3

DATE OF APPROVAL: 26/03/2024	FACULTY/OFFICE: Academic Registry, Partnerships
DATE OF IMPLEMENTATION: 09/2025	SCHOOL/PARTNER: Highlands College (UCJ)

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1
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Notes:

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: 2025/2026

**NATIONAL COST CENTRE:
135**

MODULE LEADER: Annabel Masefield

OTHER MODULE STAFF:

Summary of Module Content

This module will delve into the concept of sustainability and its relevance in childhood, fostering learners' comprehension of the UN Sustainable Development Goals and the global repercussions of sustainable futures. Participants will engage in critical reflection on the teaching and learning environment and discuss how it can affect children's understanding and engagement with sustainability, examining the social and economic factors that may influence sustainability from a child's perspective. Students will explore how the curriculum can effectively engage children with their environment and examine different approaches and strategies to promote children's connection to the environment and their role in sustainability. The module will also look into the concept of cultivating children's ownership of sustainability within their learning environment and wider community.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comment/Additional Information (briefly exp activities, including formative assessment opportunities)
Lectures	18	12 x 1.5 hours on campus sessions
Guided independent study	146	This includes: directed reading, independent reading and the completion of formative assessment tasks and completion of course work
Online study	36	12 x 3 hours prerecorded content, discussion forums including Q and A with lectures.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	E-portfolio on group project presentation ALO 1-5	100%
Practical	Individual viva voce on group project ALO1-5	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (<i>in lieu of original coursework</i>)	Reflection on e-portfolio ALO 1-5	100%
Practical	Professional discussion ALO1-5	100%

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

Updated by:

Date: XX/XX/XXXX

Approved by:

Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH
2201

MODULE TITLE: Developing Practice 2

CREDITS: 20

FHEQ LEVEL: 5

HECOS CODE(S): 100456

PRE-REQUISITES: None

CO-REQUISITES: None

COMPENSATABLE: No

SHORT MODULE DESCRIPTOR:

Students will engage in independent work-based learning within statutory and third sector settings, applying theory and research to practice. Through teamwork, they will develop skills to support positive outcomes for children, parents, and the community.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Childhood Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Apply theoretical concepts and research findings to real-world practice in the statutory or third sector.
- Collaborate effectively with professionals from different disciplines to provide holistic support for children, parents, and the wider community.
- Contribute to the identification of potential research topics for the reflective portfolio.
- Communicate effectively and professionally with a range of stakeholders.

- Seek feedback from supervisors, colleagues, and service users to gain insights into personal practice.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Critically analyse relevant theoretical frameworks and research findings related to the chosen area of work-based learning.	8.1.3, 8.1.4, 8.1.5 8.2.1, 8.2.2, 8.2.3, 8.2.5 8.3.3 8.4.3 8.5.1, 8.5.2, 8.5.3
2. Reflect critically on personal practice and identify areas for professional development.	8.1.3, 8.1.4, 8.1.5 8.2.1, 8.2.3, 8.2.5 8.3.1, 8.3.2, 8.3.3, 8.3.5 8.4.2, 8.4.3, 8.4.4, 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5
3. Evaluate practice-based experiences identifying emerging themes for further investigation.	8.1.3, 8.1.4, 8.1.5 8.2.1, 8.2.3, 8.2.5 8.3.1, 8.3.2, 8.3.3, 8.3.5 8.4.2, 8.4.3, 8.4.4 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5
4. Demonstrate effective professional communication with a range of stakeholders.	8.1.3, 8.1.5 8.2.1, 8.2.3, 8.2.5 8.3.1, 8.3.2, 8.3.3, 8.4.3, 8.4.4 8.5.1, 8.5.2, 8.5.3, 8.5.4
5. Demonstrate an understanding of the principles of inclusive practice and its importance in promoting positive outcomes for all individuals.	8.1.3, 8.1.4, 8.1.5 8.2.1, 8.2.3, 8.2.5 8.3.1, 8.3.2, 8.3.3, 8.3.5 8.4.2, 8.4.3, 8.4.4 8.5.1, 8.5.2, 8.5.3, 8.5.4, 8.5.5

DATE OF APPROVAL: 26/03/2024	FACULTY/OFFICE: Academic Registry, Partnerships
DATE OF IMPLEMENTATION: 09/2025	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: AY Semester 1 & 2

Notes:

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: 2025-2026

NATIONAL COST CENTRE: 135

**MODULE LEADER: Annabel
Masefield**

OTHER MODULE STAFF:

Summary of Module Content

Students will engage with an independent work-based learning journey, focusing on an area of their choice within the statutory and third sector settings. Guided by experienced practitioners, students will engage in a series of practice-based activities that integrate theoretical concepts and research findings into their everyday practice. Through this experience, students will gain a deeper understanding of the interconnectedness between theory and practice, fostering the ability to apply theoretical knowledge to real-world scenarios.

Students will explore theoretical frameworks and develop teamwork skills to support their recognition of the crucial role of collaboration to achieve positive outcomes for children, parents, and the wider community.

This module will serve as a culmination of the knowledge and skills acquired in previous modules, providing a platform for students to synthesise their learning and apply it to practical settings. Through their work-based learning experiences, students will identify potential topics for their reflective portfolios, further deepening their understanding of the merits of professional practice.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comment/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	18	12 x 1.5 hours on campus sessions

Guided independent study	96	This includes: directed reading, independent reading, and the completion of formative assessment tasks and completion of course work
Online study	36	12 x 3 hours prerecorded content, discussion forums including Q and A with lectures.
Work based learning	50	Specialist placement
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	e-portfolio ALO 1-5	100%
Practical	Presentation ALO1-5	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (<i>in lieu of original assessment</i>)	Reflection of e-portfolio ALO 1-5	100%
Practical	New Presentation ALO1-5	100%

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

Updated by:

Date: XX/XX/XXXX

Approved by:

Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH 2202 **MODULE TITLE:** Introduction to research methods
CREDITS: 20 **FHEQ LEVEL:** Level 5 **HECOS CODE(S):** 100456
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No
SHORT MODULE DESCRIPTOR:

This module will introduce students to fundamental concepts and procedures in research. It will develop their comprehension of research methodologies and methods with a focus on exploring ethical challenges when children are engaged as participants in research activities. Students will be provided with the opportunity to design their own study around an area of research interest within childhood studies.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100 %	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Childhood Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To equip students with the ability to assess and differentiate between quantitative and qualitative research methodologies enabling them to make informed decisions on their application in a research study within the context of children, young people or education
- To develop critical evaluation skills through encouraging students to contemplate the strengths and limitations of relevant published research
- To develop analysis skills in research

- To enable students to identify and construct research projects that are relevant to children, young people or education and are suitable for an in-depth study ensuring ethical considerations are integrated to ensure responsible research practice.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Assess quantitative and qualitative research methodologies and be able to understand which of these to use in a research study	8.1.1 8.2.2, 8.2.3 8.3.3 8.4.5
2. Reflect on the strengths and limitations of published research relevant to a chosen area	8.1.1 8.2.2, 8.2.3 8.3.3 8.4.5
3. Analyse research with children and young people	8.1.1 8.2.2, 8.2.3 8.3.3 8.4.5
4. Identify and develop a topic relevant to children, young people or education that is appropriate for an in-depth study taking ethical issues into consideration	8.1.1, 8.1.2, 8.1.3 8.2.2, 8.2.3, 8.2.4 8.3.3 8.4.5 8.5.1

DATE OF APPROVAL: 26/03/2024	FACULTY/OFFICE: Academic Registry, Partnerships
DATE OF IMPLEMENTATION: 09/2025	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1

Notes:

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: 2025/2026

MODULE LEADER: Dr Sue Le Masurier

NATIONAL COST CENTRE:135

OTHER MODULE STAFF:

Summary of Module Content

This module will familiarise students with fundamental principles and processes within the field of research. The primary aim is to cultivate an understanding of research methodologies and approaches with a specific emphasis on addressing the ethical complexities that arise when children participate in research and to raise awareness of new developments and theories in the discipline.

Childhood studies is a multi-disciplinary field of research and as such is a fascinating field of study incorporating disciplines of psychology, sociology, politics, history and curriculum awareness. This also makes us challenge our thinking and research processes as it becomes difficult to explore just one of these disciplines in isolation. The module will provide students with information and ideas to enable them to select suitable research methods for a chosen area of study and be able to justify reasons for this. Students will be supported through the mechanics and processes of research methods and methodology and write up a research report, identifying how they would endeavour to carry out an enquiry.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comment/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	18	12 x 1.5 hours on campus sessions
Guided independent study	146	This includes: directed reading, independent reading and the completion of formative assessment tasks completion of course work
Online study	36	12 x 3 hours prerecorded content, discussion forums including Q and A with lectures.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Research Report ALO 1-4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	New Research Report ALO 1-4	100%

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

Updated by:
Date: XX/XX/XXXX

Approved by:
Date: XX/XX/XXXX

- To equip students with a comprehensive understanding of the critical role of children's health encompassing different dimensions of health, influential factors and practical strategies for working with children to support their development of healthy and active lifestyles.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Demonstrate an understanding of multiple dimensions of child health including physical, cognitive and social aspects	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5 8.2.1, 8.2.4, 8.2.5 8.3.1, 8.3.3 8.4.3, 8.4.4, 8.4.5 8.5.1
2. Explore the factors that influence children's health and well-being	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5 8.2.1, 8.2.4, 8.2.5 8.3.3 8.4.3, 8.4.4, 8.4.5
3. Investigate theoretical models and health promotion strategies	8.1.1, 8.1.2, 8.1.3, 8.1.5 8.2.1, 8.2.4, 8.2.5 8.3.1, 8.3.3 8.4.3, 8.4.5
4. A critical understanding of contemporary health issues relevant for children in today's society	8.1.1, 8.1.2, 8.1.3, 8.1.5 8.2.1, 8.2.4, 8.2.5 8.3.3 8.4.3, 8.4.5

DATE OF APPROVAL: 26/03/2024	FACULTY/OFFICE: Academic Registry, Partnerships
DATE OF IMPLEMENTATION: 09/2025	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 1

Notes:

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: 2025/2026

MODULE LEADER: Dr Sue Le Masurier

NATIONAL COST CENTRE: 135

OTHER MODULE STAFF:

Summary of Module Content

This module will help students develop an understanding of the different aspects of health and explore how children grow and develop both physically and cognitively. We will examine why health is so important for children's well-being and consider the social and economic factors that can influence their health.

Students will have the opportunity to learn more about a specific health issue, explore theoretical models and health promotion approaches. We will also discuss recent research and government initiatives to address current health issues and how to work with children to help them develop healthy lifestyles.

This module will help students understand the importance of children's health and how to promote it. Students will learn about the different dimensions of health, the factors that influence children's health, and how to work with children to support their development of healthy and physical lifestyles.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comment/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	18	12 x 1.5 hours on campus sessions
Guided independent study	146	This includes: directed reading, independent reading and the completion of formative assessment tasks and completion of course work
Online study	36	12 x 3 hours prerecorded content, discussion forums including Q and A with lectures.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Poster and presentation ALO 1-4	100%
Practical	Presentation ALO1-4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (<i>in lieu of original course work</i>)	Essay reflection of Poster ALO 1-4	100%
Practical	Professional discussion ALO1-4	100%

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

Updated by:

Date: XX/XX/XXXX

Approved by:

Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH 2204 **MODULE TITLE:** Child Development is for the Future Adult
CREDITS: 20 **FHEQ LEVEL:** Level 5 **HECOS CODE(S):** 100456
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No
SHORT MODULE DESCRIPTOR:

This module examines the role of social and emotional development as the foundation for children's overall development. Students will develop an understanding of key topics from the child's perspective and reflect on the role of adults in promoting children's social and emotional development. Students will develop their knowledge through relating theory to practice.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Childhood Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop understanding of theoretical frameworks of children's holistic development
- Evaluate the role of adults in promoting children's social and emotional development focusing on pedagogical approaches

- Implement strategies to promote children's social and emotional well-being in diverse settings.
- To explore the impact of social and cultural factors, gender and social diversity and the influence on children's social and emotional development

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Apply theoretical frameworks to understand and promote children's social and emotional well-being.	8.1.1, 8.1.2, 8.1.4, 8.1.5 8.2.1, 8.2.3 8.3.3 8.4.1, 8.4.5
2. Critically evaluate the role of adults in promoting children's social and emotional development focusing on pedagogical approaches	8.1.1, 8.1.2, 8.1.4, 8.1.5 8.2.1, 8.2.3 8.3.3 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5 8.5.5
3. Develop and implement strategies to promote children's social and emotional well-being in a variety of settings	8.1.1, 8.1.2, 8.1.4, 8.1.5 8.2.1, 8.2.3 8.3.3 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5 8.5.1, 8.5.4, 8.5.5
4. Analyse the social and cultural factors, gender and social diversity that can influence children's social and emotional development to inform planning and practice	8.1.1, 8.1.2, 8.1.4, 8.1.5 8.2.1, 8.2.3 8.3.3 8.4.1, 8.4.3, 8.4.4, 8.4.5

DATE OF APPROVAL: 26/03/2023	FACULTY/OFFICE: Academic Registry, Partnerships
DATE OF IMPLEMENTATION: 09/2025	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2

Notes:

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: 2025-2026

NATIONAL COST CENTRE:135

MODULE LEADER: Annabel

OTHER MODULE STAFF:

Masefield

Summary of Module Content

Personal, social, and emotional development (PSE) underpins a child's overall development and plays a pivotal role in their ability to thrive in school, work, and life.

This module delves into the theoretical foundations of PSE, examining various theoretical perspectives that provide insight into how children's PSE evolves across their early years. Learners will evaluate strategies for promoting emotional literacy and the importance of fostering positive mental health and resilience in children through effective pedagogical approaches. The module will develop learners' knowledge of the PSE curriculum, building knowledge of the importance of educating children about self-awareness and empathy whilst empowering children to navigate social situations with confidence and resilience.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comment/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	18	12 x 1.5 hours on campus sessions
Guided independent study	146	This includes: directed reading, independent reading, and the completion of formative assessment tasks and completion of course work
Online study	36	12 x 3 hours prerecorded content, discussion forums including Q and A with lectures.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Observation and rationale ALO 1-4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (<i>in lieu of original assessment</i>)	Rationale ALO 1-4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH2205 **MODULE TITLE:** Inclusive Practice and Education
CREDITS: 20 **FHEQ LEVEL:** Level 5 **HECOS CODE(S):** 100456
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR:

This module explores educational practices and policies on equality, inclusivity, and diversity in teaching and learning, focusing on the Jersey and UK contexts. It delves into the historical aspects of special educational needs and disabilities (SEN/D), and the challenges faced by settings. Learners will reflect on the curriculum and teaching practices, considering the impact and implications of legislation.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)		P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)	100%		

SUBJECT ASSESSMENT PANEL to which module should be linked: Childhood Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Learners will gain a comprehensive overview of the history of special educational needs and disability (SEN/D), and the challenges that can impact both mainstream and specialist settings
- Learners will be encouraged to critically examine the curriculum and teaching practices, researching into the impact legislation has on the curriculum and these implications for children.

- Learners will explore the ethical considerations of working with children with SEN/D.
- Learners will be able to critically evaluate the educational practices and policies surrounding equality, inclusivity, and diversity in teaching and learning, with a particular emphasis on the Jersey and UK contexts.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes contributed to
1. Critically evaluate the educational practices and policies surrounding equality, inclusivity, and diversity in teaching and learning, with a particular emphasis on the Jersey and UK contexts	8.1.1, 8.1.2, 8.1.3 8.2.1, 8.2.5 8.3.3 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5 8.5.1
2. Demonstrate a comprehensive understanding of the evolvement of SEN/D	8.1.1, 8.1.2, 8.1.3 8.2.1, 8.2.5 8.3.2, 8.3.3 8.4.3, 8.4.4, 8.4.5 8.5.1
3. Critically reflect on the impact of legislation on the curriculum and children.	8.1.1, 8.1.2, 8.1.3 8.2.1, 8.2.5 8.3.3 8.4.3, 8.4.4, 8.4.5 8.5.1
4. Explore the ethical considerations of working with children with SEN/D	8.1.1, 8.1.2, 8.1.3 8.2.1, 8.2.5 8.3.2, 8.3.3, 8.4.3, 8.4.4, 8.4.5 8.5.1
5. Evaluate the importance of inclusive and supportive learning environments for all children.	8.1.1, 8.1.2, 8.1.3 8.2.1, 8.2.5 8.3.2, 8.3.3, 8.4.3, 8.4.4, 8.4.5 8.5.1

DATE OF APPROVAL: 26/03/2024	FACULTY/OFFICE: Academic Registry, Partnerships
DATE OF IMPLEMENTATION: 09/2025	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2

Notes:

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: 2025-2026

NATIONAL COST CENTRE: 135

MODULE LEADER: Allison Le Couilliard

OTHER MODULE STAFF:

Summary of Module Content

This module aims to equip learners with a reflective understanding of the educational practices and policies surrounding equality, inclusivity, and diversity in teaching and learning, with a particular emphasis on the Jersey and UK contexts. Throughout the module, learners will gain a comprehensive overview of the history of special educational needs and disability (SEN/D), and the challenges that can impact both mainstream and specialist settings. Learners will be encouraged to critically examine the curriculum and teaching practices, researching into the impact legislation has on the curriculum and these implications for children.

In addition to the core content, the module will also explore the ethical considerations of working with children with SEN/D, providing learners with the opportunity to apply their knowledge and skills to real-world case studies.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comment/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	18	12 x 1.5 hours on campus sessions
Guided independent study	146	This includes: directed reading, independent research and the completion of formative assessment tasks and completion of course work
Online study	36	12 x 3 hours prerecorded content, discussion forums including Q and A with lectures.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Online open book assessment	Open book exam ALO 1-5	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (<i>in lieu of the original assessment</i>)	Essay ALO 1-5	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH 3210 **MODULE TITLE:** Honours Project
CREDITS: 40 **FHEQ LEVEL:** Level 6 **HECOS CODE(S):** 100456
PRE-REQUISITES: None **CO-** **COMPENSATABLE:** No
REQUISITES: None

SHORT MODULE DESCRIPTOR:

The Honours Project focusses on a topic of significance within the childcare or education sector. It is an extended piece of written work in which students can critically explore a chosen subject in depth.

The module integrates various aspects of the knowledge and experiences gained throughout their degree program and demonstrates their capacity to apply them to a substantial independent academic project.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked:
 Childhood Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To enable students to conceive and develop a well- structured dissertation or research project that is feasible and aligns with academic standards and ethical guidelines
- To facilitate students to effectively gather and use a variety of contemporary research findings and scholarship relevant to their chosen topic area, enhancing their capacity for in-depth investigation.

- To empower students to apply established research techniques, analyses and methods to a chosen area relevant to the children and young people.
- To develop students critical thinking abilities enabling them to rigorously evaluate underlying assumptions, arguments and data to make informed judgements, formulate further inquiries and / or identify potential solutions.
- To develop students' skills in self-management and reflective learning as well as effective academic written communication relevant to the subject matter and intended audience.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Design and undertake a rigorous investigation in the area of childhood studies.	8.1.4, 8.1.5 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5 8.3.3, 8.3.4 8.4.4, 8.4.5
2. Demonstrate a critical awareness of the relevant theory, current research, real world practices and constraints.	8.1.4, 8.1.5 8.2.2, 8.2.3, 8.2.4, 8.2.5 8.3.3
3. Identify a clear project scope statement and project plan. Justify the approach being taken and identify appropriate methods to research a complex issue.	8.1.4, 8.1.5 8.2.2, 8.2.3, 8.2.4, 8.2.5 8.3.3, 8.3.4 8.4.4, 8.4.5
4. Collect and critically analyse data, assumptions and arguments in an appropriate and effective manner, understanding its relevance to the enquiry and recognising real world constraints and assumptions. Draw conclusions and make recommendations and / or identify potential solutions evaluating the impact of these	8.1.4, 8.1.5 8.2.2, 8.2.3 8.3.3, 8.3.4 8.4.4, 8.4.5 8.5.1

5. Manage own learning and communicate in writing to a specified audience relevant in the academic or workplace community.	8.3.1, 8.3.3, 8.3.4 8.4.4, 8.4.5 8.5.1
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DATE OF APPROVAL: 26/03/2024	FACULTY/OFFICE: Academic Registry, Partnerships
DATE OF IMPLEMENTATION: 09/2026	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: AY Semester 1 & 2

Notes:

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: 2026/2027
MODULE LEADER: Dr Sue Le
Masurier

NATIONAL COST CENTRE: 135
OTHER MODULE STAFF:

Summary of Module Content

The honours Project is an extended piece of written work in which students can critically explore a chosen subject in depth. While students select the subject themselves, it is important to consult with their supervisor to ensure its appropriateness. Students will then undertake research in an area or on an issue that is of importance to the children and young people or the education sector. During the Autumn term students are expected to initiate their projects with the goal of completing them in the first two terms of their final year.

The module will include:

Looking in detail at an area of Childhood Studies or Education that personally interests them;

- Practicing and demonstrating their information gathering skills across various media;
- Practicing and demonstrating the skills of managing large amounts of information and organising it into a coherent structure;
- Gaining experience in taking responsibility for a project from its inception to completion; and
- Creating a unique piece of research that is entirely their own.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comment/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	18	12 x 1.5 hours on campus sessions
Guided independent study	322	This includes: directed reading, independent reading, and the completion of formative assessment tasks and completion of course work
Online study	36	12 x 3 hours prerecorded content, discussion forums including Q and A with lectures.
Supervision	24	Individual advice and coaching
Total	400	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Honours Project ALO1-5	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Revised Honours Project ALO1-5	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH3211	MODULE TITLE: Curriculum, Planning, Assessment and Pedagogical Approaches
CREDITS: 20	FHEQ LEVEL: Level 6 HECOS CODE(S): 100456
PRE-REQUISITES: None	CO-REQUISITES: None COMPENSATABLE: No

SHORT MODULE DESCRIPTOR:

This module explores different approaches to curriculum planning, assessment, and learning. It develops students' subject knowledge, skills and pedagogical approaches, supporting development planning, design and assessment to ensure delivery of engaging learning experiences. Students will acquire skills in fair and accurate assessment of children's learning, utilizing assessment data to inform future planning.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked:
Childhood Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To develop a deep understanding and critical awareness of the theories and processes involved with curriculum development and encourage critical evaluation of various approaches to curriculum planning, assessment, and learning,

- To equip students with the skills to proficiently plan a curriculum, implement subject-specific plans, and design assessment strategies that enhance learning opportunities for children and young people.
- To empower students to design and deliver lessons that are engaging but also challenging, promoting optimal learning and development for children.
- To enable students to analyse both formal and informal educational approaches, allowing them to select and implement appropriate strategies that align with the individual ecology of the learner.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Demonstrate extensive knowledge and critical understanding of the theories, processes, intricacies and practices of curriculum development.	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5 8.2.1, 8.2.2, 8.2.5 8.3.3, 8.3.5 8.4.1, 8.4.2, 8.4.4, 8.4.5 8.5.2, 8.5.5
2. Plan a curriculum and implement subject – specific plans and assessment strategies to improve learning opportunities for children and young people, taking into account their circumstances and aligned with the National Curriculum	8.1.1, 8.1.3, 8.1.4, 8.1.5 8.2.1, 8.2.4, 8.2.5 8.3.3, 8.3.5 8.4.1, 8.4.2, 8.4.4, 8.4.5 8.5.2, 8.5.5
3. Design engaging and challenging lessons that promote children's learning and development	8.1.4, 8.1.5 8.2.1, 8.2.5 8.3.1, 8.3.3, 8.3.5 8.4.1, 8.4.2, 8.4.4, 8.4.5 8.5.1, 8.5.2, 8.5.5
4. Critically evaluate different approaches to curriculum planning, assessment, and learning.	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5 8.2.1, 8.2.4, 8.2.5 8.3.3 8.4.1, 8.4.4, 8.4.5 8.5.4

5. Analyse formal and informal educational approaches and select appropriate strategies given the ecology of the learner.	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5 8.2.1, 8.2.4, 8.2.5 8.3.3 8.4.1, 8.4.4, 8.4.5 8.5.4
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DATE OF APPROVAL: 26/03/2024	FACULTY/OFFICE: Academic Registry, Partnerships
DATE OF IMPLEMENTATION: 09/2026	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: AY Semester 1

Notes:

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: 2026/2027
MODULE LEADER: Allison Le
Couilliard
Summary of Module Content

NATIONAL COST CENTRE: 135
OTHER MODULE STAFF:

This module will explore the theory behind curriculum construction, different types of curriculum and the purpose of a curriculum. The impact of a planned curriculum needs to be evaluated to ensure that it meets the needs of the students by considering its cultural specificity and core subjects and values. The ability to plan ahead and be flexible is key in creating meaningful learning experiences which embed life skills and encourage motivation for learning.

Assessment for learning should consider the views of young people, their behaviour and learning in order to extend their experiences appropriately. Students will be encouraged to reflect and evaluate curriculum types to create a learner centred curriculum with structure and flexibility that makes learning irresistible to young people.

Specifically, students will learn about:

- The different subjects that are taught in various Key Stages
- The key concepts and skills that children should learn in each subject
- How to design and deliver lessons that are engaging and challenging
- How to assess children's learning in a fair and accurate way
- How to use assessment data to inform future planning

SUMMARY OF TEACHING AND LEARNING		
	Hours	Comment/Additional Information (briefly explain activities, including formative assessment opportunities)
Scheduled Activities		
Lectures	18	18 x 1.5 hours on campus sessions

Guided independent study	146	This includes: directed reading, independent reading, and the completion of formative assessment tasks and completion of course work
Online study	36	12 x 3 hours prerecorded content, discussion forums including Q and A with lectures.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Curriculum plan with rationale ALO 1-5	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	New curriculum plan with rationale ALO 1-5	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH3212	MODULE TITLE: Leadership and Inter-agency Working
CREDITS: 20	FHEQ LEVEL: Level 6 HECOS CODE(S): 100456
PRE-REQUISITES: None	CO-REQUISITES: None COMPENSATABLE: No

SHORT MODULE DESCRIPTOR:

This module provides students with the knowledge, understanding, and skills for effective leadership and interagency working in childcare and educational settings. It explores strategies and processes within teams, organisations and inter-agency working and provides a theoretical and practical foundation to effectively navigate the unique challenges and dynamics of these environments.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	50%	P1 (Practical)	
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)	50%		

SUBJECT ASSESSMENT PANEL to which module should be linked:
Childhood Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- Provide students with a solid foundation in the theoretical and practical aspects of management and leadership, emphasising their relevance to the unique challenges and dynamics of childcare and educational environments.

- Equip students with the skills to analyse and assess the current landscape of the childcare sector in Jersey, enabling them to identify significant drivers of change and potential risks.
- Empower students to critically assess and contribute to the establishment of organisational vision, culture, innovation strategies, and empowerment initiatives.
- Immerse students in a thorough exploration of management theories and practices specific to childcare and educational contexts.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Demonstrate a comprehensive understanding of key concepts of management and leadership in the context of childcare and educational settings.	8.1.1, 8.1.3 8.2.1, 8.2.4, 8.2.5 8.3.1, 8.3.2, 8.3.3 8.4.4, 8.4.5 8.5.1
2. Evaluate the key challenges and opportunities facing the childcare sector in Jersey, identifying the major drivers of change and risk, and develop effective strategies and processes to respond to these	8.1.1, 8.1.3, 8.1.5 8.2.1, 8.2.4, 8.2.5 8.3.1, 8.3.2, 8.3.3 8.4.4, 8.4.5 8.5.1
3. Demonstrate a critical understanding of the processes of developing organisational vision, culture, innovation and empowerment	8.1.1, 8.1.3 8.2.1, 8.2.4, 8.2.5 8.3.1, 8.3.2, 8.3.3 8.4.4, 8.4.5 8.5.1
4. Demonstrate extensive knowledge and critical understanding of the theories, processes, intricacies and practices of management in the childcare sector	8.1.1, 8.1.3 8.2.1, 8.2.4, 8.2.5 8.3.1, 8.3.2, 8.3.3 8.4.4, 8.4.5 8.5.1

DATE OF APPROVAL: 26/03/2024	FACULTY/OFFICE: Academic Registry, Partnerships
DATE OF IMPLEMENTATION: 09/2026	SCHOOL/PARTNER: Highlands College (UCJ)

DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: Semester 2	
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Notes:

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: 2026/2027
MODULE LEADER: Ben Bennett

NATIONAL COST CENTRE: 135
OTHER MODULE STAFF:

Summary of Module Content

This module offers a comprehensive exploration of management and leadership tailored to the distinctive challenges of childcare and educational environments. It establishes a robust foundation by intertwining theoretical principles with practical applications.

Students acquire skills to assess the current childcare sector landscape in Jersey, identifying key drivers of change and risks. The module also delves into the intricacies of organisational development, empowering students to critically contribute to vision, culture, innovation, and empowerment initiatives. Students will study management theories and practices specific to childcare and education, enhancing their analytical and application abilities for informed decision-making and effective leadership.

The module is designed to support businesses and agencies that work with children 0-16 in Jersey, and to prepare students for future leadership and management roles in the childcare sector.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comment/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	18	12 x 1.5 hours on campus sessions
Guided independent study	146	This includes: directed reading, independent reading and the completion of formative assessment tasks and completion of course work
Online study	36	12 x 3 hours prerecorded content, discussion forums including Q and A with lectures.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 200 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Case study essay ALO 1-4	100%
Online open book assessment	Open book exam ALO 1-4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (in lieu of the original assessment)	New Case study essay ALO 1-4	100%
Online open book assessment	New open book exam ALO 1-4	100%

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

Updated by:
Date: XX/XX/XXXX

Approved by:
Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH 3213 **MODULE TITLE:** Consultancy in Childcare
CREDITS: 20 **FHEQ LEVEL:** Level 6 **HECOS CODE(S):** 100456
PRE-REQUISITES: None **CO-REQUISITES:** None **COMPENSATABLE:** Yes
SHORT MODULE DESCRIPTOR:

This module centres around addressing a complex issue for a specific organisation within the childcare sector in Jersey which has the potential to directly benefit that organisation or its stakeholders. Students will be required to demonstrate their ability to define, plan and execute a project within a practical real-world context, adhering to established timelines, budget constraints and specified criteria.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	50%	P1 (Practical)	50%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked:
 Childhood Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To provide students with an opportunity to investigate a challenging issue for an organisation in the childcare sector in Jersey with the potential to deliver direct benefits to the organisation and its stakeholders

- Exhibit self-management skills by successfully defining, planning and executing a project in an environment characterised by changing priorities and uncertainties, whilst adhering to schedules, budget and specifications.
- Gain an appreciation of the influence of stakeholders, real-world challenges and uncertainties on defining, planning and executing a project whilst understanding the significance of effective communication in this context

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Agree a project brief and conduct a comprehensive investigation for an organisation in the childcare sector in Jersey.	8.1.1, 8.1.3, 8.1.5 8.2.1, 8.2.2, 8.2.3, 8.2.4 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5 8.4.2, 8.4.4, 8.4.5 8.5.1
2. Demonstrate self-management skills through defining, planning and executing a project. Gather and analyse relevant data recognising the reliability of data and the assumptions that were made in its analysis.	8.1.1, 8.1.3, 8.1.5 8.2.1, 8.2.2, 8.2.3, 8.2.4 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5 8.4.2, 8.4.4, 8.4.5 8.5.1
3. Apply acquired knowledge and experiences to practical real-world situations	8.2.2, 8.2.3, 8.2.4, 8.2.5 8.3.1, 8.3.2, 8.3.3, 8.3.4
4. Generate conclusions, which account for the uncertainty in the data and analysis	8.1.3, 8.1.4 8.2.1, 8.2.2, 8.2.3, 8.2.4 8.3.1 8.4.1, 8.4.4, 8.4.5
5. Communicate effectively with a range of stakeholders and audiences	8.1.1 8.3.1, 8.3.3, 8.3.4 8.4.4, 8.4.5 8.5.1

DATE OF APPROVAL: 26/03/2024	FACULTY/OFFICE: Academic Registry, Partnerships
DATE OF IMPLEMENTATION: 09/2026	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: AY Semester 1 & 2

Notes:

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: 2026/2027

MODULE LEADER: Dr Sue Le Masurier

Summary of Module Content

NATIONAL COST CENTRE: 135

OTHER MODULE STAFF:

In this module you will assume the role of external consultants, under academic supervision, while working on a specific project for a client within an organisation related to childcare / education. The client will act as your mentor, and they will have the opportunity to provide feedback on your work which will remain their property. Throughout the year a series of workshops will be conducted to facilitate group and individual discussions regarding progress of your projects.

The process of project planning will, typically, involve the following:

- identification of a problem or issue
- negotiating the Terms of Reference
- selecting action steps and formulating a plan of approach and identifying ethical issues
- planning data collection process
- collecting data or evidence
- communicating findings, proposing solutions and making recommendations

The following types of consultancy may be envisaged;

- The review or evaluation of a specific activity or service provided by the client.
- The focussed analysis of a specific set of data held by the client
- The identification of the future strategic threats and opportunities, and possible implementation barriers to new initiatives

SUMMARY OF TEACHING AND LEARNING

Scheduled Activities	Hours	Comment/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	18	12 x 1.5 hours on campus sessions
Guided independent study	146	This includes: directed reading, independent reading, and the completion of formative assessment tasks and completion of course work
Online study	36	12 x 3 hours prerecorded content, discussion forums including Q and A with lectures.

Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)
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SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	Reflective log ALO1-5	100%
Practical	Oral Presentation of report/ project to client ALO1-5	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (<i>in lieu of the original assessment</i>)	Essay ALO1-5	100%
Practical	Professional discussion of project ALO1-5	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

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

MODULE CODE: HIGH 3214 **MODULE TITLE: Coaching, Mentoring and Assessing**
CREDITS: 20 **FHEQ LEVEL: Level 6** **HECOS CODE(S): 100456**
PRE-REQUISITES: None **CO-REQUISITES: None** **COMPENSATABLE: No**
SHORT MODULE DESCRIPTOR:

The module will provide an exploration of the principles and practice of coaching and mentoring in the workplace. Students will gain a deep understanding of coaching, mentoring and assessing individuals in childcare settings providing them with the skills and knowledge they need to successfully coach and mentor others and provide practical experience opportunities for students to utilise their skills.

ELEMENTS OF ASSESSMENT – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	70%	P1 (Practical)	30%
E2 (Clinical Examination)		A1 (Generic assessment)			
T1 (Test)		O1 (online open book assessment)			

SUBJECT ASSESSMENT PANEL to which module should be linked: Childhood Studies

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

- To provide students with an advanced exploration of the principles and practice of coaching, mentoring and assessing
- To enable students to understand the contextual applications of coaching and mentoring
- To introduce ethical considerations and promote responsible conduct in coaching, mentoring and assessing.

- To develop students' practical skills in coaching and mentoring to allow them to effectively guide, mentor and assess individuals
- To prepare students for successful engagement in coaching, mentoring and assessment enhancing their potential for personal and career growth

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

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

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Demonstrate understanding of the theoretical underpinnings of coaching and mentoring	8.1.1, 8.1.4 8.2.2, 8.2.3, 8.2.5 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5
2. Develop essential skills and competencies for effective coaching and mentoring	8.1.1, 8.1.4 8.2.2, 8.2.3, 8.2.5 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5 8.5.1, 8.5.2, 8.5.4, 8.5.5
3. Demonstrate ethical boundaries and practice in coaching and mentoring	8.2.2, 8.2.3 8.3.1, 8.3.2, 8.3.3, 8.3.4 8.4.4, 8.4.5 8.5.1, 8.5.2
4. Demonstrate reflective practice and self-awareness	8.1.2, 8.1.3 8.2.5 8.3.1, 8.3.3 8.5.4, 8.5.5
5. Engage in practical coaching and mentoring exercises and assessments demonstrating skills in real world situations	8.1.3 8.2.2, 8.2.3 8.3.1, 8.3.2, 8.3.3, 8.3.4 8.4.4, 8.4.5 8.5.1, 8.5.2, 8.5.4, 8.5.5

DATE OF APPROVAL: 26/03/2024	FACULTY/OFFICE: Academic Registry, Partnerships
DATE OF IMPLEMENTATION: 09/2026	SCHOOL/PARTNER: Highlands College (UCJ)
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: AY Semester 1 & 2

Notes:

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: 2026/2027

NATIONAL COST CENTRE:135

**MODULE LEADER: Annabel
Masefield**

OTHER MODULE STAFF:

Summary of Module Content

This module will provide an advanced exploration of the principles and practice of coaching and mentoring in the workplace in childcare settings. It will introduce the theory and practice behind these methods, with particular focus on how they can be used to support individuals in achieving their goals ensuring wellbeing of all.

Through a combination of theoretical foundations and practical applications the module will examine the different approaches to coaching and mentoring, including how to assess the needs of individuals, and how to create a supportive environment for learning and development. It will also explore the role of feedback in these processes, and how to use it effectively.

Students will gain an understanding of how to design and deliver effective coaching and mentoring, as well as how to evaluate the effectiveness of this. They will also gain practical experience in creating and delivering a coaching or mentoring session with students in work-based learning.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	Hours	Comment/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	18	12 x 1.5 hours on campus sessions
Guided independent study	126	This includes: directed reading, independent reading, and the completion of formative assessment tasks and completion of course work
Online study	36	12 x 3 hours prerecorded content, discussion forums including Q and A with lectures.

Tutorials	20	Individual advice and coaching
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name & associated ALO	Component Weighting
Coursework	e-portfolio ALO 1-5	100%
Practical	Professional discussion ALO 1-5	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (<i>in lieu of original assessment</i>)	Essay Reflection on e-portfolio ALO 1-5	100%
Practical	Professional discussion on reflection ALO1-5	100%

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

Updated by: Date: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX
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