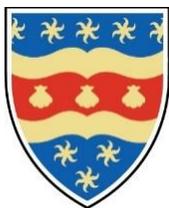




Plymouth University
Academic Partnerships
CORNWALL COLLEGE
Duchy Rosewarne & Stoke Climsland
Programme Quality Handbook
FdA Children, Schools and Families
Academic Year 2019-2020



**UNIVERSITY OF
PLYMOUTH**

If you require any part of this Handbook in larger print, or an alternative format, please contact:

HE Operations

Tel: (01209 617757)

E-mail: (cornwallhea@cornwall.ac.uk)

Please note:

All the information in this Handbook is correct at the time of printing.

The Cornwall College Group is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this Handbook and in any documents referred to within it. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the College interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services.

PROGRAMME SPECIFICATION



Programme Title: FdA Children, Schools and Families

Internal Programme Code: FdA FT – 6314 PT – 6315, 6316

Partner Delivering Institution: Cornwall College, Camborne, Duchy Stoke
Climsland, Saltash

State Date: 2019-20

First Award Date: Full Time – 2021-22 Part Time – 2022-23

Date(s) of Revision(s) to this Document: 20th August 2019

This programme specification template aligns with recommendations within the UK Quality Code for Higher Education. The information provided, by the programme proposer, in each section is definitively agreed between the delivering institution and Plymouth University at approval. Therefore any requests for changes to content (post the conditions set at approval) must follow Plymouth University's procedures for making changes to partnership programmes.

Contents

PS1. Programme Details	4
PS2. Brief Description of the Programme.....	4
PS3. Details of Accreditation by a Professional/Statutory Body (If Appropriate).....	5
PS4. Exceptions to Plymouth University Regulations.....	5
PS5. Programme Aims	5
PS6. Programme Intended Learning Outcomes (ILO).....	6
PS7. Distinctive Features	6
PS8. Student Numbers.....	6
PS9. Progression Route(s).....	7
PS10. Admissions Criteria	8
PS11. Academic Standards and Quality Enhancement.....	9
PS12. Programme Structure	10
PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment	13
PS14. Work Based/ Related Learning.....	18

PS1. Programme Details

Awarding Institution:	University Of Plymouth
Partner Institution and delivery site (s):	Cornwall College, Camborne, St Austell & Stoke Climsland
Accrediting Body:	N/A
Language of Study:	English
Mode of Study:	Full Time Or Part Time
Final Award:	FdA
Intermediate Award:	Certificate of Higher Education (CertHE)
Programme Title:	Children, Schools and Families
UCAS Code:	L592 (Camborne) L592 (St Austell) LX59 (Stoke Climsland)
HECOS Code:	100654, 100456, 100457
Benchmarks:	Foundation Degree Qualification Benchmark and informed by relevant section of Educational Studies, Early Childhood Studies, Social Work and Youth and Community Studies subject benchmarks.
Date of Programme Approval:	January 2010

PS2. Brief Description of the Programme

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation (Approx. 200-250 words)

This programme develops from an initial understanding of the wide ranging roles within the children and young people's workforce, the sectors involved with this workforce and the practices within these sectors. The modules emphasise the legal and ethical context which encompasses all work within the children's workforce and links to the common core. It develops specific skills of practice and the ability to reflect upon practice, enabling students to tackle independent study. It introduces a range of techniques and practices relating to communicating with children and young people and underpins this with an understanding of child development and psychology. Students will have the opportunity for additional development and accreditation in the field of teaching and learning.

Particularly important is an understanding of the social and political contexts in which practice is embedded and of socially engaged practice, working with communities, groups and stakeholders. The issues of inclusiveness, diversity and discrimination are explored in their own right, but also provide the ethical underpinning of the entire programme. Students will encounter a range of contexts within which the children's workforce operates and thus broaden their own practice through the appreciation of others.

PS3. Details of Accreditation by a Professional/Statutory Body (If Appropriate)

N/A

PS4. Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet: <https://staff.plymouth.ac.uk//extexam/academicregs/intranet.htm>)

None

PS5. Programme Aims

This programme will deliver:

Course intended to meet the developing roles within the sector for those working with children, young people and their families, while enabling some specialisation and focus in level 5 of the programme

Within a rapidly changing sector, Government initiatives, such as the Every Child Matters Agenda and the Common Core of Skills and Knowledge for the Children's Workforce, it will allow those working within a wide range of multi-disciplinary teams to enhance their knowledge, understanding, skills and career opportunities.

Therefore, the aims of the programme are:

1. Focused on knowledge and understanding - To widen knowledge and skills for the Children's Workforce. To provide students with opportunities to explore, contrast and compare appropriate aspects of the subject area. To provide a programme that takes students from a variety of academic and vocational backgrounds that will rapidly accelerate their knowledge, understanding and skills so that they achieve high quality awards.
2. Focused on cognitive and intellectual - To develop the intellectual, affective and practical skills of the student in the gathering, analysing and interpreting of skills used in working with children, young people and their families and associated services.
3. Focused on key transferable skills – To enable students to gain new perspectives and holistic understanding of children and young people when engaged within a variety of contexts.
4. Focused on employability and CPD/lifelong learning – To prepare students for employment in a wide range of services.
5. Focused on practical skills - To facilitate interdisciplinary working practice across a range of services within the sector with the voluntary, community and private sector.

PS6. Programme Intended Learning Outcomes (ILO)

The programme complements well the suite of programmes within education, as this is not aimed at providing a 'licence to teach', namely Qualified Teacher Status (QTS) in compulsory education or a post compulsory teaching qualification leading towards Qualified Teacher Learning & Skills (QTLS) and it focuses on understanding a specifically targeted group (children and young people), which distinguishes it from programmes for Early Years.

By the end of this programme the student will be able to:

ILO1: Knowledge and understanding – Demonstrate development of the intellectual, affective and practical skills of the student in the gathering, analysing and interpreting of skills used in working with children, young people and their families and associated services.

ILO2: Cognitive and intellectual skills – Demonstrate widening knowledge and skills for the Children's Workforce.

ILO3: Transferable skills – Demonstrate a developing ability to engage in and understand interdisciplinary working practice across a range of services within the sector with the voluntary, community and private sectors.

ILO4: Employment – Prepared for employment in a wide range of services.

ILO5: Practical – Apply practical skills such as reflective practice and effective interpersonal communication in a range of professional situations

PS7. Distinctive Features

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:

- Collaboration between three local institutions with proven track record of expertise in education and training regarding young people
- Core focussed upon key aspects of the 'common core' for working with children and young people
- Strong links with local authority and its priorities for developing the children's workforce.
- Designed to take account of the future developments of the workforce
- Allowing students to pursue a broad range of occupational applications
- Granting students the ability to focus on specific roles / career pathways, or to gain a broad understanding of the Children & Young People's Workforce.
- Flexibility of career choice
- Designed to be a diagnostic course; allowing the student the opportunity to discover their own strengths within the Children & Young People's workforce.
- A truly innovative collaboration between independent trainer and FE colleges – thereby making it a dynamic, industry driven programme with clear academic rigour

PS8. Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:

Minimum student numbers per stage = 12

Target student numbers per stage =17

Maximum student numbers per stage =30

PS9. Progression Route(s)

Approved “progression route(s)” are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to “top-up” to complete a Bachelor degree, but may be employed for other award types.

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3 years.

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

This programme develops skills, understandings and abilities in a number of areas. Students from this degree will be able to progress to the stage 3 of the Plymouth University BA (Hons) Children, Schools and Families programme and Education and Curriculum Studies programme delivered at Cornwall College.

Your Programme Manager has access to University staff and is able to liaise in relation to your questions regarding progression to programmes at Plymouth University.

Please note there is a deadline for progression applications (normally around 15th January with the actual date determined annually) and places maybe subject to availability. If you progress to the final stage of a Plymouth University programme then your stage two aggregate mark (from your level 5 modules) will account for 30% and your progression stage (level 6 modules) aggregate mark will account for 70% of your final degree classification.

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

PS10. Admissions Criteria

	Details:
Level 2: - Key Skills requirement / Higher Level Diploma: and/or - GCSEs required at Grade C or above:	Communications and Numeracy. NB: A competent level of numeracy and literacy is required And/or Normally, 5 GCSEs, including English and Maths are required.
Level 3: at least one of the following: - AS/A Levels - Advanced Level Diploma: - BTEC National Certificate/Diploma: - VDA: AGNVQ, AVCE, AVS: - Access to HE or Year 0 provision: - International Baccalaureate: - Irish / Scottish Highers / Advanced Highers:	48 points at A2 normally Pass Pass normally in an appropriate subject Pass normally in an appropriate subject Pass required normally in an appropriate subject Pass – all subjects accepted 16 points Grade D - 33/72 points respectively - All subjects accepted
Work Experience:	Students will have experience with children/young people
Other HE qualifications / non-standard awards or experiences:	Normally students will have experience with children/young people
APEL / APCL¹ possibilities:	Reviewed on an individual basis University of Plymouth regulations apply.
Interview / Portfolio requirements:	Reviewed on an individual basis.
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:	Yes. This is an enhanced DBS disclosure , the cost for which is payable by the student.

¹ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

PS11. Academic Standards and Quality Enhancement

The Programme Leader/Manager (or the descriptor) leads the Programme Committee in the Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed changes to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s):

An Interim visit by External Examiner (EE) (usually between January and February) will review work that has been marked, consult students and feed back to the programme manager and module leaders and course team.

Subject Assessment Panel (SAP) reviews the assessment marking and is scrutinised by the subject EE. Representatives of the team review and present their module marks for each student on the programme.

The annual Award Assessment Board (AAB) takes place with Programme Manager, the awarding body's partnership member and the External to receive the students work and confer progression or award.

Additional stakeholders specific to this programme:

Students have the opportunity to discuss the programme independently, twice a year in the Student Review. This forms part of the discussion for the annual programme monitoring in the autumn and spring of each academic year.

The Student Perception Questionnaire (SPQ) is administered during the year and feeds into the programme review.

Students Representatives attend Annual Programme Monitoring (APM) to contribute student views alongside Module Leaders, the Programme Manager and the Assistant Registrar to monitor module delivery and the course provision.

Curriculum meetings take place once a month to review progression, department provision, resources and staffing.

PS12. Programme Structure

College:	Cornwall College	Programme Title:	FdA Children, Schools and Families
Academic Year:	2019-2020	Mode of Attendance Course Duration:	Full Time Over 2 Year
Plymouth Programme Code:	6314	Total Credits:	240 Credits over 2 Years

FHEQ level: FdA Children, Schools and Families : Full Time (Programme Code 6314)				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
Year 1, Stage 1				
Year 1	All	Core	20	CORC1156 Reflective Practice
Year 1	All	Core	20	CORC1157 Interpersonal and Communication Skills
Year 1	All	Core	20	CORC1158 Safeguarding Children and Young People
Year 1	All	Core	20	CORC1159 Developmental Perspectives
Year 1	All	Core	20	CORC1013 Personal and Employability Skills Development
Students will select one of the following optional modules:				
Year 1	All	Option	20	CORC1162 Working with Children and Families
Year 1	All	Option	20	CORC1163 Forest School
Year 1	All	Option	20	CORC1166 Special Study 1
Year2, Stage 2				
Year 2	All	Core	20	CORC2135 Supporting Transitions
Year 2	All	Core	20	CORC2136 Multi-agency Collaboration
Year 2	All	Core	20	CORC2137 Inclusive Practice
Year 2	All	Core	20	CORC2138 Applied Research Practice Project
Year 2	All	Core	20	CORC2227 Children, Schools and Families (WBL)
Students will select one of the following optional modules:				
Year 2	All	Option	20	CORC2139 Outdoor Experiential Learning
Year 2	All	Option	20	CORC2149 Identity, Culture and Society
Year 2	All	Option	20	CORC2144 Special Study 2
Year 2	All	Option	20	CORC2148 Unlocking Creativity in the Classroom
Year 2	All	Option	20	CORC2150 Promoting Health for Children and Young People

College:	Cornwall College	Programme Title:	FdA Children, Schools and Families
Academic Year:	2019-2020	Mode of Attendance Course Duration:	Part Time Over 3 Year
Plymouth Programme Code:	6315	Total Credits:	240 Credits Over 3 Years

FHEQ level: FdA Children, Schools and Families : Part Time (3 Year Indicative) (Programme Code 6315)				
P/T Route Year	When in Year? (I.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
Stage 1 – Year One				
Year 1	All	Core	20	CORC1156 Reflective Practice
Year 1	All	Core	20	CORC1157 Interpersonal and Communication Skills
Year 1	All	Core	20	CORC1013 Personal and Employability Skills Development
Year 1	All	Core	20	CORC1158 Safeguarding Children and Young People
Stage 1 & 2 Year Two				
Year 2	All	Core	20	CORC1159 Developmental Perspectives
Year 2	All	Core	20	CORC2135 Supporting Transitions
Year 2	All	Core	20	CORC2136 Multi-agency Collaboration
Students will select one of the following optional modules:				
Year 2	All	Option	20	CORC1162 Working with Children and Families
Year 2	All	Option	20	CORC1163 Forest School
Year 2	All	Option	20	CORC1166 Special Study 1
Stage 2 Year Three				
Year 3	All	Core	20	CORC2137 Inclusive Practice
Year 3	All	Core	20	CORC2138 Applied Research Practice Project
Year 3	All	Core	20	CORC2227 Children, Schools and Families (WBL)
Students will select one of the following optional modules:				
Year 3	All	Option	20	CORC2139 Outdoor Experiential Learning
Year 3	All	Option	20	CORC2149 Identity, Culture and Society
Year 3	All	Option	20	CORC2144 Special Study 2
Year 3	All	Option	20	CORC2148 Unlocking Creativity in the Classroom
Year 3	All	Option	20	CORC2150 Promoting Health for Children and Young People

College:	Cornwall College	Programme Title:	FdA Children, Schools and Families
Academic Year:	2019-2020	Mode of Attendance	Part Time Over 4 Years
Plymouth Programme Code:	6316	Total Credits:	240 Credits Over 4 Years

FHEQ level: FdA Children, Schools and Families : Part Time (4 Year Indicative) (Programme Code 6316)				
P/T Route Year	When in Year? (I.e. Autumn, Spring etc.)	Core or Option Module	Credits	Module
Stage 1 – Year One				
Year 1	All	Core	20	CORC1156 Reflective Practice
Year 1	All	Core	20	CORC1157 Interpersonal and Communication Skills
Year 1	All	Core	20	CORC1013 Personal and Employability Skills Development
Stage 1 Year Two				
Year 1	All	Core	20	CORC1158 Safeguarding Children and Young People
Year 1	All	Core	20	CORC1159 Developmental Perspectives
Students will select one of the following optional modules:				
Year 2	All	Option	20	CORC1162 Working with Children and Families
Year 2	All	Option	20	CORC1163 Forest School
Year 2	All	Option	20	CORC1166 Special Study 1
Stage 2 Year Three				
Year 3	All	Core	20	CORC2136 Multi-agency Collaboration
Year 3	All	Core	20	CORC2137 Inclusive Practice
Year 3	All	Core	20	CORC2138 Applied Research Practice Project
Stage 2 Year Four				
Year 3	All	Core	20	CORC2227 Children, Schools and Families (WBL)
Students will select two of the following optional modules:				
Year 3	All	Option	20	CORC2139 Outdoor Experiential Learning
Year 3	All	Option	20	CORC2149 Identity, Culture and Society
Year 3	All	Option	20	CORC2144 Special Study 2
Year 3	All	Option	20	CORC2148 Unlocking Creativity in the Classroom
Year 3	All	Option	20	CORC2150 Promoting Health for Children and Young People

PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributed and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalised. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

FHEQ level: FdA Children and Young People's Workforce Levels 4					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
<p>Knowledge / Understanding:</p> <p>Educational Studies Early Childhood Studies Social Work Youth and Community Studies</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> The major theories of the child and youth development, psychology as related to children and young people, communication, learning and teaching, and an awareness of a variety of ideas, contexts and frameworks 	<p>Primary:</p> <ul style="list-style-type: none"> Lectures and tutorials Directed independent study Learning from work experience 	<p>2</p> <p>3</p> <p>4</p>	<p>Key</p> <p>Educational Studies – ES</p> <p>Early Childhood Studies – ECS</p>	<p>Key knowledge and understanding is assessed via a combination of multiple choice tests, examinations, essays, presentations and seminar performances.</p>	<p>CORC1156, 1157, 1158, 1159</p> <p>CORC1159</p> <p>CORC1156</p>

<ul style="list-style-type: none"> • The wider social and environmental implications of child development and behaviour and is able to debate issues in relation to more general ethical perspectives • The reflective practitioner • The structures and process of the children’s workforce • The principles of multidisciplinary working • Competing positions and perspectives in relation to childhood and youth issues • The evidence base for issues concerning the children’s workforce • A range of research perspectives and methodologies the nature and practices of social work services in relation to children and young people 	<p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises 		<p>Social Work – SW Youth and Community Work YCW</p> <p>ES 5.3, 5.4 ECS 5.3</p>		<p>CORC1158,159, CORC1158 All core modules</p> <p>CORC1158, CORC1159 CORC1158</p>
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Lectures, practical exercises and sites visits will be used to embed knowledge and understanding. Group discussions and peer review will be used to rest and reinforce knowledge and understanding. The assessments used will be designed to address the specific learning outcomes of the module and will draw upon a range of skills.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>Educational Studies Early Childhood Studies Social Work Youth and Community Studies</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p>	<p>Primary:</p> <ul style="list-style-type: none"> • Class exercises 	<p>1</p> <p>7</p>	<p>ES 5.4, 5.5. 5.6 ECS 5.3. 5.4</p>	<ul style="list-style-type: none"> • Essays/projects/dissertations • Reflective journals/crucial incident analysis 	<p>All core modules</p>

<ul style="list-style-type: none"> • Critique rival theories and frameworks • Analyse and synthesise • Intelligently apply appropriate principles in assessing policy or practice • Demonstrate problem solving and investigation skills • Demonstrate skills of reflection and evaluation • Apply appropriately ethical criteria and codes of practice 	<ul style="list-style-type: none"> • Tutorial/seminar discussions • Feedback via coursework assessment process (essays etc.) <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> • Policy and practice analysis in surgeries • Case study analysis and evaluation • Reflective writing 		SW 5.1.1, 5.1.2, 5.1.3, 5,1,5 YW 4.3, 4.6,.	<ul style="list-style-type: none"> • Coursework on practical application questions • Seminar presentations 	CORC1156 CORC1156, 1161 CORC1157 CORC1156, 1157, 1158 CORC1156, 1157 CORC1159
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive and intellectual skills will be developed through a number of modules</p>					
<p>Key Transferable Skills: Educational Studies Early Childhood Studies Social Work Youth and Community Studies</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • Interact effectively and collaboratively within a team / learning group, • Manage learning using resources for the discipline • Communicate effectively in a manner appropriate to the discipline (in standard English oral, written, using ICT) 	<p>Primary:</p> <ul style="list-style-type: none"> • Library and other research exercises • Group work awareness and practice • Work- based experience • Case study and simulation <p>Secondary/Supplementary:</p>	1 5 7	ES 5.4, 5.5, 5.6 ECS 5.3 SW 5,1,5 YW 4.3	<ul style="list-style-type: none"> • Coursework of all types • Peer assessments 	All core modules CORC1157 CORC1013 CORC1157 CORC1156, 1157

<ul style="list-style-type: none"> • Take responsibility for own learning with minimum direction • Manage information with the ability to select appropriate data from a range of sources and develop appropriate research strategies • Demonstrate planning and monitoring skills in relation to interaction with young persons and families • Demonstrate ability to plan and conduct investigation • Demonstrate skills of observation and analysis in relation to behaviour(s) • Demonstrate an ability to take account of individual and social /cultural difference in interaction reflect upon own value systems and accommodate new ideas 	<ul style="list-style-type: none"> • Class and seminar interactions and feedback 				<p>CORC1159</p> <p>CORC1156, 1157</p> <p>CORC1159 CORC1158, 1159</p> <p>CORC1157</p> <p>CORC1156</p>
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Transferable skills will be developed in all modules through the different modes of assessment. The modules listed could be regarded as the main vehicles for the development of such skills. The skills acquired in these modules should be applied in other modules and will be relevant in other real life contexts and will serve to prepare the students for level 5/6 studies.</p>					
<p>Employment Related Skills:</p> <p>Educational Studies Early Childhood Studies Social Work Youth and Community Studies</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p>	<p>Primary:</p> <ul style="list-style-type: none"> • Work-based experiences • Projects 	<p>5</p> <p>6</p>	<p>ES 5.4, 5.5, 5.6 ECS 5.3 SW 5,1,5</p>	<ul style="list-style-type: none"> • Project work • Practical simulations and discussion 	<p>CORC1156, 1157, 1158</p>

<ul style="list-style-type: none"> • Apply a range of understandings to varied contexts involving children, young people and families • Demonstrate an awareness of the range of the children’s workforce and how to work in multidisciplinary contexts • Demonstrate the ability to communicate effectively with young people • Apply an understanding of supportive intervention and safeguarding practice • Demonstrate an ability to collaborate with stakeholders and other practitioners • Demonstrate a sound inclusive basis for practice 	<ul style="list-style-type: none"> • Designated tasks • Lectures and tutorials • Simulations and case studies <p>Secondary/Supplementary:</p>		YW 4.3		<p>CORC1156, 1157, 1158</p> <p>CORC1157</p> <p>CORC1158</p> <p>CORC1158</p> <p>CORC1156,1158</p>
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Employability skills are essentially the main focus within these modules many workplace topics will be covered and specific skills will be developed. More generic and transferrable skills relevant to the workplace will be developed in the other modules listed above. The assessments will either have a primary focus on demonstrating and developing these work-based skills or will be featured as secondary elements in modules.</p>					
<p>Practical Skills:</p> <p>Educational Studies Early Childhood Studies Social Work Youth and Community Studies</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • Communicate effectively with young people 	<p>Primary:</p> <ul style="list-style-type: none"> • Work-based experiences • Projects • Designated tasks 	<p>1</p> <p>5</p>	<p>ES 5.4, 5.5, 5.6</p> <p>ECS 5.3</p> <p>SW 5,1,5</p> <p>YW 4.3</p>	<ul style="list-style-type: none"> • Project work • Practical simulations and discussion 	<p>CORC1013</p> <p>CORC1157</p> <p>CORC1159</p> <p>All core modules</p>

<ul style="list-style-type: none"> Plan, design and use effective aids for working with young people Plan and conduct investigations Present work coherently and appropriately Observe, analyse and respond appropriately to a range of behaviours Utilise appropriate techniques to promote well being Understand strategies for the facilitation of client/user choice 	<ul style="list-style-type: none"> Lectures and tutorials Simulations and case studies <p>Secondary/Supplementary:</p>				<p>CORC1158</p> <p>CORC1156, 1157,1159</p> <p>CORC1156, 1157</p>
--	---	--	--	--	--

An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:

The development of practical skills is an essential part of this programme and is embedded within many of the modules. The assessment of these skills will be primarily through the maintenance of laboratory book, field reports and the individual research project. Some aspects of practical skills may be assessed through in-class tests but only as a secondary means of assessment.

FHEQ level: FdA Children and Young People’s Workforce Levels 5					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Knowledge / Understanding:</p> <p>Educational Studies Early Childhood Studies Social Work Youth and Community Studies</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> The major theories of the child and youth development, psychology as 	<p>Primary:</p> <ul style="list-style-type: none"> Lectures and tutorials Directed independent study Learning from work experience 	<p>2</p> <p>3</p> <p>4</p>	<p>Key</p> <p>Educational Studies – ES</p>	<p>Key knowledge and understanding is assessed via a combination of multiple choice tests, examinations, essays,</p>	<p>All core modules</p>

<p>related to children and young people, communication, learning and teaching, and an awareness of a variety of ideas, contexts and frameworks</p> <ul style="list-style-type: none"> • The wider social and environmental implications of child development and behaviour and is able to debate issues in relation to more general ethical perspectives • The reflective practitioner • The structures and process of the children’s workforce • The principles of multidisciplinary working • Competing positions and perspectives in relation to childhood and youth issues • The evidence base for issues concerning the children’s workforce • A range of research perspectives and methodologies the nature and practices of social work services in relation to children and young people 	<p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> • Case studies • Problem-solving exercises 		<p>Early Childhood Studies – ECS Social Work – SW Youth and Community Work YCW</p> <p>ES 5.3, 5.4 ECS 5.3 SW 5.1.1, 5.1.2, 5.1.4, 5.1.5 YW 4.2, 4.6, 4.8.3</p>	<p>presentations and seminar performances.</p>	<p>CORC2135, 2136, 2137</p> <p>CORC2137</p> <p>CORC2137 CORC2136 CORC2136 CORC2135, 2136, 2137</p> <p>CORC2138</p> <p>CORC2138</p>
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: Lectures, practical exercises and sites visits will be used to embed knowledge and understanding. Group discussions and peer review will be used to rest and reinforce knowledge and understanding. The assessments used will be designed to address the specific learning outcomes of the module and will draw upon a range of skills.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>Educational Studies Early Childhood Studies Social Work Youth and Community Studies</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • Critique rival theories and frameworks • Analyse and synthesise • Intelligently apply appropriate principles in assessing policy or practice • Demonstrate problem solving and investigation skills • Demonstrate skills of reflection and evaluation • Apply appropriately ethical criteria and codes of practice 	<p>Primary:</p> <ul style="list-style-type: none"> • Class exercises • Tutorial/seminar discussions • Feedback via coursework assessment process (essays etc.) <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> • Policy and practice analysis in surgeries • Case study analysis and evaluation • Reflective writing 	<p>1</p> <p>7</p>	<p>ES 5.4, 5.5.5.6</p> <p>ECS 5.3. 5.4</p> <p>SW 5.1.1, 5.1.2, 5.1.3, 5,1,5</p> <p>YW 4.3, 4.6,</p>	<ul style="list-style-type: none"> • Essays/projects/dissertations • Reflective journals/crucial incident analysis • Coursework on practical application questions • Seminar presentations 	<p>All core modules</p> <p>CORC2135, 2137, 2138</p> <p>CORC2135, 2136, 2138</p> <p>CORC2138</p> <p>CORC2137</p> <p>CORC2135, 2136, 2137, 2138</p>
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive and intellectual skills will be developed through a number of modules</p>					
<p>Key Transferable Skills: Educational Studies Early Childhood Studies Social Work Youth and Community Studies</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • Interact effectively and collaboratively within a team / learning group, • Manage learning using resources for the discipline 	<p>Primary:</p> <ul style="list-style-type: none"> • Library and other research exercises • Group work awareness and practice • Work- based experience • Case study and simulation 	<p>1</p> <p>5</p> <p>7</p>	<p>ES 5.4, 5.5, 5.6</p> <p>ECS 5.3</p> <p>SW 5,1,5</p> <p>YW 4.3</p>	<ul style="list-style-type: none"> • Coursework of all types • Peer assessments 	<p>All core modules</p> <p>CORC2136</p> <p>CORC2138</p>

<ul style="list-style-type: none"> • Communicate effectively in a manner appropriate to the discipline (in standard English oral, written, using ICT) • Take responsibility for own learning with minimum direction • Manage information with the ability to select appropriate data from a range of sources and develop appropriate research strategies • Demonstrate planning and monitoring skills in relation to interaction with young persons and families • Demonstrate ability to plan and conduct investigation • Demonstrate skills of observation and analysis in relation to behaviour(s) • Demonstrate an ability to take account of individual and social /cultural difference in interaction reflect upon own value systems and accommodate new ideas 	<p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> • Class and seminar interactions and feedback 				<p>All core modules CORC2138 CORC2138</p> <p>CORC2135, 2136</p> <p>CORC2138 CORC2136, 2137, 2138</p> <p>CORC2136 , 2137</p> <p>CORC2137 , 2138</p>
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Transferable skills will be developed in all modules through the different modes of assessment. The modules listed could be regarded as the main vehicles for the development of such skills. The skills acquired in these modules should be applied in other modules and will be relevant in other real life contexts and will serve to prepare the students for level 6 studies.</p>					
<p>Employment Related Skills:</p> <p>Educational Studies Early Childhood Studies Social Work Youth and Community Studies</p>					

<p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> • Apply a range of understandings to varied contexts involving children, young people and families • Demonstrate an awareness of the range of the children’s workforce and how to work in multidisciplinary contexts • Demonstrate the ability to communicate effectively with young people • Apply an understanding of supportive intervention and safeguarding practice • Demonstrate an ability to collaborate with stakeholders and other practitioners • Demonstrate a sound inclusive basis for practice 	<p>Primary:</p> <ul style="list-style-type: none"> • Work-based experiences • Projects • Designated tasks • Lectures and tutorials • Simulations and case studies <p>Secondary/Supplementary:</p>	<p>5</p> <p>6</p>	<p>ES 5.4, 5.5, 5.6 ECS 5.3 SW 5,1,5 YW 4.3</p>	<ul style="list-style-type: none"> • Project work • Practical simulations and discussion 	<p>All Core modules</p> <p>CORC2136</p> <p>CORC2136</p> <p>CORC2135, 2138 ,2137</p> <p>CORC2135</p> <p>CORC2135, 2136, 2137</p> <p>CORC2137</p>
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Employability skills are essentially the main focus within these modules many workplace topics will be covered and specific skills will be developed. More generic and transferrable skills relevant to the workplace will be developed in the other modules listed above. The assessments will either have a primary focus on demonstrating and developing these work-based skills or will be featured as secondary elements in modules.</p>					
<p>Practical Skills:</p> <p>Educational Studies Early Childhood Studies Social Work Youth and Community Studies</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p>	<p>Primary:</p> <ul style="list-style-type: none"> • Work-based experiences 	<p>1</p> <p>5</p>	<p>ES 5.4, 5.5, 5.6 ECS 5.3</p>	<ul style="list-style-type: none"> • Project work 	<p>All core modules</p> <p>CORC2135</p>

<ul style="list-style-type: none"> • Communicate effectively with young people • Plan, design and use effective aids for working with young people • Plan and conduct investigations • Present work coherently and appropriately • Observe, analyse and respond appropriately to a range of behaviours • Utilise appropriate techniques to promote well being • Understand strategies for the facilitation of client/user choice 	<ul style="list-style-type: none"> • Projects • Designated tasks • Lectures and tutorials • Simulations and case studies <p>Secondary/Supplementary:</p>		SW 5,1,5 YW 4.3	<ul style="list-style-type: none"> • Practical simulations and discussion 	<p>CORC2135, 2136, 2137</p> <p>CORC2138</p> <p>All core modules CORC2135, 2137</p> <p>CORC2135, 2137 CORC2135, 2136, 2137</p>
---	---	--	--------------------	--	---

An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme:

The development of practical skills is an essential part of this programme and is embedded within many of the modules. The assessment of these skills will be primarily through the maintenance of laboratory book, field reports and the individual research project. Some aspects of practical skills may be assessed through in-class tests but only as a secondary means of assessment.

PS14. Work Based/ Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE Programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ level: Level 4 & 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
PESD Safeguarding Reflective Practice Applied Research Practice Project	The course is currently offered on two sites and a third site from 2017. Modules are provided on each site and depending on timetables, students could potentially travel to different sites to undertake modules, in consultation with tutor	A3, A4, A5	ILO3, ILO,4, ILO5	Team work event; Mock job application and interview; Presentation; Report	CORC1013 CORC1158 CORC2138 CORC1156
<p>An explanation of this map: A range of interdisciplinary approaches to related to the children and young people's workforce within this programme. The programme, alongside the academic expectations of a degree, has an emphasis on developing practical skills; therefore it involves scheduled sessions to allow students to learn via demonstration and practice. Employability skills are embedded throughout the programme, including the development of practical skills in taught sessions.</p>					