

**PETROC™**



**UNIVERSITY OF  
PLYMOUTH**

# **ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2022-23**

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## **BA (Honours) Professional Development**

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# Welcome and Introduction

Welcome to BA (Honours) Professional Development delivered at Brannams Campus by Petroc.

This level 6 programme offers a unique approach through a personal preference within your field of study. The programme involves the chance to explore your interests, as well as develop professional skills within the industry. The programme is designed around independent learning and research, resulting in tailored outcomes of study that is relevant to you and the development of a chosen pathway of career. Throughout the course, employers from the local community are invited to work with students in order to network, but also to develop specific employability and organisational skills and knowledge. Work-based learning is strongly recommended within the programme of study, in order to work alongside selected modules and research.

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:

- Your University Student Institution Handbook which contains student support based information on issues such as finance and studying at HE available at: [https://my.petroc.ac.uk/moodle/moodle\\_3/course/view.php?id=3059](https://my.petroc.ac.uk/moodle/moodle_3/course/view.php?id=3059)
- Your Module Guide available at: [https://my.petroc.ac.uk/moodle/moodle\\_3/course/view.php?id=1611](https://my.petroc.ac.uk/moodle/moodle_3/course/view.php?id=1611)
- Your University of Plymouth Student Handbook available at: <https://www.plymouth.ac.uk/your-university/governance/student-handbook>

# Programme Specification

Below are the overarching details of the course:

Awarding Institution:	University of Plymouth
Partner Institution:	Petroc
Accrediting Body :	N/A
Language of Study:	English
Mode of Study:	Full and Part Time
Final Award:	BA (Honours)
Intermediate Award:	None
Programme Title:	BA (Honours) Professional Development
UCAS Code:	Business & Management BMX1 Childhood Studies CLX2 Creative Industries CIX1 Health & Social Care V76B
JACS Code:	X900
Benchmarks:	QAA Education Benchmark, selected components of Benchmark General Business and Management and QAA Benchmark Art and Design
Date of Programme Approval:	June 2013

## 1. Brief Description of the Programme

This programme allows you to develop a critical reflective practice that will sustain you for the rest of your career. The award develops your practice or career through reflection and action allied to new knowledge, experiences and learning. There will be at least three occasions during the programme when you will engage your emerging career with real work situations, developing new learning each time.

One of the brilliant points about this degree is that it is multi-disciplinary; right from the start you will be working alongside students from all pathways, developing a kinship outside your own subject sector. Sometimes you will be working together to establish outcomes to the given briefs, at other times you will be sharing ideas and connections with your fellow students, developing a form of university working that is highly relevant to the mixed economy of our region.

## 2. Details of Accreditation by a Professional/Statutory Body (if appropriate)

N/A

## 3. Exceptions to Plymouth University Regulations

None

#### **4. Programme Aims**

This programme is intended to:

1. To contribute to the development of a skilled workforce in the South West region able to cope with the emerging challenges of an increasingly globalised economy and society.
2. To validate the contribution of both academic and vocational study towards personal and professional development.
3. To support effective engagement with employers and individuals in the design and delivery of programmes of study.
4. To balance the rigour required for academic study with the capacity to efficiently and effectively respond to employer/ entrepreneurial training and development needs.
5. To make available viable progression opportunities for students completing Foundation Degrees who might not otherwise have access to Honours level study, including supporting part-time learners from diverse backgrounds.
6. To establish a framework for the efficient and effective development of specialist pathways in response to the needs of specific employers and sectors.
7. To provide opportunities for networking and inter-professional learning within and across employment sectors.

**Pathway Aims and Outcomes are as follows;**

#### **BA Professional Development (Business Management)**

The BA Professional Development (Business Management) operates part time within our University Campus. The course is one of only a handful of programmes across the country that draws on the latest theories, methods, and practices to develop your leadership style.

It is expected that students have already gained industry experience and will continue to work in the sector, paid or on a voluntary basis, if undertaking this degree.

The qualification appeals to those working in the sector, and from other disciplines, or have significant interest and experiences, offering both the breadth of knowledge that the broader subject focus allows, while giving the opportunity for specialism and a focused career path.

The majority of our student's progress to further their study to level 7 or enter in the local workforce: as managers, teachers, health workers, and pedagogues.

All of the modules refer to the practical application of theory to work. A number of modules offer the opportunity to plan and deliver activities related to the specific working industry. The development of graduate skills is a priority that many past students remark upon, noting the considerable personal development and growth that they gained through the teaching and learning experience on the programme.

#### **BA Professional Development (Childhood Studies)**

## **BA Professional Development (Creative Industries)**

The BA Professional Development (Creative Industries) operates part time within our University Campus. The course is intended to develop your professional knowledge and skills enabling you to engage with methodologies and theories required to pursue a career in the creative industries.

It is expected that students have already gained industry experience and will continue to work in the sector, paid or on a voluntary basis, if undertaking this degree.

The qualification appeals to those working in the sector and from other disciplines, or have significant interest and experiences, offering both the breadth of knowledge that the broader subject focus allows, while giving the opportunity for specialism and a focused career path.

The majority of our student's progress to further their study to level 7 or enter in the local workforce: as managers, teachers, health workers, and pedagogues.

All of the modules refer to the practical application of theory to work. A number of modules offer the opportunity to plan and deliver activities related to the specific working industry. The development of graduate skills is a priority that many past students remark upon, noting the considerable personal development and growth that they gained through the teaching and learning experience on the programme.

## **BA Professional Development (Health & Social Care)**

The BA Professional Development (Health & Social Care) operates full time and part time within our University Campus. The course is intended to provide a comprehensive knowledge and crucial understanding of key health and social care concepts, services and provision that will enable the development of innovative practice within the professional environment.

It is expected that students have already gained industry experience and will continue to work in the sector, paid or on a voluntary basis, if undertaking this degree.

The qualification appeals to those working in the sector and from other disciplines, offering both the breadth of knowledge that the broader subject focus allows, while giving the opportunity for specialism and a focused career path.

The majority of our students progress to further their study to level 7 or enter in the local workforce: as managers, teachers, health workers, and pedagogues.

All of the modules refer to the practical application of theory to work. A number of modules offer the opportunity to plan and deliver activities related to the specific working industry. The development of graduate skills is a priority that many past students remark upon, noting the considerable personal development and growth that they gained through the teaching and learning experience on the programme.

## **5. Programme Intended Learning Outcomes (ILO)**

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

1. Reflect on and demonstrate professional practice focusing on connecting and constructing knowledge. Within this reflection and demonstration consider the development of their own professional practice, examining their knowledge, skills, competencies, behaviours, attitudes, and values and how these relate to the broader organisational and societal context.
2. Synthesise personal structures and methods to establish the process of continuing professional development as a life-long activity focusing on knowledge transfer and acquisition.
3. Utilise critical skills and applied research focusing on the development of transferable skills relevant both to academic study and to the workplace. At the core of this utilisation will be the evidencing, implementing and disseminating of knowledge.

### **BA Honours Professional Development (Business & Management) Programme Intended Learning Outcomes:**

1. To critically evaluate and analyse the subject of management, leadership and governance within a local and regional context.
2. To reflect upon their own practice and apply a range of theoretical frameworks in order to facilitate their own professional development within management and leadership.

### **BA Honours Professional Development (Childhood Studies) Programme Intended Learning Outcomes:**

1. To critically evaluate and analyse knowledge through the demonstration of understanding children's development within the context of global society.
2. To reflect upon their own practice, apply appropriate principles of research with theoretical knowledge to develop action plans for personal development and lifelong learning.

### **BA Honours Professional Development (Creative Industries) Programme Intended Learning Outcomes:**

1. To have critically analysed, reflected upon and evaluated the development of theory and practice in relation to a specific creative subject area.
2. To have established a creative subject sector driven practice underpinned with appropriate theoretical frameworks that forms the basis for continual development during the lifetime of creative occupation.

**BA Honours Professional Development (Health & Social Care)  
Programme Intended Learning Outcomes:**

**6. Progression Routes**

Master in Social Work  
 Post Graduate teacher Training  
 Graduate Social Work Programmes  
 Working within the Public Sector  
 Working within Private Sector  
 Working within the Charitable and Volunteer Sector

**7. Admissions Criteria**

Qualification(s) Required for Entry to the BA/BSc	Comments
<b>Subject Specific</b>	FdSc or FdA in appropriate subject area Diploma in Higher Education. The college’s standard admissions criteria will apply, however, all students who are undertaking the award will be entered for a Disclosure and Barring certificate, where appropriate. Students whose application for this certificate is denied will still be able to proceed with the award but where contact with any outside agencies is required staff and the student will negotiate appropriate alternatives. In order to continue the ethos of widening participation that is established in our FdA programme we feel that applicants with experience at the correct level demonstrated through portfolio and interview evidence would be eligible to enter the award.
<b>GCSE Maths and English</b>	Grade C or equivalent

**8. Academic Standards and Quality Enhancement**

The Programme Leader/Manager (or other descriptor) leads the Programme Committee in the following of 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 change 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):** The course has two specialist subject examiners.



**Additional stakeholders specific to this programme:** Student representation via an elected student representative will be a core method of obtaining objective feedback and constructive input on all elements of the student cohort experience whilst on the programme.

The student representative (s) will be involved in both the autumn and spring programme committee meetings, where they will have an opportunity to meet with both the programmes External Examiner and the Academic Liaison Person. The input of the student representative will be an integral part of the quality assurance process for this programme of study. In addition to the course student representative, Petroc has a lead student representative who arranges regular student representative meetings where information from both the Petroc HE Coordinator and the student representatives is disseminated in a meaningful and productive manner in order to improve the whole Higher Education experience for students at Petroc.

## 9. Programme Structure

<b>FHEQ level: 6 Business Management Part Time 4783</b>				
<b>P/T Route Year</b>	<b>When in Year? (I.e. Autumn, Spring etc.)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
Year One	Semester 1 (Autumn)	Core	20	NORD3005 Theories and Methods
Year One	Semester 2 (Spring)	Core	20	NORD3006 Critical Professional Practice
Year One	All Year	Core	20	NORD3008 Organisational Leadership
Year Two	All Year	Optional	40	NORD3012 Dissertation
Year Two	All Year	Optional	40	NORD3011 Work-Based Applied Research Project
Year Two	Semester 1 (Autumn)	Core	20	NORD3010 Globalisation from a Regional Perspective
<b>FHEQ level: 6 Creative Industries Part Time 4858</b>				
<b>P/T Route Year</b>	<b>When in Year? (I.e. Autumn, Spring etc.)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
Year One	Semester 1 (Autumn)	Core	20	NORD3005 Theories and Methods
Year One	Semester 2 (Spring)	Core	20	NORD3006 Critical Professional Practice
Year One	Semester 2 (Spring)	Core	20	NORD3007 Subject Sector Awareness
Year Two	All Year	Optional	40	NORD3012 Dissertation
Year Two	All Year	Optional	40	NORD3011 Work-Based Applied Research Project
Year Two	Semester 1 (Autumn)	Core	20	NORD3010 Globalisation from a Regional Perspective
<b>FHEQ level: 6 BA (Hons) Professional Development (Childhood Studies) Full Time 6890</b>				
<b>F/T Route Year</b>	<b>When in Year? (I.e. Autumn, Spring etc.)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
Year One	Semester 1 (Autumn)	Core	20	PETR3000 Exploring Children's Narratives
Year One	Semester 2 (Spring)	Core	20	NORD3009 Challenging Contemporary Concepts
Year One	Semester 2 (Spring)	Core	20	NORD3006 Critical Professional Practice in Context

Year One	Semester 1 (Autumn)	Core	20	NORD3010 Globalisation from a Regional Perspective
Year One	All Year	Core	40	NORD3012 Dissertation
<b>FHEQ level: 6 BA (Hons) Professional Development (Childhood Studies) Part Time 6891</b>				
<b>P/T Route Year</b>	<b>When in Year? (I.e. Autumn, Spring etc.)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
Year One	Semester 1 (Autumn)	Core	20	PETR3000 Exploring Children's Narratives
Year One	Semester 2 (Spring)	Core	20	NORD3009 Challenging Contemporary Concepts
Year One	Semester 2 (Spring)	Core	20	NORD3006 Critical Professional Practice in Context
Year Two	Semester 1 (Autumn)	Core	20	NORD3010 Globalisation from a Regional Perspective
Year Two	All Year	Core	40	NORD3012 Dissertation
<b>FHEQ level: 6 For: Health &amp; Social Care Full Time 5372</b>				
<b>F/T Route Year</b>	<b>When in Year? (I.e. Autumn, Spring etc.)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
Year One	Semester 1 (Autumn)	Core	20	NORD3005 Theories and Methods
Year One	Semester 2 (Spring)	Core	20	NORD3099 Concepts of Health
Year One	Semester 2 (Spring)	Core	20	NORD3100 Critical Professional Practice
Year One	All Year	Optional	40	NORD3102 Dissertation
Year One	All Year	Optional	20	NORD3101 Work-Based Applied Research Project
Year One	Semester 1 (Autumn)	Core	20	NORD3010 Globalisation from a Regional Perspective
<b>FHEQ level: 6 For: Health &amp; Social Care Part Time 5851</b>				
<b>P/T Route Year</b>	<b>When in Year? (I.e. Autumn, Spring etc.)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
Year One	Semester 1 (Autumn)	Core	20	NORD3005 Theories and Methods
Year One	Semester 2 (Spring)	Core	20	NORD3099 Concepts of Health
Year One	Semester 2 (Spring)	Core	20	NORD3100 Critical Professional Practice

Year Two	All Year	Optional	40	NORD3102 Dissertation
Year Two	All Year	Optional	20	NORD3101 Work-Based Applied Research Project
Year Two	Semester 1 (Autumn)	Core	20	NORD3010 Globalisation from a Regional Perspective

## 10. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributes 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 operationalized. 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: Level Six					
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><b>Knowledge / Understanding:</b></p> <p><a href="#">SEEC Level Four descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a> and for <a href="#">Education Studies</a></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p><b>1. Knowledge/ Understanding</b> Students will be able to demonstrate a knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that (those) area(s) of study.</p>	<p><b>Primary:</b> Lectures and seminars will be used to introduce and teach certain components of all modules. Tutorial support will be</p>	<p>A1 A3 A6</p>	<p>LO1 LO2 LO3</p>		

<p>In particular:</p> <ul style="list-style-type: none"> <li>• Theories of learning &amp; development in young children.</li> <li>• Factors affecting child development .Interactions within groups &amp; society</li> <li>• The methodology &amp; ethics of observations, assessment &amp; research of children’s development</li> <li>• The range of provision for children through social policies, health and education structures.</li> <li>• Considering the cultural, historical and political contexts in the UK and comparative study of structures in other countries.</li> <li>• Models of disability, influencing factors, policies &amp; procedures of inclusion, best practice and anti-discriminatory principles: demonstrate the ability to recognise and challenge inequalities, and to embrace an anti-bias curriculum</li> </ul>	<p>delivered, with a focus on pastoral and study support.</p> <p>Opportunities for seminars, practical activities, and engagement with outside agencies</p> <p><b>Secondary/ Supplementary:</b> Further opportunities for practical activities, work based learning and trips and events.</p> <ul style="list-style-type: none"> <li>• Case studies</li> <li>• presentations of own learning on chosen topics</li> <li>• use of internet &amp; other information sources</li> </ul>		<p>LO2 LO5 LO6</p>	<p>Case studies, essays, formative assignments and seminars. Evaluations of activities and plans</p> <p>Response to case studies.</p> <p>Essay, formative assignments and debates.</p> <p>Academic poster presentation</p> <p>Response to case studies. Formative seminars. Guest speakers and training.</p>	<p>NORD1120 NORD1117</p> <p>NORD1117</p> <p>NORD1118</p> <p>NORD1119</p> <p>NORD1120 NORD1117</p>
<p><a href="#">An explanation for embedding Knowledge and Understanding through Teaching &amp; Learning and Assessment at this level of the programme:</a></p>					

Assessment is carried out through a variety of methods such as, case studies, coursework, essays, presentations, academic posters, reflective logs, workplace engagement, literature reviews etc. Formative work in each module will also be undertaken to ensure that students are fully prepared for the summative assessments. All lecturers will ensure that students have the opportunity to practice on more than one occasion the type of assessment required in each module.

<p><b>Cognitive and Intellectual Skills:</b>  <a href="#">SEEC Level Four descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a> and for <a href="#">Education Studies</a></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"> <li>• An ability to identify, recognise and apply key theories, paradigms, concepts and principles: demonstrating the ability to evaluate competing positions, and constructively critique theories and research.</li> <li>• Demonstrate knowledge and awareness of professional and practical skills such as working with others, leading and supporting peers, parents, children, and other professionals.</li> <li>• Demonstrate competency in IT and research skills</li> </ul>	<p>Primary:  Lectures will act as introductions to learning outcomes, to establish a firm knowledge base. This will be further developed by the use of seminars to embed and develop the analysis and critical viewpoints and awareness.</p> <p>Tutorial support will be delivered, with a focus on pastoral and study support.</p>	<p>A2 A3 A4</p> <p>A1 A6</p> <p>A1</p>	<p>LO1 LO2</p> <p>LO7 LO6</p>	<p>Reflective assessments Academic posters</p> <p>Essays and written accounts</p> <p>Reflection on group activities and peer reviews</p> <p>PDP file</p>	<p>NORD1117 NORD1119</p> <p>NORD1116 NORD1112</p> <p>All modules</p> <p>NORD1112</p>
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<ul style="list-style-type: none"> <li>Awareness and reflection upon self and others, within a spirit of research and inquiry</li> </ul>	<p><i>Secondary/Supplementary:</i></p> <ul style="list-style-type: none"> <li>Case studies &amp; problem solving exercises</li> <li>Research reports &amp; presentations</li> </ul>	<p>A3</p>	<p>LO5</p> <p>LO3</p>	<p>Reflective Accounts</p> <p>Peer Appraisals</p>	<p>NORD1116</p> <p>NORD1120</p>
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching &amp; Learning and Assessment at this level of the programme: Assessment is carried out in a variety of innovative ways to prevent over emphasis on one or two particular skills and to accommodate a range of skills and learning styles. Students are supported through workshops, online learning activities and environments, small and larger group work, supported independent learning, and research supervision.</p>					
<p><b>Key Transferable Skills:</b></p> <p><a href="#">SEEC Level Four descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a> and for <a href="#">Education Studies</a></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Students will be able to demonstrate an ability to evaluate critically the appropriateness of different approaches to solving problems; use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis and effectively communicate information, arguments, and analysis, in a variety</p>	<p><i>Primary:</i></p> <p>Work based learning will enable students to convert the theoretical and practical skills gained, and establish them within the context of the workplace.</p> <p>Outdoor and experiential activities will further enhance learning and enable students to prepare for</p>	<p>A1</p> <p>A3</p> <p>A7</p> <p>A2</p> <p>A6</p> <p>A4</p>	<p>LO3</p> <p>LO5</p> <p>LO7</p> <p>LO3</p> <p>LO4</p>	<p>PDP file</p> <p>Response to case studies</p> <p>PDP file</p> <p>Response to case studies</p> <p>Essays</p>	<p>NORD1112</p> <p>NORD1120</p> <p>NORD1117</p> <p>NORD1112</p> <p>NORD1117</p> <p>NORD1118</p> <p>NORD1120</p>



<p>of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. In particular:</p> <ul style="list-style-type: none"> <li>• Reflective, observation &amp; assessment skills</li> <li>• Self-management based on own learning style</li> <li>• Communication &amp; interpersonal skills</li> <li>• Work effectively and supportively within a team to maintain agreed responsibilities and deadlines</li> <li>• Sensitively meets obligations to others acknowledging diversity and equality of opportunity</li> <li>• Competency in presenting information in a range of media and methods</li> <li>• Evidence a reflective and proactive approach to their own learning and progression</li> </ul>	<p>work placements, where appropriate.</p> <p>A range of modules offer the opportunity for students to research and work together in formative tasks.</p> <p>Tutorial support will be delivered, with a focus on pastoral and study support.</p> <p><a href="#">Secondary/Supplementary:</a></p> <ul style="list-style-type: none"> <li>• Class, seminar and work-based interactions, feedback and assessments Workshops and dedicated study skills support in NORD1112.</li> </ul>	<p>A7</p>	<p>LO5</p> <p>LO7</p>	<p>PDP file</p> <p>Formative assessment and feedback from lecturers and peers</p>	<p>NORD1112</p> <p>NORD1112 NORD1120 NORD1117</p>
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An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:

Clear and effective written and verbal communication skills are developed throughout the two years through the formative assessment of written and oral work.

This work may take a variety of forms- essays, debates, presentations, reflective logs, practical assessments and presentation of reports or ideas.

At the commencement of the course, the attention of students will be drawn to the need for effective written and verbal communication in induction and this will be further developed through seminars and students own independent study, supported through comprehensive workshops and lecture sessions.

Group work is encouraged via a range of practical tasks and activities embedded across all the modules. Formative assessment will take place in all modules to ensure students understand what is required of them and peer and self-assessment will play a considerable role, how to critically evaluate theirs and others performance, build on that knowledge and develop practice.

**Employment Related Skills:**

[SEEC Level Four descriptors](#) and QAA Subject Specific Benchmark for [Early Childhood Studies](#) and for [Education Studies](#)

By the end of this level of this programme the students will be able to demonstrate for a threshold pass:

Students will be able to demonstrate an ability to undertake further training and develop new skills within a structured and managed environment, and the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility.

Primary:  
Work based learning (50 hours in placement) and the process of obtaining and reflecting upon the placement.  
Engagement with outside agencies and employers  
Experiential learning embedded in lectures, workshops and

A1  
A3  
A7

PDP file  
Peer Appraisals and reflections

NORD1112  
NORD1116

<p>In particular to:</p> <ul style="list-style-type: none"> <li>• Reflective Practice and Professional Development action Planning</li> <li>• Observations and assessment of children</li> <li>• Writing and presenting information for different audiences, and in different styles</li> <li>• An ability to work with others</li> <li>• Using ICT appropriately in a range of contexts</li> </ul>	<p>activities.</p> <p><i>Secondary/Supplementary:</i></p> <ul style="list-style-type: none"> <li>• Coursework of all types</li> <li>• Links between theory and practice</li> <li>• PDP</li> </ul>		<p>LO1, 2, 3, 4, 7</p> <p>LO6, LO3</p> <p>LO5 LO7</p>	<p>PDP file</p> <p>Case studies</p> <p>Formative reflections</p> <p>Group work and peer reviews</p> <p>Academic poster presentation</p>	<p>NORD1112</p> <p>NORD1120</p> <p>NORD1117</p> <p>NORD1116</p> <p>NORD1119</p> <p>All modules</p>
<p><i>An explanation for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:</i></p> <p>Many of the key transferable skills are also practical and employment skills. However, the examples chosen here are skills which are transferable to any form of employment and are specifically aimed at key components of many jobs. Students are expected to function as Early Years Professionals and progress to developing practice as pedagogues and sector key workers; applying principles of theory in practice.</p>					
<p><b>Practical Skills:</b></p> <p><a href="#">SEEC Level Four descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a> and for <a href="#">Education Studies</a></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"> <li>• <b>Practical Skills</b> (subject specific)</li> <li>• Computer and information technology skills</li> <li>• Presentation and oral communication skills</li> <li>• Written communication</li> </ul> <p>Students will be able to demonstrate</p>	<p><i>Primary:</i></p> <ul style="list-style-type: none"> <li>• Lectures &amp; seminars</li> <li>• Work-based learning module</li> <li>• Library and other research exercises</li> <li>• Group work awareness and practice</li> <li>• Case studies and role</li> </ul>	<p>A1 A2 A3</p> <p>A6</p>	<p>LO2</p> <p>LO3</p> <p>LO5</p> <p>LO7</p>	<p>Academic Posters</p> <p>Presentations</p> <p>Assessing and creating policy and provision</p>	<p>NORD1112</p> <p>NORD1116</p> <p>NORD1118</p>

<p>an ability to apply subject principles in an employment context possibly different from that in which they were first studied; undertake further training, develop existing skills and acquire new competencies that will enable them to assume significant responsibilities within organisations and demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making. In particular:</p> <ul style="list-style-type: none"> <li>• Interactive &amp; group skills</li> <li>• Computer &amp; information technology skills</li> <li>• Presentation &amp; oral communication skills</li> <li>• Written communication</li> <li>• Self-appraisal, reflective practice and professional Development action planning</li> <li>• <b>Practical Skills</b> (subject specific)</li> <li>• Observations &amp; assessment of children via case studies</li> <li>• Report writing</li> <li>• Reflective practice</li> </ul>	<p>play</p> <p>Secondary/Supplementary:</p> <ul style="list-style-type: none"> <li>• Computer-based learning and assessment</li> <li>• Independent study module</li> </ul>				
<p>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:  Many of the key transferable skills are also practical and employment skills. All modules use practical, experiential and real-world links and activities to further promote the applicability of theory to practice.</p>					

**FHEQ level: Level Five**

Definition of Graduate Attributes and Skills Relevant to this Programme	Teaching & Learning Strategy/Methods	Prog Aims	Prog Intended Learning Outcomes	Range of Assessments	Related Core Modules
<p><b>Knowledge / Understanding:</b></p> <p><a href="#">SEEC Level Five descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a> and for <a href="#">Education Studies</a></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"> <li>The ability to critically explore and examine cultural and historical features surrounding children and childhood.</li> <li>Demonstrate knowledge of, and ability to plan, for the assessment, evaluation and the creation and support of improved learning opportunities for young children.</li> </ul>	<p><b>Primary:</b> Lectures and seminars will be used to introduce and teach certain components of all modules. Subject specific of the programme will require reference to peer reviewed journals together with lectures and seminars</p>	<p>A1 A2 A5 A6</p>	<p>LO1</p>	<p>Literature review and research Evaluation of literature Research proposal Annotated Bibliography Storytelling activity</p>	<p>NORD2123 NORD2124 NORD2127  NORD2127</p>



as lectures and seminars to introduce topics, with group work and formative assessment and feedback enabling constructive developmental feedback.

Assessment is carried out through a variety of methods such as: case studies, coursework, essays, presentations, reflective logs, workplace engagement, literature reviews etc. Formative work in each module will also be undertaken to ensure that students are fully prepared for the summative assessments. All lecturers will ensure that students have the opportunity to practice on more than one occasion the type of assessment required in each module.

<p><b>Cognitive and Intellectual Skills:</b></p> <p><a href="#">SEEC Level Five descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a> and for <a href="#">Education Studies</a></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Students will be able to demonstrate an ability to apply underlying concepts and principles outside the context in which they were first studied. In particular:</p> <ul style="list-style-type: none"> <li>• Apply knowledge of theory when interpreting experiences. Use experiences to understand theory and reflect on practice.</li> <li>• Analyse and interpret observations and assessment in the light of theory.</li> </ul>	<p><b>Primary:</b> Lectures will act as introductions to learning outcomes, to establish a firm knowledge base. This will be further developed by the use of seminars to embed and develop the analysis and critical viewpoints and awareness. The use of journals will also enable students to synthesis and establish a core</p>	<p>A4 A2 A6 A3</p>	<p>LO1 LO2 LO7</p>	<p>Reflective accounts Written evaluation and plans of practice</p>	<p>NORD2123 NORD2126 NORD2127  NORD2122</p>
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<ul style="list-style-type: none"> <li>• Problem solving and research skills.</li> <li>• An ability to identify, recognise and apply key theories, paradigms, concepts and principles.</li> <li>• Demonstrate a critical understanding of the links between key themes: ethics, politics, culture and ideology.</li> </ul>	<p>competency of understanding.</p> <p>Tutorial support will be delivered, with a focus on pastoral and study support.</p> <p>Further opportunities for work-based learning will enable students to develop their critical thinking and critical skills</p> <p>Secondary/ Supplementary: Further opportunities for practical activities, work based learning and trips and events</p>		<p>LO3 LO5</p> <p>LO4 LO6 LO7</p>	<p>Planned activities and sessions, reflection on plans.</p> <p>Written accounts Research proposal and literature review</p>	<p>6 NORD2127</p> <p>NORD2123 NORD2124</p>
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[An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme:](#)

The key components of description, analysis, critical evaluation and synthesis will be further developed by a range of critical seminars, guest speakers, and relation to real-world scenarios to establish the theory within the range of professional settings applicable.

Assessment is carried out in a variety of ways to prevent over emphasis on one or two particular skills and to accommodate a range of skills and learning styles. Problem solving, planning, evaluation and critical evaluation, using the skills in oral applications and through coursework will judge and support the students' developing skills and also allow the students to be assessed in a balanced way.

Students are supported and encouraged to develop their own lines of enquiry and thinking, in pursuing areas of particular interest, selecting their own choice of literature for assignments such as NORD2123, NORD2124 and identifying areas relevant to their own practice in NORD2125 and NORD2128.



<p><b>Key Transferable Skills:</b></p> <p><a href="#">SEEC Level Five descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a></p> <p>and for <a href="#">Education Studies</a></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"> <li>• An ability to communicate well, adapting interpersonal and communication skills to a range of situations, audiences and Degrees of complexity.</li> <li>• Demonstration of competency in working alone and as a team, listening carefully to others and reflecting critically on skills and views of oneself and others.</li> <li>• An ability to act with limited supervision and direction, within defined guidelines, accepting responsibility for achieving personal and/or group outcomes and/or outputs.</li> <li>• Competency in presenting information in a range of media</li> </ul>	<p>Primary: Work based learning will enable students to convert the theoretical and practical skills gained, and establish them within the context of the workplace.</p> <p>Experiential and practical learning opportunities will further enhance learning and enable students to prepare for work placements, where appropriate.</p> <p>Tutorial support will be delivered, with a focus on pastoral and study support.</p>	<p>A1, A2</p> <p>A4 A5 A7</p>	<p>LO2 LO5 LO3 LO6</p>	<p>Presentations</p> <p>Seminar and debate</p> <p>Reflection and evaluation of professional skills</p> <p>Research proposal and Literature reviews</p>	<p>NORD2126 NORD2124</p> <p>NORD2125</p> <p>NORD2123 NORD2124</p>
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<p>and methods</p> <ul style="list-style-type: none"> <li>Evidence a reflective and proactive approach to their own learning and progression</li> </ul>	<p>Secondary/Supplementary: Further opportunities for field and practical work, work based learning and trips and events.</p>		<p>LO5 LO3 LO2</p>	<p>Response to person specification</p> <p>Reflection and evaluation of professional skills</p>	<p>NORD2125</p> <p>NORD2125 NORD2128 NORD2126</p>
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An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme:

Clear and effective written and verbal communication skills are developed throughout the two years through the formative assessment of written and oral work. This work may take a variety of forms: essays, debates, presentations, reflective logs, presentation of reports, responses to articles or case studies and in more innovative methods of assessment, such as the response to professional standards and specifications, designing of provision and practice or presenting an artefact, and research proposals.

At the commencement of the course, the attention of students will be drawn to the need for effective written and verbal communication in induction and this will be further developed through seminars and students own independent study, supported through comprehensive workshops and lecture sessions.

Information Technology will be enabled via the VLE, use of appropriate software.

Formative assessment will take place in all modules to ensure students understand what is required of them while peer and self-assessment will play a considerable role.

<p><b>Employment Related Skills:</b></p> <p><a href="#">SEEC Level Five descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a> and for <a href="#">Education Studies</a></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"> <li>Evidence of having undertaken Work Based Learning, principally at Stage 4 but ongoing, and had meaningful contact with outside agencies, providers and/or employers, specifically to have related theory to their own skills or practice, and developed according to conclusions drawn from these reflections.</li> <li>To have developed the skills necessary for self-managed and lifelong learning (e.g. working independently, time management, organisational, leadership and knowledge transfer skills)</li> </ul>	<p><b>Primary:</b> Work based learning (50 hours in placement) and the process of obtaining and reflecting upon the placement continued into Level 5.</p> <p>Engagement with outside agencies and employers</p> <p>Experiential learning embedded in lectures, workshops and practical activities.</p> <p><b>Secondary/ Supplementary:</b> Further opportunities for practical work, work based learning and trips and events appropriate to</p>	<p>A1 A3</p>	<p>LO2 LO3</p> <p>LO5 LO6 LO7</p>	<p>Reflection and evaluation of professional skills</p> <p>Presentation of plans</p> <p>Reflection and evaluation of professional skills</p>	<p>NORD2125 NORD2128</p> <p>NORD2125</p>
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<p>To have identified and worked towards targets for personal, academic and career development</p> <ul style="list-style-type: none"> <li>To have developed an adaptable, flexible and effective approach to study and work.</li> </ul>	<p>employment related skills.</p>			<p>Reflection and evaluation of professional skills</p>	<p>NORD2125</p>
<p>An explanation for embedding Employment Related Skills through Teaching &amp; Learning and Assessment at this level of the programme:  The embedding of WBL and drawing on of professional practice is embedded at the heart of the programme. In addition, the options to specialise in study by selecting the FdA T&amp;L or FdA ECS offers both specialist focus and an early reflection on practice and career development.  Students are encouraged to extend this work-based learning and reflection beyond Level 4 and into Level 5 and their personal practice.</p>					
<p><b>Practical Skills:</b></p> <p><a href="#">SEEC Level Five descriptors</a> and QAA Subject Specific Benchmark for <a href="#">Early Childhood Studies</a> and for <a href="#">Education Studies</a></p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Students will be able to demonstrate an ability to apply subject principles in an employment context possibly different from that in which they were first studied; undertake further training, develop existing skills and</p>	<p><b>Primary:</b></p> <p>Tutorial support will be delivered, with a focus on pastoral and study support.</p> <p>Opportunities for practical work and engagement with</p>				

<p>acquire new competencies that will enable them to assume significant responsibilities within organisations and demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making. In particular:</p> <ul style="list-style-type: none"> <li>• Interactive &amp; group skills</li> <li>• Computer &amp; information technology skills</li> <li>• Presentation &amp; oral communication skills</li> <li>• Written communication</li> <li>• Self-appraisal, reflective practice and professional Development action planning</li> <li>• <b>Practical Skills</b> (subject specific)</li> <li>• Observations &amp; assessment of children</li> <li>• Report writing</li> <li>• Reflective practice</li> <li>• Planning for young children's learning and assessment</li> <li>• Planning for enabling and enriching environments</li> </ul>	<p>outside agencies</p> <p><b>Secondary/ Supplementary:</b> Further opportunities for field and practical work, work based learning and trips and events appropriate to employment related skills.</p>	<p>A1 A3 A6 A7</p>		<p>Presentation Research proposal Design and evaluating spaces</p>	<p>NORD2125 NORD2126 NORD2128 NORD2127</p> <p>NORD2124</p>
<p><b>An explanation for embedding Practical Skills through Teaching &amp; Learning and Assessment at this level of the programme:</b> The embedding of WBL and drawing on of professional practice is embedded at the heart of the programme. In addition, the options to specialise in study by selecting the FdA T&amp;L or FdA ECS offers both specialist focus and an early reflection on practice and career development. The practical nature of many careers in Education and Early Years mean there is an overlap here with Employability and other skills, and this provides an underpinning rationale and framework to the FdA.</p>					

## 11. 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: 4					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
<p>Work based learning: 50 hours in practice as a minimum: students will be advised at interview that they should expect to undertake the equivalent of one full working day a week in practice: paid or voluntary.</p> <p>Guest Speakers</p> <p>Training and further professional development</p>	<p>Work experience will be embedded in NORD1112, where students will be encouraged and supported to undertake meaningful CPD in their own practice and/or engage with new roles.</p> <p>Guest speakers will be arranged to time with appropriate content within modules, potentially combining with other FdA guest speakers</p> <p>Typically, students are offered training in local Safeguarding practice (certificated) and may choose to access First Aid or other courses offered</p>	<p>A2 A4 A5</p>	<p>LO3 LO4 LO7</p>	<p>Reflection PDP files Activities and tests</p>	<p>NORD1112</p> <p>All modules will potentially have speakers, trips and /or other activities involving external stakeholders.</p>
<p>An explanation of this map: Work-based learning is embedded within the core modules. Specific work placement experience may be gained through our partnerships with organisations, or by supporting students to identify areas for development within their existing organisation or source an opportunity for themselves. Students will reflect regarding their skills and skills gaps, which will inform their placement choices and applications.</p>					

FHEQ level: Level Five

WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
<p>Guest Speakers</p> <p>Minimum 50 hours work experience</p> <p>Links to own practice and professional development.</p>	<p>Guest speakers will be arranged to time with appropriate content within modules, potentially combining with other FdA guest speakers</p> <p>Work experience will be embedded in NORD1112, where students will be encouraged and supported to undertake meaningful CPD in their own practice and/or engage with new roles.</p>	<p>A1 A2 A3 A4 A5</p>	<p>LO2 LO3 LO4</p>	<p>Reflection PDP files Activities and tests</p> <p>Embedded in Level Four: students will be encouraged to continue to gain experience and to draw on professional practice.</p>	<p>All modules at teaching level – in lecture and activities provided</p> <p>All modules will potentially have speakers, trips and /or other activities involving external stakeholder In assessment: NORD2125</p>

An explanation of this map Guest speakers and their knowledge will also be drawn upon to further develop students' critical thinking and analytical abilities. The HE Employability Conference at Petroc, and access to key events at Plymouth University, encompasses a broad range of guest speakers, valuable workshops and opportunities to reflect on practice providing students with an opportunity to improve their employment potential.

# Module Records

Below you will see a detailed breakdown of each module offered on this course:

## SECTION A: DEFINITIVE MODULE RECORD

<b>MODULE CODE:</b> NORD3005	<b>MODULE TITLE:</b> Theories and Methods
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> X900
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<b>PRE-REQUISITES:</b> N	<b>CO-REQUISITES:</b> N	<b>COMPENSATABLE:</b> Y
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### **SHORT MODULE DESCRIPTOR**

This module introduces or reinforces the skills relevant to the degree pathway and concentrates on developing both employability and supporting learning and development. Students will be introduced to the qualities and transferable skills necessary for appropriate academic work and employment, by developing a range of subject-specific techniques.

### **ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]**

WRITTEN EXAMINATION	COURSEWORK	PRACTICE
	C1	100%

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

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

### **MODULE AIMS:**

- The module aims to support students in developing as autonomous learners at HE level, acting with initiative and reflection on performance in context, taking responsibility for their own learning and development and drawing from reflection and feedback to analyse their own capabilities, whilst also supporting the rest of the degree programme by introducing or reinforcing relevant research, academic and professional skills.
- Students will also develop a comprehensive PDP portfolio of evidence that supports their career development and practice.
- Through collaborative working, students will demonstrate a knowledge of their own sector and develop and inter-relationship with other fields.

### **ASSESSED LEARNING OUTCOMES:**

At the end of this module the learner **will be able to:**

**LO1** - Using academic conventions demonstrate how relevant perspectives have informed and enhanced their practical experience and/or knowledge within their subject area.

**LO2** - Using effective communication skills, demonstrate the ability to contribute to a multi-disciplinary team working project using established subject-specific techniques.

**LO3** - Take responsibility for their own learning and development, using reflection and feedback to analyse their own capabilities, plan for development of skills towards career goals appraise



alternatives and implement actions. Demonstrate a level of autonomy by working with minimal supervision.

**DATE OF APPROVAL:** June 2013

**FACULTY/OFFICE:** Academic Partnerships

**DATE OF IMPLEMENTATION:** 19/09/2017

**SCHOOL/PARTNER:** Petroc

**DATE(S) OF APPROVED CHANGE:** XX/XX/XXXX

**TERM:** Semester 1 Autumn

Additional notes (for office use only):

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

**ACADEMIC YEAR:** 2022-23

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Steve Berry

**OTHER MODULE STAFF:**

### **Summary of Module Content:**

Exploration of reflection and metacognition, self-evaluation and personal action planning to support development. The collaborative working task is designed to improve interpersonal and communication skills, with relevant theories and concepts supported in lectures. Students will be supported through lectures and workshops to explore generic and subject specific academic literacy and research conventions; including critical thinking, project planning in teams, academic referencing and presentations. This provision will develop relevant ICT and study skills competences to support academic and professional practice.

### **SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	32	
Workshops	16	
Tutorial	32	This will include specific project tutorials
Guided Independent Study	120	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework			100%	Reflective Account (LO1, LO2, LO3)

**Updated by:** Stacey Tanton  
**Date:** 15/05/20

**Approved by:** Stacey Tanton  
**Date:** 15/05/20

### **Recommended reading:**

Bedford, D. Wilson, E. (2009) Study Skills for Part-time Students Essex: Pearson Education

Belbin, M. (2010) Team roles at Work. 2nd Edn. Elsevier: Oxford

Bolton, G. (2010) Reflective Practice: Writing and Professional Development. 3rd Edn. London: Sage

Crème, P. Lea, M. (2008). Writing at University. 3rd edn. Maidenhead: OU Press

Levin, P. (2005) Successful teamwork! for undergraduates and taught postgraduates working on group projects. OUP: Maidenhead

Pears, R. Shields, S. (2008) Cite them Right: the essential guide to referencing. Newcastle-upon-Tyne: Pear Tree Books

## **SECTION A: DEFINITIVE MODULE RECORD**

<b>MODULE CODE:</b> NORD3007	<b>MODULE TITLE:</b> Subject Sector Awareness
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> X900
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<b>PRE-REQUISITES:</b>	<b>CO-REQUISITES:</b>	<b>COMPENSATABLE:</b> Y
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<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> It is important for a Creative Industries practitioner to be able to place themselves within a subject sector created by practice, aesthetics and cultural influences. To develop their practice whilst gaining an understanding of position within a subject sector students devise a negotiated proposal developing a focused and searching enquiry through research, contextualisation and practice into notions of audience.
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### **ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]**

WRITTEN EXAMINATION	COURSEWORK	PRACTICE
	C1	100%

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> Education
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<b>Professional body minimum pass mark requirement:</b> N/A
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<b>MODULE AIMS:</b> <ul style="list-style-type: none"><li>• To undertake critical research that demonstrates an understanding of their creative practice's position within their specialist sector.</li><li>• To present a defined and purposed proposal with research plan, identification of genre and audience.</li><li>• Demonstrate the synthesis the of their critical and creative engagement</li><li>• Demonstrate the current professional requirements of the sector</li></ul> <b>ASSESSED LEARNING OUTCOMES:</b> <p>At the end of the module the learner will be expected to be able to:</p> <ul style="list-style-type: none"><li>• Utilise appropriate research methodologies to establish how their creative practice responds to their creative sector.</li><li>• Devise a proposal for a project that addresses their positioning and understanding within the creative sector particularly responding to their research. In so doing challenging and extending their practice through a body of new work.</li><li>• To document the critical and creative engagement demonstrating creative risk taking and innovation.</li><li>• Demonstrate and evaluate how the final artwork addresses professional expectations of execution, comprehending issues of presentation, audience and context of use.</li></ul>
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<b>DATE OF APPROVAL:</b> June 2013	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 19/09/2017	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> Semester 2 Spring

Additional notes (for office use only):
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## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2022/2023	<b>NATIONAL COST CENTRE:</b> 135
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<b>MODULE LEADER:</b> Ski Martin	<b>OTHER MODULE STAFF:</b>
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### **Summary of Module Content**

By a student investigating their creative position within a diverse and developing sector they will be able to devise a negotiated conceptual framework for specialist practice. In the critiquing of relevant contemporary creative practice, approach and theories, students will be encouraged to explore the limits of their professional genre, preferences and skills and strive to discover more.

This project although self-devised will be negotiated with tutors to ensure that proposals have sufficient potential and capacity to satisfy the learning outcomes and enable learning with focused and searching enquiry through research, contextualisation and practice into notions of audience.

### **SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	4	
Seminars/Peer discussion	12	
Tutorial	30	
Private Study	114	
Studio Activity	32	
Assessment and Feedback, student reflection	2	
External Engagement	6	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1		100%	Portfolio of artwork together with reflective logs and journals.

<b>Updated by:</b> Stacey Tanton <b>Date:</b> 15/05/2020	<b>Approved by:</b> Stacey Tanton <b>Date:</b> 15/05/2020
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### **Recommended Texts and Sources**

Simon ,N (2010) *The Participatory Museum*, Museum 0.2

Wenger, E.(1999) *Communities of Practice: Learning, Meaning, and Identity*, Cambridge University Press

Chambers, H (2009) *People with Passion*, by Helen Chambers, National Children's Bureau

(2005) *Keeping Arts Safe: Protection of children, young people and vulnerable adults involved in arts activities*, [http://www.artscouncil.org.uk/publication\\_archive/](http://www.artscouncil.org.uk/publication_archive/)

Robinson ,K (2011) *Out of Our Minds - Learning to Be Creative*, Capstone, <http://www.a-n.co.uk/publications/document/21489>

## **SECTION A: DEFINITIVE MODULE RECORD**

<b>MODULE CODE:</b> NORD3008	<b>MODULE TITLE:</b> Organisational Leadership
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> X900
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> N	<b>COMPENSATABLE:</b> Yes
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<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> A multi layered explorations of the impact of leadership on organisational dynamics. The module will explore a range of perspectives on organisations and the impact these perspectives can have on leadership behaviour. The module will explore the participative nature of leadership from a complexity perspective, encouraging you to reflect deeply on your lived experience of leadership and organisational life.
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>			
WRITTEN EXAMINATION	COURSEWORK		PRACTICE
	<b>C1</b>	100%	

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> Education
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<b>Professional body minimum pass mark requirement:</b> N/A
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<b>MODULE AIMS:</b> <ul style="list-style-type: none"><li>• Explore a range of perspectives on the nature of leadership and organisations.</li><li>• Help individuals reflect on their current views of leadership and organisations and how these relate to their own lived experience.</li><li>• Encourage students to slow down and attend to their lived experience of being in organisations long enough for new ways of making sense of their experience to emerge.</li></ul>
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<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below) At the end of the module the learner will be expected to be able to: <b>LO1</b> Analyse the impact on leadership of holding different perspectives on organisations. <b>LO2</b> Attend to and reflect on your own lived experience of leadership and organisations, drawing particular attention to the impact of your own way of being. <b>LO3</b> Demonstrate the ability to use a broad range of ways to make sense of your experience of organisations. <b>LO4</b> Demonstrate an approach to reflective practice that will enable you to continue to develop your own practice beyond the length of the course.
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<b>DATE OF APPROVAL:</b> June 2013	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 16/09/2013	<b>SCHOOL/PARTNER:</b> PETROC
<b>DATE(S) OF APPROVED CHANGE:</b> March 2022	<b>TERM:</b> All Year

Additional notes (for office use only):
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## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

**ACADEMIC YEAR:** 2022-23

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Lee Norburn

**OTHER MODULE STAFF:**

### Summary of Module Content

An exploration of leadership and organisations from a range of theoretical perspectives, with particular focus on understanding organisations from a complexity perspective.

Students will be encouraged to explore their own current issues and lived experiences from a range of different perspectives and notice any shifts in understanding that emerge from this process. In order to assist this, learners will be offered the opportunity to develop some essential leadership skills such as active listening, non-directive coaching, finding and holding their own questions, and slowing down long enough for new ways of making sense in the moment to emerge.

### SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*

Scheduled Activities	Hours	Comments/Additional Information
Lectures, discussion tasks and seminars	48	
Self-directed study	152	Formative tasks as set
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

Category	Element	Component Name	Component weighting	Comments Include links to learning objectives
Coursework	C1		40%	<b>Summative assessment</b> – an individually chosen focus for essay (2000 words) <b>Summative assessment</b> - an individual reflection on your own lived experience of leadership and organisations (2,500 words).
			60%	
			100%	

**Updated by:** Stacey Tanton

**Date:** 15/05/2020

**Approved by:** Stacey Tanton

**Date:** 15/05/2020

## **SECTION A: DEFINITIVE MODULE RECORD**

<b>MODULE CODE:</b> NORD3099	<b>MODULE TITLE:</b> Concepts of Health
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> X900
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<b>PRE-REQUISITES:</b>	<b>CO-REQUISITES:</b>	<b>COMPENSATABLE:</b> Y
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<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters):</i> The economic cost of ill health to western governments is unsustainable in its current form. Key conceptual thoughts surrounding paradigm shifts within societal constructs of health and social care will be explored in relation to the processes of national political policy and globalisation. The module will enable students to contextualise the aforementioned issues within a localised setting.
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>			
	COURSEWORK		
	C1	100%	

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> Education
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<b>Professional body minimum pass mark requirement:</b> N/A
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<b>MODULE AIMS:</b> Provide students with an understanding of the process of paradigmatic construction of western notions of health and social care. To integrate current awareness of social constructs that reinforce and fragment existing paradigms. Students will develop an ability to construct innovative conceptualisations of health and social care within locally contextualised formats in order to explore potential future developments.
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<b>ASSESSED LEARNING OUTCOMES:</b> LO1: Identify contemporary health and social care paradigms LO2: Justify current social constructs which reinforce and/or fragment existing paradigms LO3: Critically evaluate the effects of current social constructs of health and social care. LO4: Identify from the critical evaluation the possibility of future developments within constructs of health and social care LO5: Justify the possibility of the creation of innovative and sustainable conceptualisation of health and social care within a localised context.
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<b>DATE OF APPROVAL:</b> June 2013	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 19/09/2017	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> 03/2022	<b>TERM:</b> Semester 2 Spring

Additional notes (for office use only):
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## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2022/2023	<b>NATIONAL COST CENTRE:</b> 135
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<b>MODULE LEADER:</b> Clark Denby	<b>OTHER MODULE STAFF:</b>
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### **Summary of Module Content:**

The economic cost of ill health to western governments is unsustainable in its current form. Key conceptual thoughts surrounding paradigm shifts within societal constructs of health and social care will be explored in relation to the processes of national political policy and globalisation. The module will enable students to contextualise the aforementioned issues within a localised setting.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	24	
Seminars	24	
Tutorial	30	
Guided Independent Study	122	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1		60%	Essay LO1,2,3,4,5
	C2		40%	

<b>Updated by:</b> Stacey Tanton <b>Date:</b> 15/05/2020	<b>Updated by:</b> Stacey Tanton <b>Date:</b> 15/05/2020
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### **Recommended reading:**

Bailey, R. (2011) *Letting Children be children: Report of an Independent Review of the Commercialisation and sexualisation of Childhood*. Available at <http://www.education.gov.uk/publications/standards/publicationDetail/Page1/CM%208078#downloadableparts>

Buckingham, D. (2011) *The Material Child-Growing up in Consumer Culture*. Cambridge: Polity

Byatt, A. S. (2009) *The Children's Book*. UK: Chatty & Windups

Children's Rights Alliance for England (CRAE)(2011) *State of Children's Rights in England*  
Available at <http://www.crae.org.uk/protecting/socr.html>

Baldock, P.(2010) *Understanding cultural diversity in the early years*. London: International Journal of Educational DevelopmentSage



Clark, M. and Tucker, S. (2010) *Early Childhood in a Changing World*. Nottingham: Trentham Books

Crichton, C. (2003) *Moral Panics and the Media*. Buckingham: Open University Press

Guldberg, H. (2009) *Reclaiming Childhood: Freedom & Play in an age of Fear*. London: Routledge

The Children's Society (2012) *The Good Childhood Report 2012: A Review of our Children's Well-being*. Leeds: The Children's Society. Available at:

<http://www.childrenssociety.org.uk/sites/default/files/tcs/good-childhood-report2012-final.pdf>

Jones, P. and Welch, S. (2010) *Rethinking Children's Rights: Attitudes in Contemporary Society*. London: New Childhoods: Continuum

Lloyd, E. and Penn, H. (2012) *Childcare Markets: Global and Local*. Chicago: Policy Press & University of Chicago Press

Mayall, B. (2002) *Towards a sociology of Childhood: thinking from children's lives*. Buckingham: Open University Press

Montgomery, H. (2009) *An introduction to childhood: anthropological perspective of children's lives*. Chichester: Wiley-Blackwell

Penn, H. (2011) *Quality in Early Education and Care; An International Perspective*. Maidenhead: Open University Press/McGraw Hill.

Wyness, M. (2012) *Childhood and Society*. 2<sup>nd</sup> edn Basingstoke : Palgrave Macmillan

UNICEF (1989) *United Nations Convention on the Rights of the Child*. Available at:

<http://www.unicef.org/crc/>

UNICEF-The State of the World's Children Report

Available at: <http://www.unicef.org/publications/index.html>

## **SECTION A: DEFINITIVE MODULE RECORD**

<b>MODULE CODE:</b> NORD3006 (B&M, Childhood, CI) / NORD3100 (H&SC)	<b>MODULE TITLE:</b> Critical Professional Practice in Context
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> X900
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<b>PRE-REQUISITES:</b>	<b>CO-REQUISITES:</b>	<b>COMPENSATABLE:</b> Y
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<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> In this module participants will explore one or more aspects of their personal, professional and ethical work practices in depth. Participants will undertake a focused programme of work which will facilitate a critical reflection both of dimensions of their professional practice and of the organisational context within which they practice.
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>					
WRITTEN EXAMINATION		COURSEWORK		PRACTICE	
		<b>C1</b>	100%		

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> Education
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<b>Professional body minimum pass mark requirement:</b> N/A
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<b>MODULE GENERIC AIMS:</b> <ul style="list-style-type: none"><li>To facilitate participants' engagement with praxis as a professional activity</li><li>To provide participants with the opportunity to investigate a specific aspect of their organisation's activities and their own professional practice as a member of that organisation</li></ul>
<b>MODULE PATHWAY AIMS</b>
<b>Creative Industries</b> To engage with a genre, institution or employer, for example a school, gallery, museum or venue in order to facilitate the student's engagement with praxis as a professional activity.
<b>Childhood Studies</b> To engage with a setting such as a school, children's centre or charity to facilitate the student's engagement with praxis as a professional activity.
<b>Business</b> To engage with an institution or employer to facilitate the student's engagement with praxis as a professional activity.

<b>ASSESSED GENERIC LEARNING OUTCOMES:</b> (additional guidance below) At the end of the module the learner will be expected to be able to: <ul style="list-style-type: none"><li>Plan, undertake, critically assess and report on the outcomes of a focused programme of work.</li><li>Appraise the personal, professional and ethical challenges and boundaries presented by their work practice.</li><li>Critically evaluate and reflect upon work-based learning as a learning process.</li></ul>
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**ASSESSED PATHWAY LEARNING OUTCOMES****Creative Industries**

Produce a proposal addressing LO2, with artworks responding to professional contexts and associated learning journal documentation, LO2 and capstone evaluation, LO3.

**Early Childhood Studies**

Produce a proposal for work project negotiated with the chosen setting. LO1, completed project and reflective documentation LO2 / 3

**Business**

Produce a proposal for work project negotiated with the chosen institution and employer. LO1, completed project and reflective documentation LO2 / 3

<b>DATE OF APPROVAL:</b> June 2013	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 19/09/2017	<b>SCHOOL/PARTNER:</b> PETROC
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> Semester 2 Spring

Additional notes (for office use only):

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

<b>ACADEMIC YEAR:</b> 2022/2023	<b>NATIONAL COST CENTRE:</b> 135
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<b>MODULE LEADER:</b> Steve Berry	<b>OTHER MODULE STAFF:</b>
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### **Summary of Module Content**

Participants will undertake and report on an agreed programme of work with an organisation (normally the organisation within which they are employed in a paid or voluntary capacity). designed to promote an investigation and evaluation of a key aspect of that organisation's activities, goals and environmental influences and the participant's own engagement. Participants will be expected to work independently with limited support from their personal tutor and workplace mentor.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Introduction/ briefing/tutorials	14	
Organisation/negotiation	14	Sector research and contact/engagement arrangement
Activity/work/sector response	70	Undertaking activity
Private study/ Documentation/ Evaluation, Assessment.	102	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1		100%	Proposal Pathway specific and sector engagement evidence

<b>Updated by:</b> Stacey Tanton <b>Date:</b> 15/05/2020	<b>Updated by:</b> Stacey Tanton <b>Date:</b> 15/05/2020
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### **Recommended Reading**

Fook and Gardner (2007) *Practising Critical Reflection: A Handbook*; Open University Press  
ISBN: 033522170X ISBN-13: 9780335221707

[Dhillon](#), B. [Edmonds](#), T. [Felce](#) A. [Minton](#), A. [Wall](#) T. (Eds) (2011) *Making Employer and University Partnerships Work: Accredited Employer-led Learning*. Libra. ISBN-10: 1907471499

[Robson](#) C. (2006) *How to do a Research Project: A guide for undergraduate students*. Wiley.  
ISBN-10: 1405114908

[Denscombe](#), M. (2010) *The Good Research Guide: for small-scale social research projects* Open University Press ISBN-10: 0335241387

(2012) *Research Proposals: A Practical Guide (Open Up Study Skills)* Open University Press. ISBN-10: 0335244068

[Bryman](#) A. (2012) *Social Research Methods* OUP Oxford. ISBN-10: 0199588058

## SECTION A: DEFINITIVE MODULE RECORD

<b>MODULE CODE:</b> NORD3010	<b>MODULE TITLE:</b> Globalisation from a Regional Perspective
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> X900
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<b>PRE-REQUISITES:</b>	<b>CO-REQUISITES:</b>	<b>COMPENSATABLE:</b> Y
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<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> This module introduces concepts of globalisation across a range of perspectives and allows students to make an in-depth study within a self-selected context.
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>			
		COURSEWORK	
		<b>C1</b>	100%

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> Education
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<b>Professional body minimum pass mark requirement:</b> N/A
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<b>MODULE AIMS:</b> <ul style="list-style-type: none"><li>• Students will work to demonstrate confidence and flexibility in identifying and defining globalisation issues pertinent to their selected context, and to achieve personal and/or group outcomes.</li><li>• They will undertake a critical investigation of globalisation concepts within existing and new knowledge frameworks, and to argue from competing perspectives.</li><li>• Students will establish methods of subject-specific techniques and enquiry as to the regional impact of globalisation.</li></ul>
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<b>ASSESSED LEARNING OUTCOMES:</b> (additional guidance below) At the end of the module the learner will be expected to be able to: LO 1: Demonstrate understanding of key globalisation concepts and their interrelationship with other fields of study, drawing from personal reflection and feedback. LO 2: Demonstrate an ability to critically explore complex global issues and regional impact. Synthesise ideas or information for solutions using subject-specific techniques.
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<b>DATE OF APPROVAL:</b> June 2013	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 18/9/2017	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> Semester 1 Autumn

Additional notes (for office use only):
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## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

<b>ACADEMIC YEAR:</b> 2022/2023	<b>NATIONAL COST CENTRE:</b> 135
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<b>MODULE LEADER:</b> Steve Berry	<b>OTHER MODULE STAFF:</b> Kate Roberts
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### **Summary of Module Content**

By exploring media debate, contemporary opinion, and research, an overview of globalisation and its influences on economics will be investigated. Students will critically examine global influences on welfare, human rights and changing marketplaces and then consider them from regional perspectives.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	30	
Seminars	18	
Tutorial	30	
Guided Independent Study	122	
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1	Academic Poster	30%	LO 1
		Essay or negotiated submission	70%	LO 1 & 2
			100%	

<b>Updated by:</b> Stacey Tanton <b>Date:</b> 15/05/2020	<b>Updated by:</b> Stacey Tanton <b>Date:</b> 15/05/2020
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## Recommended reading:

Andreotti, V. (2006) 'Soft versus critical global citizenship education'. Policy and Practice; a developmental education review. Autumn (3), [online] Available at: <http://www.developmenteducationreview.com/issue3-focus4>

Andreotti, V. and Warwick, P. (2007) Engaging Students with Controversial Issues through a Dialogue Based Approach. CitizED (UK government): [online] Available at: [http://www.citized.info/?r\\_menu=res&strand=3](http://www.citized.info/?r_menu=res&strand=3),

Bayliss, J. (2008) The Globalization of World Politics: An Introduction to International Relations. Oxford: Oxford University Press

Bishop, C. (2006) Participation (Documents of Contemporary Art). London. Whitechapel Art Gallery

Diamond, J. (2005) Guns, Germs and Steel. London: Vintage books.

Dicken, P. (2007) Global shift: mapping the changing contours of the world economy. 5th edn. London: Sage

Elkins, J., Valiavicharska, Z and Kim, A. (2010) Art and Globalization :Volume 1 of The Stone Art Theory Institutes. Pennsylvania: Penn State Press

Elkins, J. and Naef, M. (2011) What Is an Image?

Volume 2 of The Stone Art Theory Institutes Series. Pennsylvania: Penn State Press

Great Britain. HM Treasury (2006) Leitch Review of Skills. Prosperity for all in the global economy – world class skills. [online] Available at: <http://www.official-documents.gov.uk/document/other/0118404792/0118404792.pdf>

Harrison, R., Newholm, T. and Shaw, D. (2005) The ethical consumer. Sage, London

Held, D. and McGrew, A. (eds) (2007) Globalisation theory, Oxford: Blackwell

Helguera, P. (2011) Education for Socially Engaged Art. New York: Jorge Pinto Books

Kester, G.H. (2011) The One and the Many: Contemporary Collaborative Art in a Global Context. Durham, North Carolina: Duke University Press

Knight, J. (2004) 'Internationalization Remodelled: definitions, Approaches and rationales'. Journal of Studies in International Education. March 8(1) 5-31 [online] Available at: <http://si.sagepub.com/content/8/15.full.pdf+html>

Lacy, S. (2010) Leaving Art: Writings on Performance, Politics, and Publics, 1974-2007. Durham, North Carolina: Duke University Press

Lechner, F. (2008) The Globalization Reader. Oxford: Blackwell

Liladhar, J. Kerslake, E. (2009) 'Cultural Competence.' [online] Available at: <http://www.open.ac.uk/equality-diversity/p52.shtml>

O'Byrne, D.J. (2003) The dimensions of global citizenship: political identity beyond the nation state. London: Frank Cass



Olausson, L. (2010) 'Widening Participation and the changing role of Higher Education in a Globalised World'. 19th EAN Annual Conference Sodertorn University Stockholm. 14th-16th June 2010

Seitz, J. and Hite, K. (2012) Global Issues. An Introduction. Chichester: Blackwell Publishing

Spivak, G. (1999) A critique of postcolonial reason: toward a critique of the vanishing present. Cambridge MA: Harvard University Press

Stiglitz, J. (2002) Globalisation and Its Discontents, London: Penguin

Teekens,H. (2006) in Hyland, F. (2009) A changing world [online] Available at : <http://escalate.ac.uk/4967>

United Nations Education Science & Culture Organisation (UNESCO) (2005) Education for all: The Quality Imperative. [online] Available at: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2005-quality>

Wolf, M. (2005) Why Globalisation Works, New York: Yale Univ. Press

Worldwatch Institute. (2010) State of the world: Transforming cultures from consumerism to sustainability. London: Earthscan

## **SECTION A: DEFINITIVE MODULE RECORD**

<b>MODULE CODE:</b> NORD3011 (B&M, Childhood, CI) / NORD3101 (H&SC)	<b>MODULE TITLE:</b> Work-based Applied Research Project
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<b>CREDITS:</b> 40	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> X900
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<b>PRE-REQUISITES:</b>	<b>CO-REQUISITES:</b>	<b>COMPENSATABLE:</b> N
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<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> In this module participants will undertake an extended programme of work addressing an agreed theme or issue within the workplace. Participants will be expected to provide a final report that critically evaluates the work programme and sets out its outcomes.
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>			
		COURSEWORK	
		<b>C1</b>	100%

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> Education
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<b>Professional body minimum pass mark requirement:</b> N/A
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<b>MODULE GENERIC AIMS:</b> <ul style="list-style-type: none"><li>To facilitate the participant's independent management of a programme of work in a topic area of interest and relevance to the participant's work context</li><li>To provide the opportunity for participants to explore and reflect upon their professional practice through project work.</li></ul>
<b>MODULE PATHWAY AIMS:</b> <b>Business</b> <ul style="list-style-type: none"><li>To facilitate a negotiated work place proposal including an employer agreement and an employer report, this will engage with a real issue being identified that may only be notionally implemented, this could be responding to an Auditor's report.</li></ul> <b>Creative Industries</b> <ul style="list-style-type: none"><li>To facilitate the making of artworks responding to the generic aims through a conclusive negotiated art work project responding to an aspect of the subject sector.</li></ul>

<b>ASSESSED GENERIC LEARNING OUTCOMES:</b> (additional guidance below) At the end of the module the learner will be expected to be able to: <ul style="list-style-type: none"><li>Design, manage and report on the results of an extended programme of work with limited support. Within this, the learner will be expected to:<ul style="list-style-type: none"><li>Identify and critically evaluate a body of literature.</li><li>Make and justify executive choices.</li><li>Discuss ethical issues.</li><li>Synthesise outcomes, draw conclusions and make appropriate recommendations.</li><li>Critically reflect upon the project management process and on his/her professional practice.</li></ul></li></ul>
<b>ASSESSED PATHWAY LEARNING OUTCOMES</b> <b>Business</b> <ul style="list-style-type: none"><li>Further development of work project from CPP with an outcome being an Academic Poster</li></ul>

negotiated with tutor and workplace.

- A learning journal and literature review.

Develop a strategy to deliver the Academic Poster to an appropriate conference.

#### **Creative Industries**

- Define and write a proposal together with a representative subject sector agreement placing their practice within a live context and building upon the experience of CPP Module.
- Working sketches, diagrams, note books. visual experiments and realisations
- Learning journal including justification of executive choices and a critical evaluation of the project and its management.

<b>DATE OF APPROVAL:</b> June 2013	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2017	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> All Year

Additional notes (for office use only):

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

**ACADEMIC YEAR:** 2022/2023

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Ski Martin

**OTHER MODULE STAFF:** Lee Norburn, Clark Denby

### **Summary of Module Content**

Participants will undertake an independent extended programme of work addressing an agreed theme or issue within the workplace with the limited support of a project supervisor and workplace mentor. The project will commence with the presentation of a project proposal, literature review and application for ethical approval to be submitted near the beginning of the module. Final reporting will include an evaluation of the process and outcomes of the project and a critical reflection of the participant's own professional practice as evidenced in the project. Participants who are looking to develop their management and leadership skills may wish to select this final project option.

### **SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Introduction/briefing/seminars	14	
Lectures	10	
Sector Activity/tutorials	150	
Personal Engagement/documentation/assessment	226	
<b>Total</b>	<b>400</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1		20%	Proposal
			50%	Pathway specific and sector engagement evidence
			30%	Reflective logs and journal, evaluation
			100%	

**Updated by:** Stacey Tanton

**Date:** 15/05/2020

**Updated by:** Stacey Tanton

**Date:** 15/05/2020

## Recommended Reading

Costley C, Elliott G, Gibbs P (2010) *Doing Work Based Research Approaches to Enquiry for Insider-Researchers* Sage Publications ISBN:9781848606784

Learning Resources will supply general Dissertation writing literature, subject specific reading lists will be negotiated between the student and staff.

## **SECTION A: DEFINITIVE MODULE RECORD**

<b>MODULE CODE:</b> NORD3012 (B&M, Childhood, CI) / NORD3102 (H&SC)	<b>MODULE TITLE:</b> Dissertation
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<b>CREDITS:</b> 40	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> X900
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<b>PRE-REQUISITES:</b>	<b>CO-REQUISITES:</b>	<b>COMPENSATABLE:</b> N
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<b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i> In this module participants will design, carry out and report on the results of a small-scale research project on an approved topic.
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>			
		COURSEWORK	
	<b>C1</b>	100%	

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> Education
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<b>Professional body minimum pass mark requirement:</b> N/A
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<b>MODULE GENERIC AIMS:</b> <ul style="list-style-type: none"><li>To facilitate the participant's independent in-depth exploration of a research question of interest</li><li>To provide the opportunity for participants to manage a small-scale research project</li></ul> <b>MODULE PATHWAY AIMS:</b> <ul style="list-style-type: none"><li>To facilitate each student's negotiation with subject specialist staff in the construction of their individual response to the above.</li></ul>
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<b>ASSESSED GENERIC LEARNING OUTCOMES:</b> (additional guidance below) At the end of the module the learner will be expected to be able to: <ul style="list-style-type: none"><li>Design, manage and report on the results of a small-scale research project with limited support. Within this, the learner will be expected to:</li><li>Identify and critically evaluate a body of literature</li><li>Make and justify methodological choices</li><li>Discuss ethical issues</li><li>Synthesise findings, draw conclusions and make appropriate recommendations</li><li>Critically reflect upon the research process and his/her own management of that process</li></ul> <b>ASSESSED PATHWAY LEARNING OUTCOMES:</b> <ul style="list-style-type: none"><li>Address the generic learning outcomes but to establish through negotiation equivalent subject sector outcomes if that is deemed appropriate.</li></ul>
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<b>DATE OF APPROVAL:</b> June 2013	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> September 2017	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> All Year

Additional notes (for office use only):
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## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

**ACADEMIC YEAR:** 2022/2023

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Steve Berry

**OTHER MODULE STAFF:** Lee Norburn, Clark Denby, Hannah O'Donnell, Kate Roberts, Jess Robinson, Katy Schnitzler, Polly Kinnear.

### **Summary of Module Content**

Participants will under the supervision of a project supervisor, research and present a 10,000-12,000 word dissertation on an approved topic. The project will commence with the presentation of a project proposal, literature review and application for ethical approval to be submitted near the beginning of the module. The projects may be empirically-based or a literature review.

Participants who are considering pursuing post-graduate research study may wish to select this final project option.

### **SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Introduction/Topic Choice	30	
Preparation/Literature Review	40	
Preparation/Presentation	40	
Private Study/Tutorials	290	
<b>Total</b>	<b>400</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1		10 %	Proposal Presentation Dissertation
			90%	
			100%	

**Updated by:** Stacey Tanton

**Date:** 15/05/2020

**Updated by:** Stacey Tanton

**Date:** 15/05/2020

## **SECTION A: DEFINITIVE MODULE RECORD**

<b>MODULE CODE:</b> PETR3000	<b>MODULE TITLE:</b> Exploring Children's Narratives
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> X900
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> N
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### **SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module offers opportunities to develop an ability to reflect upon a range of historical, philosophical, psychological, sociological, cultural and other perspectives, and consider how these influence understandings of children and childhood nationally and globally. A focus on Health, and the Spaces for children, and childhood in society offers a sound base for learners to develop their own areas of interest.

### **ELEMENTS OF ASSESSMENT** *[Use HESA KIS definitions]*

		COURSEWORK		PRACTICAL	
		C1 (Coursework)	50% or Pass/Fail	P1 (Practical)	50% or Pass/Fail

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:** Health Education and Society

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

### **MODULE GENERIC AIMS:**

To provide an overview of contemporary issues affecting young children's emotional health and physical wellbeing, offering learners the chance to select an area of professional relevance or personal interest to research in-depth.

### **ASSESSED GENERIC LEARNING OUTCOMES:**

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

1. Evidence a critical understanding of the factors affecting the lives of young children and their families (LO1)
2. To identify and evaluate contemporary issues affecting young children's emotional health and physical wellbeing (LO2)

### **AWARD PROGRAMME LEARNING OUTCOMES:**

KU1,2,3,4, CI1,2,6,8, KT1,2,6, E1, P1,3

### **Additional Guidance for Learning Outcomes:**

**To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards**

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)



- QAA Quality Code <http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx>

<b>DATE OF APPROVAL:</b> 22/05/2018	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 19/2020	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 Autumn

Additional notes (for office use only):

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

<b>ACADEMIC YEAR:</b> 2022/2023	<b>NATIONAL COST CENTRE:</b> 132
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<b>MODULE LEADER:</b> Jess Robinson	<b>OTHER MODULE STAFF:</b> Hannah O'Donnell
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### **Summary of Module Content**

This module offers the opportunity to develop an ability to reflect upon a range of historical, philosophical, psychological, sociological, cultural and other perspectives, and consider how these influence understandings of children and childhood nationally and globally. A focus in lecture content on Health, and the Spaces for children, and childhood in contemporary society offers a sound base for learners to develop their own areas of interest.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Seminars and lectures	48	Key module content delivered on campus and online
Independent study	152	Support, feedback and supervision
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	Artefact and written accompaniment		100% 100%	
Practical	Presentation of work in professional discussion		100% 100%	

<b>Updated by:</b> Stacey Tanton <b>Date:</b> 15/05/2020	<b>Updated by:</b> Stacey Tanton <b>Date:</b> 15/05/2020
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### **Recommended Reading List:**

Archer, C. & Siraj, I. (2015) *Encouraging physical development through movement play*. London: Sage.

Davis, G. and Ryder, G. (2016) *Leading in early childhood*. London: SAGE.

Dowling, M. (2014) *Young children's personal social and emotional development*. London: Sage.

Gray, C. and MacBlain, S. (2012) *Learning Theories in Childhood*. London: Sage.

Lindon, J. (2016) *Understanding child development: linking theory and practice*. (2nd edn) London: Hodder Education.

Mukherji, P. & Dryden, L. (2014) *Foundations of early childhood. Principles and practice*. London: Sage.

Palaiologou, I. (2016) *Childhood Observation*. Exeter: Learning Matters.

## SECTION A: DEFINITIVE MODULE RECORD

<b>MODULE CODE:</b> NORD3009	<b>MODULE TITLE:</b> Challenging Contemporary Concepts
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> 6	<b>JACS CODE:</b> X900
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<b>PRE-REQUISITES:</b>	<b>CO-REQUISITES:</b>	<b>COMPENSATABLE:</b> Y
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<b>SHORT MODULE DESCRIPTOR: (max 425 characters):</b> Throughout history the concepts of 'childhood' have changed to reflect societal constructs. This module investigates the inter relationships that influence these constructs and challenges students to create their own conceptualisation of childhood.
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<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>			
		COURSEWORK	
		C1	100%

<b>SUBJECT ASSESSMENT PANEL Group to which module should be linked:</b> Education
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<b>Professional body minimum pass mark requirement:</b> N/A
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<b>MODULE AIMS:</b> <ul style="list-style-type: none"><li>• Students will work to demonstrate a critical analysis of the competing perspectives and constructions of childhood.</li><li>• Influences on childhood in the majority and minority worlds will be examined and brought to form a global construct of childhood.</li><li>• Students will independently demonstrate an understanding of childhood constructs and the implication of this for early childhood practitioners</li></ul>
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<b>ASSESSED LEARNING OUTCOMES:</b> At the end of the module the learner will be expected to be able to: LO 1: Identify the historical approaches, influences and competing perspectives that form current constructs of childhood LO2: Evaluate current concepts of childhood with regards to Children's Rights LO3: Using research methodologies critically justify, with evidence, the concepts of childhood within a chosen area of challenge arising from the study
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<b>DATE OF APPROVAL:</b> June 2013	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 16/09/2013	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> Semester 2 Spring

<b>Additional notes (for office use only):</b>
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## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

**ACADEMIC YEAR:** 2022/2023

**NATIONAL COST CENTRE:** 135

**MODULE LEADER:** Katy Schnitzler

**OTHER MODULE STAFF:** Clark Denby

### **Summary of Module Content:**

By exploring research, policy, media and society the concepts of childhood will be investigated and clarified. Reference will be made to a range of ideological constructions of childhood and to the contextual and historical influences upon the idea of childhood in the majority and minority worlds. The student will identify and respond to an area of challenge arising from the study.

### **SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lectures	20	
Seminars	10	
Tutorial	30	
Guided Independent Study	140	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C1		100%	Essay LO1,2,3

**Updated by:** Stacey Tanton

**Date:** 15/05/2020

**Updated by:** Stacey Tanton

**Date:** 15/05/2020

## Recommended Reading:

Bailey, R. (2011) *Letting Children be children: Report of an Independent Review of the Commercialisation and sexualisation of Childhood*. Available at <http://www.education.gov.uk/publications/standards/publicationDetail/Page1/CM%208078#downloadableparts>

Buckingham, D. (2011) *The Material Child-Growing up in Consumer Culture*. Cambridge: Polity

Byatt, A. S. (2009) *The Children's Book*. UK: Chatty & Windups

Children's Rights Alliance for England (CRAE) (2011) *State of Children's Rights in England* Available at <http://www.crae.org.uk/protecting/socr.html>

BAL dock, P. (2010) *Understanding cultural diversity in the early years*. London: International Journal of Educational Development Sage

Clark, M. and Tucker, S. (2010) *Early Childhood in a Changing World*. Nottingham: Trentham Books

Richter, C. (2003) *Moral Panics and the Media*. Buckingham: Open University Press

Goldberg, H. (2009) *Reclaiming Childhood: Freedom & Play in an age of Fear*. London: Routledge

The Children's Society (2012) *The Good Childhood Report 2012: A Review of our Children's Well-being*. Leeds: The Children's Society. Available at: <http://www.childrenssociety.org.uk/sites/default/files/tcs/good-childhood-report2012-final.pdf>

Jones, P. and Welch, S. (2010) *Rethinking Children's Rights: Attitudes in Contemporary Society*. London: New Childhoods: Continuum

Lloyd, E. and Penn, H. (2012) *Childcare Markets: Global and Local*. Chicago: Policy Press & University of Chicago Press

Mayell, B. (2002) *towards a sociology of Childhood: thinking from children's lives*. Buckingham: Open University Press

Montgomery, H. (2009) *an introduction to childhood: anthropological perspective of children's lives*. Chichester: Wiley-Blackwell

Penn, H. (2011) *Quality in Early Education and Care; an International Perspective*. Maidenhead: Open University Press/McGraw Hill.

UNICEF (1989) *United Nations Convention on the Rights of the Child*. Available at: <http://www.unicef.org/crc/>

UNICEF-The State of the World's Children Report  
Available at: <http://www.unicef.org/publications/index.html>

Wryness, M. (2012) *Childhood and Society*. 2<sup>nd</sup> ed Basingstoke: Palgrave Macmillan

Useful Journals: Available through Primo  
Compare: A Journal of Comparative and International Education.  
International Journal of Educational Development