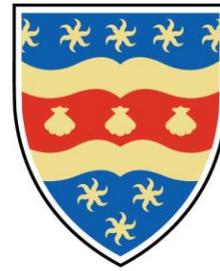




**Highlands**  
University  
College Jersey



**UNIVERSITY OF  
PLYMOUTH**

# **PROGRAMME QUALITY HANDBOOK 2021-22**

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

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

Welcome to the BA (Hons) Childhood Studies and to University College Jersey. We are delighted that you have chosen to study with us. Our aim is to make the learning process enjoyable, enhance your academic achievement and bring about personal and economic success.

The BA (Hons) Childhood Studies has been designed in partnership with the University of Plymouth and the Childcare sector in Jersey to meet the need for well qualified, work ready, graduates. The programme builds on the FdA Childhood Studies and has been specially developed for its graduates and others (who are suitably qualified) who want to achieve an honours degree. It 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 Institution & University Student Handbook which contains student support based information on issues such as finance and studying at HE
  - available at <http://www.highlands.ac.uk/moodle>
- University of Plymouth's Student Handbook
  - available at:  
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

## 2. Programme Specification

The BA(Hons) Childhood Studies degree has been designed to meet the needs of the Childcare sector and registration framework of the Island. A part time mode is offered to meet both employer and employee needs and part time students are linked to a personal tutor who will work with students in a flexible way which supports students to combine the demands of employment with that of further study.

**Awarding Institution:** University of Plymouth

**Teaching Institution:** Highlands College

**Accrediting Body:** N/A

**Final Award:** BA (Hons) Childhood Studies

**Intermediate Awards:** N/A

**Programme Title:** *BA (Hons) Childhood Studies*

**UCAS Code:** N/A

**HECoS Code:** 100456

**Benchmarks** QAA subject benchmarks in Early Childhood Studies and Youth & Community Work

**Date of Approval:**

### 8.1.1 Admissions Criteria

Awards Required for Entry to the BA Honours year	Comments
Pass in a relevant Foundation Degree	Within a Childcare discipline, with appropriate content.
Higher National Diploma in an appropriate discipline (Merit and Distinction only)	Suitable qualifications will be considered, where the learning outcomes from the programme are similar to those of Childhood Studies foundation degrees approved by University of Plymouth, where sufficient study at level 5 has been completed.
APEL/APCL possibilities, see	Refer to the Highlands College and University regulations for APL. The APL process is lengthy and

<a href="http://www.plymouth.ac.uk">[www.plymouth.ac.uk]</a> and search using the term AP(E)L	applications should be made at least 6 months before the start of the programme
Interview/portfolio requirements	Although the College retains the right to interview all applicants; those who have previously taken a related Foundation Degree validated by University of Plymouth will not normally be required to attend an interview. The ideal candidate has a good record of achievement (in both academic and other spheres), determination and strong team working skills and has had some experience of working in the childcare sector.

The college has in place a process for the admission and support of students who register a disability which may include an advisory interview and assessment. Mature students with non-standard qualifications are encouraged to apply, but should, in the first instance, contact the Curriculum Manager for a general discussion.

### 8.1.2 Programme aims and learning outcomes

Aims of the Programme:
<p>The aims of the BA (Hons) Childhood Studies are to:</p> <ol style="list-style-type: none"> <li>1. Prepare students for a management role in the childcare sector</li> <li>2. Provide an informative and challenging programme of study which develops detailed knowledge and critical understanding of: <ul style="list-style-type: none"> <li>○ Strategic, operational and multi-agency management in the childcare sector</li> <li>○ The key issues that face the sector and the theory that underpins the approaches used to address them</li> <li>○ Curriculum planning and assessment</li> </ul> </li> <li>3. Develop the capability to: <ul style="list-style-type: none"> <li>○ Critically evaluate the performance of organisations and childcare strategies, the impact of a changing social, economic and political environment, and develop effective and ethical objectives, policies and processes</li> <li>○ Use a range of analytical, problem solving and planning tools</li> <li>○ Operate as productive and leading members of work and multi-agency teams</li> </ul> </li> <li>4. To prepare students for postgraduate studies and a successful career in the childcare sector, enabling them to make a significant contribution to the long term development and success of their organisations</li> </ol>

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

### Programme Intended Learning Outcomes

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

Demonstrate a critical and systematic knowledge and understanding of:

1. the childcare sector, the underpinning theory, its environment, processes and management, real world practices and constraints and of wide range of current issues in childhood studies
2. the strategic and organisational development in the childcare sector
3. childcare management; operational and multi-agency team management, and curriculum development

Demonstrate the ability to:

4. Evaluate and apply multiple perspectives to childhood issues
5. Evaluate performance of organisations and develop effective plans to improve that performance and achieve strategic goals
6. Plan the curriculum, assessment, evaluation and improvement of learning opportunities for children and young people, taking into account their circumstances
7. Evaluate formal and informal educational approaches and select appropriate strategies given the ecology of the learner
8. Undertake rigorous investigations of issues relating to childcare
9. Critically evaluate the approaches being taken in research and in the childcare sector
10. Gather and analyse relevant data, recognising the reliability of data and the assumptions that were made in its' analysis
11. Accurately apply appropriate qualitative and quantitative methods and techniques
12. Draw conclusions and make recommendations, recognising their impact
13. Reflect upon the range of philosophical, psychological and sociological issues and how they underpin childhood
14. Explore new areas of professional interest and manage their own learning
15. Communicate effectively with a range of stakeholders and audiences
16. Demonstrate effective self-management

### 8.1.3 Brief Description of the Programme

The programme has been designed with the active support of the childcare sector in Jersey. It is a challenging and informative programme of study that develops a sound knowledge of strategic, operational and multi-agency management, curriculum planning and assessment and the key issues that impact on the childcare sector. It has a strong emphasis on research, analysis and problem solving and on the exploration of theory in the work context. It sets out to prepare graduates for a successful career, enabling them to make a significant contribution to the long-term development and success of their organisations and fully contribute to society at large.

## 8.2.4 Programme structure

Below are listed the modules that make up the programme of full-time and part-time study. All modules are core – there are no options.

A total of 120 Level 6 credits will be studied on the full-time programme

<b>Full time mode of study</b>			
<b>Year 1</b>		<b>Honours degree (Level 6)</b>	
<b>Module code</b>	<b>Module title</b>	<b>No. credits</b>	<b>Term</b>
HIGH3006	Honours project	40 credits	1,2 & 3
HIGH3203	Consultancy in childcare	20 credits	1
HIGH3201	Strategic, operational and multiagency management	20 credits	2 & 3
HIGH3009	Curriculum, planning & assessment	20 credits	1
HIGH3202	Key issues in childhood and youth studies	20 credits	2
<b>Total</b>		<b>120</b>	
<b>Part time mode of study</b>			
<b>Module code</b>	<b>Module title</b>	<b>No. credits</b>	
<b>Year 1</b>		<b>Honours degree (Level 6)</b>	
HIGH3201	Strategic, operational and multiagency management	20 credits	2 & 3
HIGH3009	Curriculum, planning & assessment	20 credits	1
HIGH3202	Key issues in childhood and youth studies	20 credits	2
<b>Year Total</b>		<b>60 credits</b>	
<b>Year 2</b>		<b>Honours degree (Level 6)</b>	
HIGH3006	Honours project	40 credits	1,2 & 3
HIGH3203	Consultancy in childcare	20 credits	1
<b>Year Total</b>		<b>60 credits</b>	

A total of 120 level 6 credits will be studied on the part-time programme, 60 credits each year.

## 8.1.4 Progression Routes

Graduates with sufficiently high grades who wish to undertake further research within the discipline can consider progression to postgraduate studies. Suitable graduates of this programme (usually with a 2:1) may be able to progress to programmes leading to a career in teaching or research. For any progression routes students should in the first instance research

their chosen place of study for the entrance criteria and if necessary contact institutions directly (these may include PGCE's, MA's or access to Social Work training).

### 8.1.5 Any Exceptions to Regulations

None

A: Development of Knowledge and Understanding	Learning and Teaching Strategy/Method
<p>By the end of the programme the student will be able to demonstrate:</p> <ol style="list-style-type: none"> <li>1. A critical and systematic understanding of the childcare sector, it's environment, stakeholders, issues, ethics, politics, ideologies, agencies, structures, governance, processes and management, real world practices and constraints and a wide range of current issues in childhood studies</li> <li>2. A critical understanding of the theory underpinning and the processes of developing organisational vision, culture, innovation and empowerment</li> <li>3. Extensive knowledge and critical understanding of the theories, processes, intricacies and practices of: childcare management; operational and multi-agency team management, and curriculum development</li> <li>4. An appreciation of uncertainty, ambiguity, the impact of real-world practices and constraints and the limits of knowledge;</li> <li>5. The ability to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding;</li> </ol>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>• Lectures and tutorials</li> <li>• Directed independent study</li> <li>• Learning from work-related study</li> </ul> <p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• Case studies</li> <li>• Problem-solving exercises</li> </ul>
<p><b>NB: Benchmark References</b></p> <p>Early Childhood Studies and Youth &amp; Community Work</p>	<p><b>Assessment</b></p> <p>Key knowledge and understanding is assessed using a combination of:</p> <ul style="list-style-type: none"> <li>• Examinations</li> <li>• Coursework</li> <li>• Project reports</li> <li>• Presentations</li> </ul>

<b>B: Cognitive and Intellectual Skills</b>	Learning and Teaching Strategy/Method
<p>By the end of the programme the student will be able to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Conceptual understanding that enables the student:               <ol style="list-style-type: none"> <li>a. to devise and sustain arguments, and solve problems, using ideas and technique, some of which are at the forefront of childhood studies; and</li> <li>b. to evaluate particular aspects of current issues and research of relevance to the childcare sector and develop appropriate responses</li> </ol> </li> <li>2. Critically evaluate the approaches being taken in research and in the childcare sector</li> <li>3. Reflect upon the range of philosophical, psychological and sociological issues and how they underpin childhood</li> </ol>	<p><b>Primary</b></p> <ul style="list-style-type: none"> <li>• Project work</li> <li>• Tutorial discussions</li> <li>• Feedback via coursework assessment process</li> </ul>
<p><b>NB: Benchmark References</b></p> <p>Early Childhood Studies and Youth &amp; Community Work</p>	<p><b>Assessment</b></p> <p>Cognitive and Intellectual Skills are assessed using a combination of:</p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Examinations</li> <li>• Coursework</li> </ul>

<b>C: Key Transferable Skills</b>	Learning and Teaching Strategy/Method
<p>By the end of the programme the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Gather and analyse relevant data recognising the reliability of data and the assumptions that were made in its analysis</li> <li>2. Accurately apply appropriate qualitative and quantitative methods and techniques to issues and problems and propose approaches and solutions</li> </ol>	<p><b>Primary</b></p> <p>Individual learning Work-related learning Research exercises Projects Group work</p> <p><b>Secondary</b></p> <p>Class and seminar interactions and feedback</p>

<ol style="list-style-type: none"> <li>3. Draw conclusions and make recommendations recognising their impact</li> <li>4. Communicate (with precision) information, ideas, problems, and solutions to both specialist and non-specialist audiences; using a wide range of media, rational and reasoned arguments and demonstrating listening, self-reflection, reflection on others, negotiation, persuasion, and presentation skills, being sensitive to contextual and interpersonal factors</li> <li>5. Demonstrate effective self-management</li> <li>6. Demonstrate the ability to explore new areas of professional interest and manage their own learning</li> </ol>	<p>Presentations to academic and audiences from the childcare sector</p>
<p><b>NB: Benchmark References</b></p> <p>Early Childhood Studies and Youth &amp; Community Work</p>	<p><b>Assessment</b></p> <p>Key Transferable Skills are assessed using a combination of:</p> <ul style="list-style-type: none"> <li>• Coursework</li> <li>• Examination</li> </ul>

<b>D: Employment Related Skills</b>	<b>Learning and Teaching Strategy/Method</b>
<p>By the end of the programme the student will be able to:</p> <ul style="list-style-type: none"> <li>• Undertake rigorous investigations of issues relating to childcare</li> <li>• Evaluate and apply multiple perspectives to childhood issues</li> <li>• Evaluate performance of organisations and develop effective plans to improve that performance and achieve strategic goals</li> <li>• Identify the major drivers of change and risk, and develop effective strategies and processes in response</li> <li>• Plan the curriculum, assessment, evaluation and improvement of learning opportunities for children and young people, taking into account their circumstances</li> <li>• Evaluate formal and informal educational approaches and select appropriate strategies given the ecology of the learner</li> <li>• Evaluate and apply multiple perspectives to childhood issues</li> </ul>	<ul style="list-style-type: none"> <li>• Directed individual learning</li> <li>• Work-related learning</li> <li>• Lectures and seminars</li> <li>• Workshops</li> <li>• Group exercises</li> </ul>
<p><b>NB: Benchmark References</b></p> <p>Early Childhood Studies and Youth &amp; Community Work</p>	<p><b>Assessment</b></p> <p>Employment Related Skills are assessed using a combination of:</p> <ul style="list-style-type: none"> <li>• Project work</li> <li>• Reports</li> <li>• Presentations</li> </ul>

E: Practical Skills		Learning and Teaching Strategy/Method
<p>By the end of the programme the student will be able to:</p> <p>i) accurately apply appropriate qualitative and quantitative methods and techniques to research and analyse issues and to propose solutions to problems</p>	<ul style="list-style-type: none"> <li>• Workshop assignments</li> <li>• Projects</li> <li>• Lectures and tutorials</li> <li>• Work based learning</li> </ul>	
<p><b>NB: Benchmark References</b></p> <p>Early Childhood Studies and Youth &amp; Community Work</p>	<p><b>Assessment</b></p> <p>Practical Skills are assessed using a combination of:</p> <ul style="list-style-type: none"> <li>• Project work</li> <li>• Role play</li> <li>• Assessed discussions</li> <li>• Case studies</li> <li>• Reports</li> <li>• Presentations</li> </ul>	

Distinctive Features of the BA (Hons) Childhood Studies
<ul style="list-style-type: none"> <li>• Designed to meet the needs of the childcare sector</li> <li>• Developed and delivered with the active support of the sector in Jersey</li> <li>• Strong emphasis on the exploration of theory in the work context</li> <li>• Develops skills of independent learning</li> <li>• Emphasis on research, problem solving and management</li> <li>• Significant opportunities for networking with sector professionals</li> <li>• Prepares graduates for a wide variety of career paths and positions of significant responsibility in the Childcare sector</li> </ul>

Degree level ~ Level 6			
Graduate Attributes and Skills	Relevant programme Aim(s)	Benchmark(s)	Relevant modules
<p><b>Knowledge and Understanding</b></p> <p>Students will be able to demonstrate knowledge and critical understanding of the well-established principles of their areas of study, and the way in which those principles have developed; knowledge of the main methods of enquiry in their subject and an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. In particular, the student will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• A significant knowledge base which will include a comprehensive/detailed knowledge of the major disciplines associated with the childcare sector, with areas of specialisation in depth, and an awareness of the provisional nature of knowledge</li> <li>• Awareness of ethical issues, including personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work</li> </ul> <p>In addition, a typical graduate of this programme will demonstrate a critical understanding of:</p> <ul style="list-style-type: none"> <li>• The childcare sector, it's environment, stakeholders, issues, ethics, politics, ideologies, agencies, structures, governance, processes and management</li> <li>• The theories, processes, intricacies and practices of: strategic, operational and multi-agency team management in childcare; curriculum development, learning and development</li> <li>• Childhood issues, research and theories, some of which will not command consensus</li> <li>• The importance for organisations to:</li> </ul>	1,2, (3),4	<p>Early Childhood Studies</p> <p>4.2 4.3 4.4 4.5 4.6 4.7 4.8</p> <p>Youth &amp; Community Work</p> <p>4.5.1 4.5.2 4.6.1 4.6.2 4.6.3 4.8.1 4.8.2 4.8.3</p>	<p>HIGH3006 HIGH3203 HIGH3201 HIGH3009 HIGH3202</p>

Degree level ~ Level 6			
Graduate Attributes and Skills	Relevant programme Aim(s)	Benchmark(s)	Relevant modules
<ul style="list-style-type: none"> <li>• Create a vision focused on the outcomes for children, young people, families and communities</li> <li>• Empower staff and children, young people and families</li> <li>• Develop a culture of shared values, common purpose and high performance</li> <li>• Encourage innovation and entrepreneurship</li> </ul>			
<p><b>Cognitive / Intellectual Skills</b> (generic) 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, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject</li> <li>• Synthesise with minimum guidance, can transform abstract data and concepts towards a given purpose and design novel solutions</li> <li>• Critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance, and investigate contradictory information / identify reasons for contradictions</li> <li>• Confidently and flexibly identify and define complex problems and apply appropriate knowledge and skills to their solution</li> </ul> <p>In addition, a typical graduate of this programme will demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>• Identify the major drivers of change and risk, and develop effective strategies and processes in response</li> <li>• Evaluate performance of organisations and develop effective plans to improve that performance and achieve strategic goals</li> <li>• Evaluate and apply multiple perspectives to childhood issues, whilst recognising the significance of cultural and historical features</li> <li>• Plan the curriculum, assessment, evaluation and improvement of learning opportunities for children, taking into account their circumstances</li> </ul>	1, (2), 3, 4, 5	<p>Early Childhood Studies 5.3 5.4 5.5</p> <p>Youth &amp; Community Work 5.2</p>	<p>HIGH3006 HIGH3203 HIGH3201 HIGH3009 HIGH3202</p>

Degree level ~ Level 6			
Graduate Attributes and Skills	Relevant programme Aim(s)	Benchmark(s)	Relevant modules
<ul style="list-style-type: none"> <li>• Critically evaluate and critique theories, arguments, evidence and solutions; analyse and draw reasoned conclusions from structured and unstructured problems, and construct appropriate responses</li> <li>• Undertake research, including setting hypotheses and research questions, observation, data collection and analysis, evaluation and presentation</li> <li>• Reflect upon the range of philosophical, psychological and sociological issues and how they underpin childhood, and explore complex professional ethical dilemmas</li> </ul>			

<p><b>Key / Transferable Skills</b> (generic)</p> <p>Students will be able to demonstrate an ability to critically evaluate the appropriateness of different approaches to solving problems in the study of childcare; 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 of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. In particular students will be able to demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>• Demonstrate effective self-management and team working; including personal responsibility and accountability, leadership, team building, networking, task management, conflict management, initiative, creativity and motivation and an understanding of the professional, legal and ethical frameworks and the boundaries between personal and professional life</li> <li>• Manage their own learning using a full range of resources and can work professionally within the discipline</li> <li>• Undertake self-evaluation; confidently applying their own criteria of judgement, challenging received opinion and reflect on action and seeking and making use of feedback</li> <li>• Select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance</li> <li>• Communicate effectively to both specialist and non-specialist audiences using a wide range of media, rational and reasoned arguments and demonstrating listening, self-reflection, reflection on others, negotiation, persuasion, and presentation skills, being sensitive to contextual and interpersonal factors</li> <li>• Confidently and flexibly identifying and defining complex problems and the application of appropriate knowledge, tools / methods to their solution</li> </ul>	<p>1, 2, 3, 4, 5</p>	<p>Early Childhood Studies 5.5</p> <p>Youth &amp; Community Work 5.1.1 5.1.5 5.2</p>	<p>HIGH3006 HIGH3203 HIGH3201 HIGH3009 HIGH3202</p>
<p><b>2.1.1. Practical Skills</b></p> <p>The student will be able to demonstrate:</p>	<p>1, 2, 3, 4, 5</p>		<p>HIGH3006 HIGH3203</p>

Degree level ~ Level 6			
Graduate Attributes and Skills	Relevant programme Aim(s)	Benchmark(s)	Relevant modules
<ul style="list-style-type: none"> <li>The application of skills, including the ability to operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques</li> <li>Autonomy in skill use, including the ability to act autonomously, with minimal supervision or direction, within agreed guidelines, taking responsibility for their own work (including self-evaluation)</li> </ul> <p>In addition, a typical graduate of this programme will be able to:</p> <ul style="list-style-type: none"> <li>Accurately apply appropriate qualitative and quantitative methods and techniques to issues and problems and propose approaches and solutions</li> <li>Manage projects in terms of their initiation, specification, planning, implementation, evaluation and individual/organisational learning</li> </ul>		<p>Early Childhood Studies 5.5</p> <p>Youth &amp; Community Work<sup>1</sup> 5.1.1 5.1.4 5.2</p>	<p>HIGH3201 HIGH3009 HIGH3202</p>

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<sup>1</sup> The QAA Benchmark for Youth & Community Work is very detailed; the sections identified within it cover a very wide range of knowledge and skills not all of which are covered in this programme

### 3. Module Records

#### UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** HIGH3006      **MODULE TITLE:** Honours Project  
**CREDITS:** 40      **FHEQ LEVEL:** Level 6      **JACS CODE:** 135  
**PRE-REQUISITES:** None      **CO-REQUISITES:** None      **COMPENSATABLE:** No  
**SHORT MODULE DESCRIPTOR:** (max 425 characters)

The Honours Project will normally focus on an issue that is of importance to a childcare sector. It is an opportunity for students to undertake the entire process of rigorous scholarly research, including problem formulation, design and execution of the investigation, analysis and reporting. This module draws on all aspects of the studies and experiences students will have undertaken as part of this degree programme and will demonstrate their ability to apply them to a major piece of independent academic work.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>			
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)	
<b>T1</b> (Test)		<b>P1</b> (Practical)	

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

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

**MODULE AIMS:**

To provide students with the opportunity to undertake a rigorous study on a theme which they have identified, and which is of importance to the childcare sector as a whole. Drawing on advice from a member of academic staff, the honours project aims to enable students to undertake the entire process of scholarly research.

**ASSESSED LEARNING OUTCOMES:** At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"> <li>1. Undertake a rigorous investigation in the area of childhood studies.</li> <li>2. Demonstrate a critical awareness of the relevant theory, real world practices and constraints.</li> <li>3. Identify a clear project scope statement and project plan.</li> <li>4. Justify the approach being taken.</li> </ol>	Knowledge and Understanding: 1,2,3,5 Cognitive/Intellectual skills: 1,2,3,4,9,10 Key/transferable skills: 1,2,4,6

<ol style="list-style-type: none"> <li>5. Identify and use appropriate methods to research a complex issue.</li> <li>6. Collect and analyse data in an appropriate and effective manner, understanding its relevance to the enquiry and recognising real world constraints and assumptions.</li> <li>7. Draw conclusions and make recommendations based on quantitative and/or qualitative information.</li> <li>8. Recognise and evaluate the impact of those conclusions and recommendations.</li> </ol>	Practical skills: 1-4
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Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

<b>DATE OF APPROVAL:</b> 22/02/2012	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> 09/2012	<b>SCHOOL/PARTNER:</b> Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Autumn, Spring, Summer

Additional notes (for office use only):

**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>

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

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

<b>ACADEMIC YEAR:</b> 2021-22	<b>NATIONAL COST CENTRE:</b> X990
<b>MODULE LEADER:</b> Dr Sue Le Masurier	<b>OTHER MODULE STAFF:</b>

### **Summary of Module Content**

As part of your Childhood Studies degree you are required to write an Honours Project. You will be encouraged to undertake a project in the area or on an issue that is of importance to the childcare sector.

Students undertaking HIGH3006 should have received the project preparatory information over the summer, encouraging an early start with regards to selecting a possible project subject area. During the autumn term, students will be expected to get the project under way and to complete it during the first two terms of your final year. Further details of the project, including a timetable of deadlines, are to be found later in the handbook.

Why do we require students to successfully complete an Honours Project (or as it is often referred, a dissertation)? In brief, the Honours Project allows students to demonstrate a broad range of skills and a deep understanding of a particular subject area. More specifically, the Project gives you the opportunity to:

- Look in detail at a theoretical question or an area of Childhood Studies which you find particularly interesting;
- Practice and demonstrate skills in information gathering across a variety of media;
- Practice and demonstrate the skills of managing a lot of information and ordering it into a coherent form;
- Experience taking responsibility for a project from conception to completion; and
- Create a piece of research that is uniquely your own.

The Honours Project is an extended piece of written work in which students can explore in depth a particular subject in a critical manner. The subject is chosen by the student, but it is important to discuss this choice with a tutor to make sure that the subject is appropriate.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	48	Weekly in college (term 1)
Guest lecture	4	Expert
Seminars	40	Classroom based, and tutor/peer led
Tutorials	24	Individual advice and coaching
Private study and fieldwork	284	Background research and data collection

Total	400	(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)
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### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework (C1)	Research proposal	0%
	Research project (LO: 1- 8)	100%

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research project (LO: 1-8)	100%

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

Updated by: Sue Le Masurier Date: 24/9/2020	Approved by: Ben Bennett Date: 24/9/2020
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## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

<b>MODULE CODE:</b> HIGH3201	<b>MODULE TITLE:</b> Strategic, Operational and Multiagency Management	
<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> Level 6	<b>HeCoS Code:</b> 100456 Childhood Studies
<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> No
<b>SHORT MODULE DESCRIPTOR:</b> (max 425 characters)		

This module explores the strategies and processes adopted by a range of childcare agencies. It aims to develop extensive knowledge, critical understanding and effective skills covering:

- Determining the direction and scope of an organisation
- Creating effective processes to enable teams and multi-agency activities to achieve their objectives
- Managing resources and stakeholders

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>			
<b>E1</b> (Examination)	50%	<b>C1</b> (Coursework)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)	
<b>T1</b> (Test)		<b>P1</b> (Practical)	

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

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

**MODULE AIMS:**

- The strategies employed in the childcare sector, their impact on the organisation and its markets and the key risks and issues involved in implementation
- Concepts of organisational vision and culture, encouraging innovation and empowerment of staff, children and families
- Processes to ensure teams and multi-agency activities achieve their objectives
- Evaluation and enhancement of performance  
Managing resources and stakeholders

**ASSESSED LEARNING OUTCOMES:** At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
<ol style="list-style-type: none"> <li>1. Demonstrate a critical and systematic understanding of the childcare sector</li> <li>2. Identify the major drivers of change and risk, and develop effective strategies and processes in response</li> </ol>	Knowledge and Understanding: 1,3,4,7,8,9 Cognitive and Intellectual skills: 1,2,4,5,6 Key/transferable skills:

3. Demonstrate a critical understanding of the theory underpinning and the processes of developing organisational vision, culture, innovation and empowerment	1,2,3,6 Practical skills:1,2,4
4. Demonstrate extensive knowledge and critical understanding of the theories, processes, intricacies and practices of management in the childcare sector	

Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

<b>DATE OF APPROVAL:</b> 06/02/2019	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2019	<b>SCHOOL/PARTNER:</b> Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b> September 2019	<b>SEMESTER:</b> Spring term

Additional notes (for office use only):

#### **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>

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

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

<b>ACADEMIC YEAR:</b> 2021-22	<b>NATIONAL COST CENTRE:</b> X990
<b>MODULE LEADER:</b> Ben Bennett	<b>OTHER MODULE STAFF:</b>

### **Summary of Module Content**

This module builds on the FdA Childhood Studies and the modules that have already been achieved in stage two of the FdA Foundation degree, which include HIGH 2018 Multiagency working and impact on children and HIGH 2020 Children's Workforce-Management and Leadership.

The content focuses on the strategic and operational management of organisations in the childhood studies sector. It includes a detailed study of strategic, operational and multi-agency management, and builds a comprehensive understanding of the issues that surround the sector.

The module has been designed to support the businesses and agencies that work with children 0-16 in Jersey. It's focus is on leadership and management of childcare and c working with the long-term aim of enhancing the quality and effectiveness of the sector in Jersey.

Many of the people that achieve this module will be the future leaders and managers for the childcare sector in Jersey. Therefore, this module will support the analytical knowledge and skills needed for such roles.

The module explores the strategies and processes adopted by a range of childcare agencies.

It aims to develop extensive knowledge, critical understanding and effective skills covering:

- Determining the direction and scope of an organisation
- Creating effective processes to enable teams and multi-agency activities to achieve their objectives
- Managing resources and stakeholders

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Assessment	36	Exam, background reading, in class preparation
Guided Independent learning	22	Moodle based activities, set exercises, set reading
Lectures	20	Weekly in college
Private study	109	Background reading and research
Seminar	13	Guest speakers, assessment centre case study work

<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>
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### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam (E1)	'Assessment Centre' style exam (LO: 1-4)	100%
Coursework (C1)	Essay (LO: 1-4)	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework (in lieu of the original assessment)	Essay (LO: 1-4)	100%
Coursework	Essay (LO: 1-4)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Heather Audoire Date: 24/9/2020	<b>Approved by:</b> Ben Bennett Date: 24/9/2020

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

<b>MODULE CODE:</b> HIGH3009	<b>MODULE TITLE:</b> Curriculum, planning and assessment
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<b>CREDITS:</b> 20	<b>FHEQ LEVEL:</b> Level 6	<b>JACS CODE:</b> 135
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<b>PRE-REQUISITES:</b> None	<b>CO-REQUISITES:</b> None	<b>COMPENSATABLE:</b> No
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**SHORT MODULE DESCRIPTOR:** (max 425 characters)  
 The module explores different perspectives on curriculum, planning and assessment methods that will be of use in a variety of professional contexts. The ability to organise, discover themes and manage learning and development are essential skills in a leadership post. Students will experience planning for educational and developmental targets as well as experience planning for personal and emotional development in the context of health, lifestyle and personal growth.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions]</b>	
COURSEWORK	
<b>C1</b>	<b>100%</b>

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

**Professional body minimum pass mark requirement:**

- MODULE AIMS:**
- To develop a detailed knowledge and critical understanding of the key theories and concepts involved in course design, planning and assessment and the factors which contribute to effective learning.
  - To enable students to incorporate educational theory into everyday practice.

- ASSESSED LEARNING OUTCOMES:** (additional guidance below)  
 At the end of the module the learner will be expected to be able to:
1. Demonstrate extensive knowledge and critical understanding of the theories, processes, intricacies and practices of curriculum development.
  2. Plan a curriculum and use assessments to improve learning opportunities for children and young people, taking into account their circumstances.
  3. Analyse formal and informal educational approaches and select appropriate strategies given the ecology of the learner.

<b>DATE OF APPROVAL:</b> 22/02/2012	<b>FACULTY/OFFICE:</b> Academic Partnership
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<b>DATE OF IMPLEMENTATION:</b> 09/2012	<b>SCHOOL/PARTNER:</b> Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>TERM:</b> Autumn

Additional notes (for office use only):

**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/InformationAndGuidance/Documents/FHEQ08.pdf>
- Subject benchmark statements  
<http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx>
- SEEC level descriptors <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010> (scroll to pdf link at bottom of page)
- 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>

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

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

<b>ACADEMIC YEAR:</b> 2021-22	<b>NATIONAL COST CENTRE:</b> X990
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<b>MODULE LEADER:</b> Heather Audoire	<b>OTHER MODULE STAFF:</b>
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**Summary of Module Content**

This module will explore the theory behind curriculum construction, types of curriculum and the purpose of a curriculum. Consider your own learning experiences; the likelihood is that exciting and challenging experiences are more likely to be embedded in the memory and applied to other situations. The impact of a planned curriculum needs evaluated, as potentially what students receive isn't what is planned for. Is the knowledge chosen culturally specific or are there certain core subjects and values embedded in any curriculum? A key skill when working with children and young people is the ability to have vision and adaptively create learning opportunities in diverse situations for diverse individuals. The capacity to plan ahead and simultaneously allow flexibility is crucial in this process.

Is our role to follow a curriculum compulsively, or is it to use the guidelines and objectives to plan learning experiences that are meaningful and infuse life skills in our young people? Effective teaching is only possible with an effective curriculum; it is at the heart of what teachers teach and what children learn. It is our responsibility to present a learning environment that encourages motivation for learning for life whilst skilfully involving and engaging children in the learning process.

Assessment for Learning has been at the forefront of education for the last ten years. Informal and formal educational experiences should be embedding skills that can be used for life, and in order to enable this, practitioners need to actively seek out the views from young people, observe their behaviour and learning to consider how to extend their experiences appropriately. Your assessment will require you to reflect and evaluate curriculum types in order to design your own. You will be encouraged to use your unique ideas and experiences to devise a learner centred curriculum with structure and flexibility with the aim of making learning irresistible to young people.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Assessment	34	Curriculum proposal, design, preparation
Guided independent learning	50	Moodle based activities, research, set exercises
Lectures	26	Weekly in college
Private study	82	Background reading, approximately 8hrs a week
Seminar	4	Guest speakers
<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</b> <i>Include links to learning objectives</i>
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Coursework	C1	Programme of learning	100%	Produce a programme of learning around a set subject area that includes a clear rationale behind structure and subject choice (L. O: 1, 2, 3)
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<b>Updated by:</b> Heather Audoire	<b>Date:</b> 24/9/2020	<b>Approved by:</b> Ben Bennett	<b>Date:</b> 24/9/2020
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## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** HIGH3202  
**CREDITS:** 20

**MODULE TITLE:** Key issues in Childhood and Youth studies  
**FHEQ LEVEL:** Level 6

**HeCoS Code:** 100456  
Childhood Studies

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** No

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

This module is intended to enable participants to focus on the most up to date, current issues relating to childhood and youth studies and to further develop the student's ability to reflect upon and discuss complex professional dilemmas thereby strengthening their independent learning skills.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>			
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)	
<b>T1</b> (Test)		<b>P1</b> (Practical)	

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

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

### MODULE AIMS:

- Develop a critical understanding of a range of current key issues in childhood studies
- Further develop skills of reflection, discussion, evaluation and synthesis
- Give students the opportunity to focus on a current issue in childhood studies of particular interest to them and to research that issue evaluating its impact and developing appropriate responses

**ASSESSED LEARNING OUTCOMES:** At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
1. Demonstrate a critical and systematic understanding of a wide range of current issues in childhood studies	Knowledge and Understanding: 1,5 Cognitive/Intellectual skills: 7,9,11 Key/transferable skills: 4 Practical skills: 2
2. Have evaluated and analysed the latest thinking in the field of childhood and youth studies	
3. Evaluate and apply multiple perspectives to childhood issues	

<p>4. Reflect upon the range of philosophical, psychological and sociological issues and how they underpin childhood</p> <p>5. Demonstrate the ability to explore new areas of professional interest and manage their own learning</p>	
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Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

<b>DATE OF APPROVAL:</b> 06/02/2019	<b>FACULTY/OFFICE:</b> Academic Partnership
<b>DATE OF IMPLEMENTATION:</b> 09/2019	<b>SCHOOL/PARTNER:</b> Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b> 06/02/2019	<b>SEMESTER:</b> Spring term

Additional notes (for office use only):

**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>

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

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

<b>ACADEMIC YEAR:</b> 2021-22	<b>NATIONAL COST CENTRE:</b> X990
<b>MODULE LEADER:</b> Dr Sue Le Masurier	<b>OTHER MODULE STAFF:</b>

### **Summary of Module Content**

The early 21<sup>st</sup> Century offers both challenges and opportunities to practitioners working with children and young people. This module focuses on topics which we have identified as 'key' in one way or another and pertinent to our current thinking and practice.

The topics that may be included within this module are:

- Gender
- Citizenship
- Children's Rights
- Men in early childhood education
- Critical skills in the early years
- Social Networking
- Workforce development
- Health and Wellbeing
- Moving out of Childhood
- Island Agenda for Early Years

These issues are wide ranging in focus but have been selected because they matter to us as a team; they reflect our concerns and draw upon individual research interests. The issues here do not represent a comprehensive guide to current issues and other issues of importance could well have been included but by highlighting some research issues in different fields of study we hope to stimulate your reading and thinking. The intention is to support you on the development and reporting of a small-scale study of a key issue in childhood studies of interest to you.

We have enjoyed preparing this programme for you and hope that you will find much of interest in this module and I look forward to working through the issues it raises in our contact with you.

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	30	Weekly in college
Guided Independent learning	50	Moodle based activities, research, set reading
Seminars in pairs/preparation and delivery	40	Research and prepare to deliver seminars to peers in pairs
Private study	80	Background reading/research
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework (C1)	Literature review (LO: 1-5)	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework	Literature review (LO: 1-5)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Christopher Journeaux Date: 24/9/2020	<b>Approved by:</b> Ben Bennett Date: 24/9/2020

## UNIVERSITY OF PLYMOUTH MODULE RECORD

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

**MODULE CODE:** HIGH3203  
**CREDITS:** 20

**MODULE TITLE:** Consultancy in Childcare  
**FHEQ LEVEL:** Level 6

**HeCoS Code:** 100456  
Childhood Studies

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** No

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

This module will normally focus on a complex issue that is of importance to one organisation in the childcare sector in Jersey and which has the potential to directly benefit that organisation or its stakeholders. Students will be required to demonstrate their ability to specify, plan and implement a project in a real-world situation, to time, cost and specification.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>			
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)	
<b>T1</b> (Test)		<b>P1</b> (Practical)	50%

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

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

### MODULE AIMS:

- Investigate a significant issue for an organisation in the childcare sector
- Demonstrate self-management through their ability to specify, plan and implement a project in an environment of changing priorities and uncertainty, to time, cost and specification
- Apply knowledge and experienced gained during the programme in a real-world context
- Understand the impact of stakeholders and real-world issues and uncertainties on objective setting, data collection, analysis, conclusions and recommendations, and the importance of effective communications

**ASSESSED LEARNING OUTCOMES:** At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
<ol style="list-style-type: none"> <li>1. Agree a project brief and develop an appropriate project proposal and plan</li> <li>2. Gather and analyse relevant data recognising the reliability of data and the assumptions that were made in its analysis</li> <li>3. Evaluate performance of organisations and develop effective plans to improve that performance and achieve strategic goals</li> </ol>	Knowledge and Skills: 1,2,3,5,7,10 Cognitive/Intellectual skills: 1,2,3,4, 9,10 Key/transferable skills: 1-6 Practical skills:

<p>4. Generate useful conclusions, based on a range of scenarios which account for the uncertainty in the data and analysis</p> <p>5. Communicate effectively with a range of stakeholders and audiences</p> <p>6. Demonstrate effective self-management</p>	1-4
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Guidance for Learning Outcomes is given below; please refer to the Programme Specification for relevant Award Learning Outcomes.

<b>DATE OF APPROVAL:</b> 06/02/2019	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2019	<b>SCHOOL/PARTNER:</b> Highlands College
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> Autumn and Spring term

Additional notes (for office use only):

**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>

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

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

<b>ACADEMIC YEAR:</b> 2021-22	<b>NATIONAL COST CENTRE:</b> X990
<b>MODULE LEADER:</b> Sue Le Masurier	<b>OTHER MODULE STAFF:</b>

### **Summary of Module Content**

The term consultant can have several different meanings within the business world. Often consultants are considered experts in their field who are brought into an organisation where their specialist knowledge will be used to either analyse a problem and/or advise on the best course of action to address a specific issue. In this module you will be acting as outside consultants, under academic supervision, undertaking a specific client driven project on a part-time basis. The client organisation should provide you with a mentor. The client will be invited to comment on the quality of your work and it will remain in their ownership, but assessment will be the responsibility of the module leader and course team. There will be a series of workshops throughout the year designed to let you discuss progress as both a group and individuals. It is important that you attend these sessions.

The process of consultancy is very closely linked with the concept of 'Action Research'. 'Action Research' is a learning process whereby research is carried out systematically to define and solve a problem or address an issue.

It can be used to:

- specify nature, severity and trend of an issue or problem;
- identify a plan of action to address a problem;
- monitor effectiveness of an action taken to address a problem; or
- identify a desirable change for future implementation.

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

- identify a problem or difficulty
- negotiating the project proposal
- selecting action steps and formulating a plan of approach
- planning data collection
- gathering the data or evidence
- communication findings and solutions and making recommendations

The following types of consultancy may be envisaged;

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

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b> <i>[KIS definitions]</i>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	20	Weekly at the start of term
Tutorials	28	Individual advice and coaching
Private study and fieldwork	152	Background research and data collection/meeting with clients
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 20 credits = 200 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework (C1)	Reflective learning log (LO: 1-6)	100%
Practical (P1)	Oral presentation of report/project to client (LO: 1-6)	100%

### REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Coursework (in lieu of the original assessment)	Reflective learning log on project undertaken or given project if needed.	100%
Coursework	Reflective learning log (LO: 1-6)	100%

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Sue Le Masurier Date: 24/9/2020	<b>Approved by:</b> Ben Bennett Date: 24/9/2020