Undergraduate Programme Specification

Session	2025/26	**Last Modified**	17/04/2025
Named Award Title	BA Childhood Practice		
Award Title for Each Award	Dip HE Childhood Practice BA Childhood Practice		
Date of Approval	May 2021		
Details of Cohort Applies to	All those entering from September 2021		
Awarding Institution	University of the West of Scotland	**Teaching Institution(s)**	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by		Scottish Social Services Council (SSSC)	
Maximum Period of Registration		Interruption Guidance Notes - https://www.uws.ac.uk/media/44zhq55f/authorised-interruption-of-study-v2-jan25.pdf	
Duration of Study			
Full-time		**Part-time**	4 years
Placement (compulsory)			
Mode of Study	☐ Full-time ☒ Part-time		
Campus	☒ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☒ Other (specify) New College Lanarkshire West College Scotland
School	**Education and Social Sciences**		
Divisional Programme Board	**Education**		

Programme Leader	Dean Armstrong

Admissions Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:

Level 8 Entry Applicants will normally have accrued 120 credit points at Level 7 and a practitioner qualification, such as the HNC Childhood Practice. Any credit deficit at Level 7 will require applicants to complete an APEL claim.

Level 9 Entry
Applicants will have accrued 240 credit points at Level 7 and Level 8 in an appropriate discipline. This may be through RPL of previous qualifications, APEL and university or SQA HN modules.

Or GCE

Or SQA National Qualifications / Edexcel Foundation
SQA National Qualifications including relevant SVQ 3 or 4, PDA, HND awards. The credit awarded for these qualifications has been agreed nationally amongst HEI providers.

Other Required Qualifications/Experience
Candidates must be appropriately registered practitioners e.g. registered with the Scottish Social Services Council (SSSC): https://www.sssc.uk.com/knowledgebase/article/KA-02524/en-us

Applicants must demonstrate that they are employed in, or have access to, an acceptable professional environment in which knowledge and understanding of childhood practice in Scotland has been developed. This is essential because a large component of the assessmentstrategy utilizes work-based learning.

All prospective students must have employer support and a mentor from their area of practice to support their studies demonstrated by a signed statement of support as part of the admission process.

Applicants must demonstrate a level of experience in the childhood practice sector commensurable with the undertakings associated with the programme.

Further desirable skills pre-application
Applicants should possess general IT skills, suitable for working with online materials (Microsoft Office, PDF) and engaging in online workshops (Microsoft Teams/Zoom). Experience of some of the skills and attributes required of a leadership role in the childcare sector will enhance application to this programme.

General Overview

The BA Childhood Practice is an innovative programme of study designed for those who are currently registered as practitioners with the Scottish Social Services Council (SSSC), employed within the sector and who wish to become registered as Lead Practitioners/Managers. All programmes within the Childhood Practice field in Scotland require the approval of the Scottish Social Services Council (SSSC) and must be matched at Level 9 to The Standard for Childhood Practice (QQA, 2007), (Revised 2015).

The BA Childhood Practice consists of modules over SCQF level 8 and 9, and includes indicative content in the areas of knowledge of, and reflection on, practice relating to The Standard for Childhood Practice, leadership of learning, management and mentoring of staff, collaborative working with families and a team, the complexity of childhood, including children's rights and participation, current policy and practice, including play pedagogy and practitioner research.

All modules will include strategy projects and/or reflections undertaken in the workplace which develop and enhance the links between theory and practice.

This programme aims to:
a) Develop critical, analytical, problem-based learning skills and the transferable skills to prepare the student for graduate employment;

b) Enable students to engage in lifelong learning, study and enquiry, and to appreciate the value of education to society;

c) Assist the student to develop skills required for both autonomous practice and team working;

d) Examine the construction of childhood from the perspectives of psychology, education and sociology;

e) Develop an awareness of the multi-disciplinary nature of services for children and their families.

Teaching strategies include use of the UWS virtual learning environment and online tutor/student led discussions. Group discussions and networking are core to learning and development on the programme and will be supported through regular online and face-to-face opportunities. The learning and teaching strategies utilise problem solving approaches and regular reflection on practice. Throughout the programme learning and assessment will have a work based focus.

Typical Delivery Method
Childhood Practice is delivered as a hybrid programme, with a combination of online and on-campus experiences.

Any additional costs
N/A

Graduate Attributes, Employability & Personal Development Planning
In accordance with the UWS Personal Development Planning Policy and Framework, personal development planning is embedded within each module in the programme to

enable students to become aware of their knowledge, skills and abilities and how these have been developed within each module. The principles of personal development planning are integrated into the learning process and underpin assessment. Students are encouraged to reflect on learning achievements and experiences, and the implications these have for their future development.

Students will be encouraged to use feedback, evidence, reflection, and goals throughout their studies directly linked to their learning journey. This facilitates student engagement with processes that may form part of their professional career, such as reflecting on their developing levels of competence and showcasing their work for future employers.

Employability is developed throughout the programme. Our UWS Education Enabling Plan (2015- 2020) seeks to 'ensure that our graduates will be highly employable and able to make a difference locally and globally'. This plan underpins activity in growing and supporting work-based learning and in extending opportunities for peer education and peer assisted learning.

Work Based Learning/Placement Details

Each module is approximately 50% work based and as such requires and relates to work related learning carried out in an appropriate, professional environment. Assessments will rely upon reflection and analysis of this work based learning.

Work based learning is a major component of the modules in this Programme. Students will be required to provide a reference from within their employing organisation. The employer will provide a reference, evidencing current employment and support of the applicant's degree studies.

Clear guidance on the tasks to be undertaken in the workplace will be provided. The Programme Leader should be contacted if there be any queries or difficulties arising. When engaging with the work based learning, students will continue to have contact with academic staff to support them as necessary.

See also for Work Based Learning:
https://www.uws.ac.uk/about-uws/policies-procedures-guidance/

Attendance and Engagement

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this programme, academic engagement equates to the following:

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

Learning Outcomes

SCQF LEVEL 7 Learning Outcomes	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	
E4	
E5	

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 7 **Criteria for Progression and Award** *Please refer to UWS Regulatory Framework for related regulations*

SCQF LEVEL 8 Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate and work with a broad knowledge and understanding of the behaviour and holistic development of children;
A2	Detailed knowledge in some areas of legislation relating to children and families;
A3	Understanding of a limited range of core theories and principles of pedagogy and the child as learner.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Use a range of routine skills, techniques, practices and materials associated with educating and caring for young children, a few of which are advanced or complex;
B2	Adapt routine practices within accepted standards in a childcare setting;
B3	Develop skills in identifying and analysing professional problems.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Convey complex information to a range of audiences and for a range of purposes;
C2	Use a range of standard applications to process and obtain data;
C3	Develop communication and presentation skills both oral and written.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues which are common in educating and caring for young children;
D2	Use a range of approaches to formulate evidence based solutions to routine problems in childcare;
D3	Develop skill in reasoning, analysis and evaluation.
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Exercise autonomy and initiative in some activities at a professional level;
E2	Takes significant managerial or supervisory responsibility for the work of others in an early years or childhood setting;
E3	Take the lead on planning in the context of an early years or childhood setting;
E4	Work in support of current professional practice under guidance.
E5	

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	EDUC08046	Children's Holistic Wellbeing	20	☒	☒	☒	
8	EDUC08001	Children's Learning Pre-Birth to 6	20	☒	☒	☒	
8	EDUC08005	Communication in the Early Years	20	☒	☒	☒	
8	EDUC08003	Ethics & Justice in Childhood	20	☒	☒	☒	
8	EDUC08004	Leadership Issues	20	☒	☒	☒	
8	EDUC08045	Science, Numeracy and Mathematics in EY	20	☒	☒	☒	
Footnotes for Core Modules							

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	CHSS08005	Supporting Health & Wellbeing	20	☒	☒	☒	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules This is an optional module which can be selected if students find themselves in the situation where they have no further attempts.							

Level 8
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Refer to Guidance note.

In line with the Regulatory Framework, students not wishing to progress to Level 9 will be awarded a Diploma of Higher Education in Childhood Practice. If they have achieved at least 120 credit points at SCQF Level 8.

Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)

SCQF LEVEL 9 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate a critical understanding of a selection of the principal theories, principles, concepts and terminology associated with leadership and management as defined by The Standard for Childhood Practice;
A2	Demonstrate and work with a broad and integrated knowledge and understanding of the behaviour and holistic development of children and adolescents;
A3	Detailed knowledge in several areas of legislation relating to children, families and related services.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Use skills, techniques, practices and materials associated with the challenges of leadership and management in the childcare sector;
B2	Develop strategies to allow continuing improvement of professional skills required for working with and on behalf of children and adolescents;
B3	Develop skills which facilitate the empowerment and development of children, families and professional colleagues.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Make formal and informal presentations on standard/mainstream topics in the discipline of leadership and management to a range of audiences;
C2	Interpret, use and evaluate numerical and graphical data to achieve goals and targets;
C3	Use a range of IT applications to support and enhance leadership and management skills;
C4	Develop information technology skills – word processing, data processing and internet communication.
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Undertake critical analysis, evaluation and synthesis of ideas, concepts and information related to the management of children's services;
D2	Critically analyse policy and practice in relation to government policies;
D3	Identify and analyse routine professional problems and issues.
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Take responsibility for the work of others and for a range of resources;
E2	Practice in ways which take account of own and others' roles and responsibilities;
E3	Deal with ethical and professional issues in accordance with current professional and ethical practice.

E4	
E5	

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	EDUC09021	Leadership and Management	20	☒	☒	☒	
9	EDUC09022	Leading to Collaborate	20	☒	☒	☒	
9	EDUC09060	Reflective Planning	20	☒	☒	☒	1*
9	EDUC09020	Leading Learning	20	☒	☒	☒	
9	EDUC09006	Promoting Learning	20	☒	☒	☒	
9	EDUC09058	Practitioner Enquiry: Early Years	20	☒	☒	☒	

Footnotes for Core Modules

1* Reflective Planning module has been upated as per SSSC requirements, students to spend a period in another ELC centre investigating an aspect of practice that differs from current practice. Students will be required to design and plan a learning experience and then spend at least 4 hours in another centre. This has been incorporated in the learning outcomes for themodule to ensure it is meaningful.

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Option Modules

Level 9
Criteria for Progression and Award
Please refer to UWS Regulatory Framework for related regulations

Refer to Guidance note.

In line with the Regulatory Framework, for the award of BA Childhood Practice, at least 120 credit points must be achieved at SCQF Level 9.

Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)

SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	
A2	
A3	
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	
B2	
B3	
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	
C2	
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	
D2	
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	
E2	
E3	
E4	
E5	

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Option Modules							

Level 10 **Criteria for Award** ***Please refer to UWS Regulatory Framework for related regulations***

Regulations of Assessment
Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework. An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies
There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61). For students studying BA, BAcc, or BD awards the award will be BA Combined Studies. For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Version no: 1

Change/Version Control

What	**When**	**Who**
Transferred information over to new descriptor. General housekeeping to texts across sections.	18-04-2025	D Armstrong