Undergraduate Programme Specification

Session	2025/26	**Last Modified**	17/04/2025
Named Award Title	Graduate Diploma Childhood Practice		
Award Title for Each Award	Graduate Diploma 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**	x
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:

Applicants will have accrued a minimum of 360 credit points over SCQF levels 7, 8 and 9 normally as part of a degree in a subject area broadly relevant to Childhood Practice, e.g. Education, Psychology, Social Sciences, Child Health or similar.

Or GCE

Or SQA National Qualifications / Edexcel Foundation

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 Graduate Diploma: Childhood Practice consists of 6 modules at SCQF level 9, is vocationally relevant, and complements the strategic aims to enable a range of practitioners to meet the Standard for Childhood Practice (2007)(Revised 2015) and be able to register as Lead Practitioners / managers with the Scottish Social Services Council (SSSC).

In addition, the programme will help students to develop skills that are transferable to

other areas of study and professional employment. It will also continue to develop critical, analytical problem-based learning skills and the transferable skills to prepare the student for leadership and management. In doing so, it will enable the student to engage in lifelong learning, study and enquiry and to appreciate the value of education to society. It will also assist the student to develop the skills required for both autonomous practice and teamworking.

The programme will be delivered using a blend of online learning and teaching strategies on a part time basis, supported by face-to-face sessions on campus. 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	
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 8 Modules

CORE

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

				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	
Footnotes for Core Modules							

Level 8 Modules

OPTION

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

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

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*
				☐	☐	☐	
				☐	☐	☐	
				☐	☐	☐	

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	
10	CHSS10004	Advanced Practice (CS)	20	☒	☐	☐	
9	EDUC09020	Leading Learning	20	☒	☒	☒	1*
9	EDUC09058	Practitioner Enquiry: Early Years	20	☒	☒	☒	2*
9	EDUC09006	Promoting Learning	30	☒	☒	☒	3*
				☐	☐	☐	
				☐	☐	☐	

Footnotes for Option Modules

1* Students must select EDUC09020 Leading Learning unless they have previously completed CHSS10004 Advanced Practice as part of the BA (Hons) Childhood Studies programme. Students must have completed one of these two modules to be eligble for the award of Graduate Diploma Childhood Practice.

2* Students must select EDUC09058 PractitionerEnquiry: EY unless they have previously completed the moduleor EDUC09004 Qualitative Research Methods as part of the BA Childhood Studies Programme or the module BAEL09001 Practitioner-based Research and Enquiry as part ofthe GA ELC.Students must complete one of these modules to be eligble for the award of Graduate Diploma Childhood Practice.

3* Students must select EDUC09006 Promoting Learning unless they have previously completed the module as part of the BA Childhood Studies Programme or the module BAEL09005 The Team Around The Child as part of the GA ELC. Students must complete one of thse modules to be eligble for the award of Graduate Diploma Childhood Practice.

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

Refer to Guidance note.

Students will be eligible for the award of Graduate Diploma: Childhood Practice on completion of 120 credits comprising all three core modules, plus EDUC 09058 Practitioner Enquiry: EY (or equivalent), EDUC 09020 Leading Learning (or equivalent) and EDUC09006 Promoting Learning (or equivalent). Please refer to the footnotes under 'option modules' above for further guidance.

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