

2.University of the West of Scotland Undergraduate Programme Specification

Session: 2022/23

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| Named Award Title: | BA (Hons) Childhood Studies Single |
| Award Title for Each Award: | BA (Hons) Childhood Studies Dip HE Childhood Studies BA Childhood Studies |
| Awarding Institution/Body: | University of the West of Scotland |
| Language of Instruction & Examination: | English |
| Award Accredited By: | |
| Maximum Period of Registration: | |
| Mode of Study: | Full Time |
| Campus: | Ayr Dumfries Lanarkshire |
| School: | School of Education & Social Sciences |
| Programme Leader: | TBC |

Admission 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

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Section 6 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications

Applicants will normally have accrued 120 credit points at Level 7 and a practitioner qualification. Any credit deficit at level 7 will have been made good prior to commencing the programme.

HNC in Early Education and Childcare, with work placement in a range of early years' settings. Students who apply with an HNC Support for Learning will also be considered if they have appropriate workplace experience with children in the birth to 12 years range.

Applicants with an additional 120 credit points at Level 8 e.g. HND Childhood Practice and a practitioner qualification will be considered for entry to level

Please also note the entry criteria can also include Level 7 (or equivalent) qualification in a subject broadly relevant to Childhood Studies, e.g Education, Social Sciences, Child Health or similar. However it is important to note that a BA (Hons) Childhood Studies alone does not enable registration as Practitioner in Day Care of Children's services with SSSC and that a recognised practitioner qualification such as HNC Childhood Practice, is required.

or GCE

or SQA National Qualifications/Edexcel Foundation

Relevant SVQ 3s will be given national agreed credit tariffs and additional relevant University modules or SQA HN modules will be required to make up the 120 credits required for entry

Other Required Qualifications/Experience

It is encouraged that Candidates should be appropriately qualified to be eligible for registration as a practitioner with the Scottish Social Services Council (SSSC) if they wish to pursue a career as an early Years educator. There is an exception for those who wish to study Childhood Studies generally as a pathway.

<http://www.sssc.uk.com/sssc/applying-for-registration/qualifications.html>

In the international context, students will require to have the equivalent credit as deemed by UWS bringing a minimum of:

120 credits at level 7 will be considered for level 8 entry

240 credits over level 7 and 8 required for level 9 entry

Other required Qualifications / Experience

Applicants may also be considered with other academic, vocational or professional qualifications deemed to be equivalent.

The University's Recognition of Prior Learning (RPL) Policy and Procedures covers and defines RPL including Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) as they are recognised, assessed and implemented within UWS regulations. It considers the use of prior learning as an entrance requirement including entry with advanced standing or as additional credit to the continuing UWS student. It complies with Scottish Credit and Qualifications Framework (SCQF) 20

Guidelines on RPL and is aligned to UWS Admissions Regulations and Policy.

An unconditional offer will be automatically generated due to candidates having already been vetted by the PL during the recruitment process. Candidates will then be requested to complete the online enrolment process. Once this is complete, the study selections team can add core modules to student's UWS record and VLE.

Further desirable skills pre-application

IT skills.

Experience of some of the skills and attributes required in the childcare sector will enhance application to this programme.

General Overview

The BA (Hons) Childhood Studies is a full time programme of study designed for those who wish to continue their studies to deepen their knowledge, skills and practice in the childhood sector. The programme begins at level 8, with students, mainly, articulating with an HNC in Childhood Practice or equivalent. Student with an HNC in Childhood Practice are eligible for registration as practitioners with the Social Services Council (SSSC) and as such the content of the programme is aligned to the content of the Standard for Childhood Practice (SSSC, 2015).

This programme aims to:-

- Develop critical, analytical, problem-based learning and transferable skills to prepare the student for graduate employment in the children's services or related work;
- Enable the student to engage in lifelong learning, study and enquiry, skills in reflective practice based on research and to appreciate the value of education and care to society;
- Assist the student to develop the skills required for both autonomous practice, leadership and team-working;
- Examine the construction of childhood from the perspectives of developmental psychology and sociology;
- Develop an awareness of the multi-disciplinary nature of services for children and their families and the influence of government policy on the nature of public.

The Programme will be delivered over three years at SCQF Levels 8, 9 and 10. It will combine academic study and placement-based learning to develop students' knowledge and skills enabling them to become effective, high quality practitioners. The programme will be delivered using a blend of learning and teaching strategies. This will include the use of the UWS virtual learning

environment, Interactive Whiteboard and on-line tutor/student led discussion, Lectures, tutorials, group-work, role-play, presentations, workshops, problem-based learning, and work-based learning. Personal Development Planning (PDP) is central to the programme beginning with students identifying and developing goals for their own learning and development which will be evidenced in their Personal Development Plan. All summative assessments are graded and marked by academic members of UWS staff.

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. PDP activities will focus on professional target setting which will benefit personal learning and development throughout their career.

As such the programme team will endeavour to enhance the career prospects and employment opportunities of individual students by enabling the development of graduate skills which are highly relevant to their own practice. This will include further developing skills in critical understanding, literature reviewing, research and practice.

Work Based Learning/Placement Details

Most modules (with the exception of Term 1 level 8 modules and level 10 Honours Dissertation) are approximately 25% work based and as such require and relate 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 most modules in this programme. Students will be required to provide work details to programme team to identify a placement experience best suited to developing their desired skills. Placements will be provided with workplace agreements and documentation and they will be expected to provide a mentor.

Clear guidance on the tasks to be undertaken in the workplace will be provided and mentor briefing events will be held to share information and support mentors. The Programme Leader should be contacted via telephone and UWS email 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. The work based learning approaches fulfill the UWS Regulations as defined in the UWS Regulatory Framework (2020/21) and UWS Work Based Learning Procedure.

Engagement

In line with the **Academic Engagement Procedure**, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time.

Where a programme has Professional, Statutory or Regulatory Body requirements these will be listed here:

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link:

Academic engagement and attendance procedure

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

Attendance Requirements

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of

the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality and Diversity Policy](#)

Equality & Diversity

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

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

A. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

| | |
|---|--|
| Knowledge and Understanding | |
| A1 | |
| Practice - Applied Knowledge and Understanding | |
| B1 | |
| Communication, ICT and Numeracy Skills | |
| C1 | |
| Generic Cognitive Skills - Problem Solving, Analysis, Evaluation | |
| D1 | |
| Autonomy, Accountability and Working With Others | |
| E1 | |

Core Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|-------------|--------|------|---|---|-----------|
| | | | | 1 | 2 | 3 | |
| | | | | | | | |

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|-------------|--------|------|---|---|-----------|
| | | | | 1 | 2 | 3 | |
| | | | | | | | |

* Indicates that module descriptor is not published.

Footnotes

Criteria for Progression and Award

B. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

| 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. |
| 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. |
| 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 |
| 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. |
| 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 a childcare setting; |
| E3 | Take the lead on planning in the context of a childcare setting; |
| E4 | Work in support of current professional practice under guidance. |

Core Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|-------------|--------|------|---|---|-----------|
| | | | | 1 | 2 | 3 | |
| | | | | | | | |

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|---|--------|------|---|---|--|
| | | | | 1 | 2 | 3 | |
| 8 | EDUC08001 | Children's Learning Pre-Birth to 6 | 20 | ✓ | ✓ | ✓ | |
| 8 | EDUC08003 | Ethics and Justice in Childhood | 20 | ✓ | ✓ | ✓ | |
| 8 | EDUC08004 | Leadership Issues | 20 | ✓ | ✓ | ✓ | |
| 8 | EDUC08005 | Communication in Early Years | 20 | ✓ | ✓ | ✓ | |
| 8 | EDUC08045 | Science, Numeracy and Mathematics in EY | 20 | ✓ | ✓ | ✓ | |
| 8 | EDUC08046 | Children's Holistic Wellbeing | 20 | ✓ | ✓ | ✓ | |
| 8 | EDUC08006 | Supporting Health & Wellbeing | 20 | ✓ | ✓ | ✓ | This module only to be completed if student has No Further Attempts in one other module at level 8 |

* Indicates that module descriptor is not published.

Footnotes

Level 8 modules are shared with the BA Childhood Practice programme, therefore delivery may occur across all terms.

Supporting Health and Wellbeing may only be selected if students find themselves in the situation where they have no further attempts in one other level 8 module.

Criteria for Progression and Award

Students who do wish to progress to Level 9 and have successfully completed all core modules and accrued the appropriate credit minima as per the Regulations, are eligible for the award of Diploma of Higher Education in Childhood Studies”.

C. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

| Knowledge and Understanding | |
|---|--|
| A1 | Detailed knowledge in several areas of legislation relating to children and families; |
| A2 | Demonstrate and work with a broad knowledge and understanding of the behaviour and holistic development of children; |
| A3 | A critical understanding of a selection of the principal theories, principles, concepts and terminology associated with pedagogy and the child as learner; |
| A4 | A critical knowledge and understanding of the child as an active agent and of the construction of childhood. |
| Practice - Applied Knowledge and Understanding | |
| B1 | Use skills, techniques, practices and materials associated with childcare, some of which are specialised or advanced; |
| B2 | Practise routine methods of enquiry within the context of early childhood; |
| B3 | Develop strategies to allow continuing improvement of professional skills required for working with and on behalf of children; |
| B4 | Develop skills which facilitate the empowerment of children, families and professional colleagues. |
| Communication, ICT and Numeracy Skills | |
| C1 | Use a range of routine skills and some specialised skills in support of established practices in working with children; |
| C2 | Use a range of IT applications to support and enhance children’s learning; |
| C3 | Develop information technology skills – word processing, data processing and internet communication. |
| Generic Cognitive Skills - Problem Solving, Analysis, Evaluation | |
| D1 | Critically identify and conceptualise issues relating to the nature of childhood – socially, ethically, historically and culturally; |

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|---|---|
| D2 | Critically analyse policy and practice in relation to government ideology. |
| Autonomy, Accountability and Working With Others | |
| E1 | Develop skills as an early childhood pedagogue in contexts which include a degree of unpredictability and specialisation; |
| E2 | Work under guidance with qualified practitioners in a childcare setting; |
| E3 | Deal with ethical and professional issues in accordance with current professional and ethical practice; |

Core Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|-------------|--------|------|---|---|-----------|
| | | | | 1 | 2 | 3 | |
| | | | | | | | |

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|-----------------------------------|--------|------|---|---|--|
| | | | | 1 | 2 | 3 | |
| 9 | EDUC09002 | Language & Communication | 20 | | ✓ | | |
| 9 | EDUC09005 | Creativity in the Curriculum | 20 | ✓ | | | |
| 9 | EDUC09006 | Promoting Learning | 20 | ✓ | ✓ | ✓ | |
| 9 | EDUC09052 | Children's Voice | 20 | ✓ | | | |
| 9 | EDUC09057 | Family Pedagogy | 20 | ✓ | | | |
| 9 | EDUC09058 | Practitioner Enquiry: Early Years | 20 | ✓ | ✓ | ✓ | |
| 9 | EDUC09001 | Management Issues | 20 | ✓ | ✓ | ✓ | This module only to be completed if student has No Further Attempts in one other module at level 9 |

* Indicates that module descriptor is not published.

Footnotes

Practitioner Enquiry- Early Years and Promoting Learning are shared with the BA Childhood Practice programme, hence may be delivered across all three terms.

EDUC09001 Management Issues may only be selected if students find themselves in the situation where they have no further attempts in one other level 8 module.

Criteria for Progression and Award

Having accrued 120 credits at Level 9, successful students will either progress to honours or be awarded BA: Childhood Studies with Distinction will be awarded in accordance with Regulation 3.13 of the UWS Regulatory Framework.

D. Learning Outcomes (Maximum of 5 per heading)

Outcomes should incorporate those applicable in the relevant QAA Benchmark statements

| Knowledge and Understanding | |
|---|---|
| A1 | Demonstrate and/or work with knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of the current practice in the childhood sector. |
| A2 | Critical, detailed understanding of principal theories, concepts and principles of one current area of and practice, which is informed by or at the forefront of the discipline. |
| A3 | Critical awareness of current issues in a subject/discipline and of the principal theories, principles, boundaries, concepts and terminology. |
| Practice - Applied Knowledge and Understanding | |
| B1 | Demonstrate originality or creativity in the application of knowledge, understanding and /or practices within a range of professional contexts which include a degree of unpredictability. |
| B2 | Executing defined projects of investigation within their field of practice and identifying and implementing or suggesting relevant outcomes. |
| B3 | Use a range of the principal skills, practices and materials associated with the role of a practitioner in the childhood sector. |
| B4 | Practice in a range of professional level contexts that include a degree of unpredictability. |
| Communication, ICT and Numeracy Skills | |
| C1 | Communicate with peers, senior colleagues and specialists on a professional level. |
| C2 | Presenting and conveying formally and informally, information about a specialized topic to an informed audience. |
| C3 | Using a range of ICT applications to support and enhance their written work. |
| Generic Cognitive Skills - Problem Solving, Analysis, Evaluation | |
| D1 | Offer professional insights and interpretation of problems and issues related to current policy and practice. |
| D2 | Critically review, consolidate and extend knowledge and skills related to policy and practice. |
| D3 | Critically reviewing, analysing complex professional level problems and issues to make judgments where information comes from a range of sources. |
| Autonomy, Accountability and Working With Others | |

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|-----------|--|
| E1 | Exercise autonomy and initiative in the professional activities. |
| E2 | Deal professional issues and practice in ways that show a clear awareness of own and others' roles and responsibilities. |
| E3 | Deal professional issues and practice in ways that show a clear awareness of own and others' roles and responsibilities. |
| E4 | Work with others to bring about change, development and new thinking. |

Core Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|------------------------------|--------|------|---|---|-----------|
| | | | | 1 | 2 | 3 | |
| 10 | EDUC10035 | Play and Pedagogy 0-16 | 20 | | ✓ | | |
| 10 | EDUC10036 | Honours Dissertation | 40 | ✓ | ✓ | | |
| 10 | EDUC10041 | Inter-Professional Practices | 20 | | ✓ | | |
| 10 | EDUC10042 | Advanced Practice (CS) | 20 | ✓ | | | |

* Indicates that module descriptor is not published.

Footnotes

Optional Modules

| SCQF Level | Module Code | Module Name | Credit | Term | | | Footnotes |
|------------|-------------|---------------------------------------|--------|------|---|---|-----------|
| | | | | 1 | 2 | 3 | |
| 10 | EDUC10037 | Current Childhood Policy and Practice | 20 | ✓ | | | |
| 10 | MIDW10011 | Supporting Families | 20 | ✓ | | | |

* Indicates that module descriptor is not published.

Footnotes

The range of option modules will not necessarily be available for all deliveries and on all campuses.

Criteria for Award

Having accrued 120 credits at Level 10, and 480 credits overall successful students will be awarded BA: Childhood Studies with Honours in accordance with Regulation 3.13 of the UWS Regulatory Framework.

(As level 10 is shared with the Childhood Practice programme, students on the Childhood Practice Programme taking this path will be awarded BA: Childhood Practice with Honours in accordance with Regulation 3.13 of the UWS Regulatory Framework.)

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 an exit award of CertHE / DipHE or BA / BSc in Combined Studies. 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.

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