

University of the West of Scotland
Undergraduate Programme Specification

Session: 2024/25**Last Modified: 25/03/2022****Status: Published**

1	Named Award Title:	BA Childhood Practice
2	Award Title for Each Award: ¹	Dip HE Childhood Practice BA Childhood Practice
3	Date of Validation / Approval:	May 2021
4	Details of Cohorts Applies to:	Cohorts recruited from 2013 onwards
5	Awarding Institution/Body:	University of the West of Scotland
6	Teaching Institution(s): ²	University of the West of Scotland
7	Language of Instruction & Examination:	English
8	Award Accredited By:	Accredited at level 9 by SSSC
9a	Maximum Period of Registration:	Authorised Interruption Guidance notes (uws.ac.uk)
9b	Duration of Study:	Part Time – 4 years
10	Mode of Study:	Part Time
11	Campus:	Ayr New College Lanarkshire (Coatbridge) West College Scotland (Greenock)
12	School:	School of Education & Social Sciences
13	Programme Board:	Education
14	Programme Leader:	Dr Conny Gollek

15. 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:

¹ Include main award and all exit awards e.g. BA / BSc / BEng / DipHE / CertHE

² University of the West of Scotland and include any collaborative partner institutions involved in delivery.

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 have been made good prior to commencing the programme.

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

[click here to add detail]

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 assessment strategy 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 commensurate with the undertakings associated with the programme.

Further desirable skills pre-application (i.e. to satisfy additional PSRB requirements or other)

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.

16	<p>General Overview</p> <p>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).</p> <p>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.</p> <p>All modules will include strategy projects and/or reflections undertaken in the workplace which develop and enhance the links between theory and practice.</p> <p>This programme aims to:</p> <ol style="list-style-type: none"> 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. <p>Childhood Practice is delivered as a hybrid programme, with a combination of online and on-campus experiences.</p> <p>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.</p>
17	<p>Graduate Attributes, Employability & Personal Development Planning</p> <p>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.</p>

	<p>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.</p> <p>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.</p> <p>Building on this alignment, Childhood Practice at UWS has sought to embed pedagogy for employability across the teaching and learning in its programmes as part of the course design process (HEA, 2012). Seeing students as 'active partners in the educational process' (HEA, 2012, p. 30), is also closely aligned to the kind of critical pedagogy that sits at the core of teaching and learning in this professional area, across all sectors of engagement. Thus, the Higher Education Academy Framework for Embedding Employability in Higher Education (HEA, 2016) offers a coherent and robust structure and process for enhancing students' employment prospects.</p>
18	Work Based Learning/Placement Details
	<p>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.</p> <p>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.</p> <p>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.</p> <p>See also for Work Based Learning:</p> <p>https://www.uws.ac.uk/about-uws/policies-procedures-guidance/</p>
19	Attendance and Engagement
	<p>In line with the Student Attendance and 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 VLE, and complete assessments and submit these on time.</p> <p>For the purposes of this programme, academic engagement equates to the following:</p> <p>All students 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: https://www.uws.ac.uk/about-uws/policies-procedures-guidance/</p>

20	Equality and Diversity
	<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>Aligned with the overall commitment to equality and diversity, the programme 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. The programme 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.</p>

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

21	Learning Outcomes (Maximum of 5 per heading)
	<p>Outcomes should incorporate those applicable in the relevant QAA Benchmark statements.</p> <p>Please ensure that Learning Outcomes are appropriate for the level of study. Further information is available via SCQF: https://scqf.org.uk/support/support-for-educators-and-advisers/support-for-colleges-heis/ and a Level Descriptors tool is available (SCQF Level Descriptors Tool Scottish Credit and Qualifications Framework) and ensure appropriate cognisance of Chapter 1, Regulatory Framework. https://www.uws.ac.uk/media/6514/regulatory-framework-2023-2024.pdf</p>

x

SCQF LEVEL 7	
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	

Learning Outcomes - Level 7 Core Modules

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

Footnotes for Core Modules:

[click here to add detail]

Learning Outcomes - Level 7 Optional Modules

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

Footnotes for option modules

22 a	Level 7 Criteria for Progression and Award
	<p>Refer to Guidance note.</p> <p><i>Example Text:</i> In line with the Regulatory Framework, for the award of XXXX, at least XX credit points must be achieved of which a minimum of XX are at SCQF Level XX and none less than SCQF Level XX.</p> <p>Those students who achieveshall be eligible for the XXX.</p> <p>Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p> <p>[click here to add detail]</p>

x

	Level 8 Learning Outcomes (Maximum of 5 per heading)
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	

Learning Outcomes - Level 8 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
8	EDUC08046	Children's Holistic Wellbeing	20	v	v	v	
8	EDUC08001	Children's Learning Pre-Birth to 6	20	v	v	v	
8	EDUC08005	Communication in Early Years	20	v	v	v	

8	EDUC08003	Ethics & Justice in Childhood	20	v	v	v	
8	EDUC08004	Leadership Issues	20	v	v	v	
8	EDUC08045	Science, Numeracy and Mathematics in EY	20	v	v	v	

Footnotes for Core Modules:

--

Learning Outcomes - Level 8 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
8	EDUC08006	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.
--

X

22b	Level 8 Criteria for Progression and Award
	<p>Refer to Guidance note.</p> <p>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.</p> <p>Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)</p>

Links: UWS Regulatory Framework ; and Student Experience Policy Statement .

x

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	

Learning Outcomes - Level 9 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
9	EDUC09021	Leadership and Management	20	v	v	v	
9	EDUC09020	Leading Learning	20	v	v	v	
9	EDUC09022	Leading to Collaborate	20	v	v	v	
9	EDUC09058	Practitioner Enquiry: Early Years	20	v	v	v	
9	EDUC09006	Promoting Learning	20	v	v	v	
9	EDUC09059	Reflective Planning	20	v	v	v	

Footnotes for Core Modules:

--

Learning Outcomes - Level 9 Optional Modules

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

Footnotes for option modules

X

22c	Level 9 Criteria for Progression and Award
	<p>Refer to Guidance note.</p> <p>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.</p> <p>Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p> <p>[click here to add detail]</p>

x

	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	

Learning Outcomes - Level 10 Core Modules

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

Footnotes for Core Modules:

Learning Outcomes - Level 10 Optional Modules

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

Footnotes for option modules

x

22d	<p>Level 10 Criteria for Award <i>(normal UG – delete as applicable)</i> OR Criteria for Progression and Award <i>(Integrated Masters Only – delete as applicable)</i></p>
	<p>Refer to Guidance note.</p> <p><i>Example Text:</i> In line with the Regulatory Framework, for the award of XXXX, at least XX credit points must be achieved of which a minimum of XX are at SCQF Level XX and none less than SCQF Level XX.</p> <p>Those students who achieveshall be eligible for the XXX.</p> <p>No Distinction is awarded at Honours level (Regulation 3.25).</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p> <p>[click here to add detail]</p>

x

SCQF LEVEL 11 (For Integrated Masters Only)	
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	

Learning Outcomes - Level 11 Core Modules – DELETE IF NOT APPLICABLE

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

Footnotes for Core Modules:

Learning Outcomes - Level 11 Optional Modules – DELETE IF NOT APPLICABLE

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

Footnotes for option modules

X

22e	Level 11 Criteria for Award
------------	--

	<p>Refer to Guidance note.</p> <p>Those students who achieveshall be eligible for the XXX.</p> <p>Links: UWS Regulatory Framework; and Student Experience Policy Statement.</p>
--	---

x

23	Regulations of Assessment
<p>Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework .</p> <p>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.</p> <p>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.</p>	
24	Combined Studies
<p>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).</p> <p>For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.</p> <p>For students studying BEng or BSc awards, the award will be BSc Combined Studies.</p>	

Change/Version Control

Changes made to the programme since it was last published:

What	When	Who
<p><u>Updated Links:</u></p> <ul style="list-style-type: none"> • Academic Engagement Procedure • Equality and Diversity • University Regulatory Framework • Removed invalid links 	19/10/2023	C Winter
Guidance Note 2023-24 provided	12/12/23	D Taylor
<p>General housekeeping to text across sections and addition of links and some specific guidance.</p> <p>Addition of Duration of Study and some other text – for CMA.</p>	12/12/23	D Taylor

Version Number: UG 1 (2023-24)