# BA (Hons) Childhood Practice

Dear Applicant

We are delighted that you have applied to study the BA (Hons) Childhood Practice at the University of the Highlands and Islands, and we would like to take this opportunity to tell you a little bit more about the Degree and our methods of learning and teaching.

I am Debbie Corbett, the Programme Leader (PL) for the BA (Hons) Childhood Practice programme, based at UHI Perth College. I would all like to take this opportunity to welcome you to the programme wish you good luck with your studies. I hope that you find the degree informative, challenging, and enjoyable.



Do take time to read and digest information included in this handout. If you have any questions, please contact me: debbie.corbett.perth@uhi.ac.uk

**Background**

From the 1 December 2011, on re-registration with the Scottish Social Services Council (SSSC), all Lead Practitioners of a day care of children service will be required to hold or be working towards a Degree level qualification in Childhood Practice. This includes Lead Practitioners of nurseries, crèches, playgroups and out of school care. The BA (Hons) Childhood Practice award enhances professionalism and leadership skills. Evidence shows that the best experience for children come from the best qualified staff, including where the Lead Practitioner has a degree level award. Having a highly qualified and high-quality workforce will ensure we make a real difference to the outcomes for Scotland’s children and their families. At UHI, the degree is delivered through supported on-line learning and teaching, it can therefore be accessed at anytime and anywhere throughout Scotland. Your study route will be based on the academic credit UHI is able to award for your previous qualifications.

**Course Aims**

1. Promote confidence in students’ capabilities as learners by helping them to develop a critical and reflexive approach to their own workplace practice, and to the ideologies, policies, purposes and practices of children’s services nationally and internationally, in order to take appropriate responsibility for the development of quality practice
2. Extend knowledge and deeper understanding of all aspects of children’s development and learning to improve working practices and promote children’s well being
3. Develop knowledge of a range of frameworks for development and learning to inform the selection, provision and evaluation of educational and care experiences for children thus enabling application of theory to practice
4. Extend the awareness of the context of childhood and the social policy agenda to contribute to policy and practice for working collaboratively with children, families and communities.
5. Develop students’ understanding of professionalism, and leadership roles and strategies for professional and multi-professional teams working in early learning and childcare settings, and to support students’ engagement in the leadership of workplace practice, assisting their organisation to develop and implement policies.

**Interactive introduction**

You can also access an interactive introduction to the course by clicking on the following web link: [**BA (Hons) Childhood Practice Introduction**](http://showcase.uhi.ac.uk/care/Childhood_Practice_BA/?utm_source=InHouse&utm_medium=UHIWebsite&utm_campaign=CourseClickout)

**Programme Structure**

The BA (Hons) Childhood Practice is centred on active and collaborative learning experiences via supported on-line learning. Through UHI’s virtual learning environment (VLE), you will benefit from a variety of creative and interactive pedagogic approaches that facilitate connections between theory, policy, legislation and work-based practice. The development of knowledge, understanding, and the practical application of this is e a central feature of the Degree.

Knowledge and practical competence are intrinsically linked but opportunity to assess them will be divided between activities that relate to theory, policy and practice and work-based experiences that demonstrate your capacity to practically apply your developing knowledge and understanding. Creativity, innovation, reflexivity, and critical analysis form the basis of the modes of assessment, using a range of formative and summative tools, for example:

* Work-based projects
* Essays
* Case Studies
* Group work facilitated through the online context
* Power Point Presentations
* Reports
* Posters
* Self- assessment
* Peer-assessment
* Discussion board activities

You will be supported by an initial mandatory face-to-face induction which helps to:

* Foster connections between students and staff
* Promote long-term student achievement and retention
* Introduce students to online learning and teaching and UHI’s the VLE.

You will also have access to a six week online longitudinal induction programme and be offered regular ‘check in’s’, using a blended approach.

# SSSC Codes of Practice

BA (Hons) Childhood Practice is a work-based qualification and as such, once successfully completed, you are eligible to register with SSSC as a Manager/Lead Practitioner. In registering with SSSC you are expected to adhere to their Codes of Practice (SSSC 2016).

The Codes of Practice is a list of statements that describe the standards of professional conduct and practice required. The intention is to confirm the standards required and ensure that you know what standards of conduct employers, colleagues, service users, carers and the public expect of you. The Codes are intended to reflect existing good practice and it is anticipated that workers and employers will recognise in the Codes the shared standards to which they already aspire.

In total there are 6 Statements of professional conduct and practice required (SSSC 2016):

1. You must protect and promote the rights and the interests of people who use services and carers.
2. You must create and maintain the trust and confidence of people who use services and carers.
3. You must promote the independence of people who use services while protecting them, as far as possible, from danger and harm.
4. You must respect the rights of people who use services, while striving to make sure that their behaviour does not harm themselves of other people.
5. You must uphold public trust and confidence in social services.
6. You must be accountable for the quality of your work and will take responsibility for maintaining and improving your knowledge and skills.

Throughout your BA programme, you will be expected to reflect upon the meaning of these statements regarding your conduct as a professional practitioner.

# Support for Students

There is a wide range of support available to all students throughout their time at UHI, whether it be academic, pastoral or technical. Every UHI student is assigned a Personal Academic Tutor (PAT) who is based at your enrolling College – this is someone to support you, and who will your central point of contact once your degree studies have begun (similar to the role of a Key Worker in the ELC sector). You will also be supported by Module Tutors and myself as the Programme Leader.

**Delivery Model**

The Degree is studied on a part-time basis, completing three 20 credit modules in each academic year (September – June). The maximum number of modules you would be allowed to complete in a year is four. UHI has two semesters: Semester 1: September – December and Semester 2: January – June). If you are completing three modules, this means you will carry two running at the same time in a semester**. We recommend 10-15 hours/week per module**; this means you would need to commit around 20 hours/week when carrying two in the same semester. Each year of a Degree is made up of 120 credits; if you are studying part-time you will complete 60 credits each year (three modules). This means it takes 2 years to complete each year/Level of the Degree. If a student came with no previous credit, it would take 6 years to complete the Degree.

As noted above, your study journey will be based on the amount of credit UHI is able to award for your previous qualifications. This means there will be an element of uniqueness to each student’s journey. **Study route outlined below is based on student being awarded 60 credits for SVQ 3 Social Services: Children & Young Peole or CCLD, it would take 5 years part-time study to complete Level 9 and an additional 2 for honours.**  If a student was awarded 120 credits, they would enter at Level 8 and take 4 years to complete the BA. If awarded 180 credits, they would take 3 years and if awarded 240 credits, 2 years. **N/B:** For SSSC registration, you only need to complete Level 9.

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| **Level 7 (First Year)** |
| Semester 1 | Semester 2 |
| Introduction to Early Childhood Practice and Philosophy UX307116 | Sociology of the Family UC807188Nature of Health UB907230 |

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| **Level 8 (Second Year)** |
| Semester 1 | Semester 2 |
| Collaboration and Reflection in Childhood Practice UX308779 **(Core)** | Assuring Quality in Childhood Practice Settings UX308778 **(Core)****Options:*** The Enquiring Student UX207002 (**Mandatory Option**)
* UElective (discuss with your PAT)
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| **Level 8 (Second Year)** |
| Semester 1 | Semester 2 |
| Developing Leadership Capacity in Childhood Practice UX308780 **(Core)****Options** (one from the list of following options):* Play and Childhood UC808418
* Providing Curriculum for Life UL908427
* Care and Control UL508317
* Recognising and Challenging Discrimination and Disadvantage UL308474
* Health Psychology UC808414
* Working in Partnership UL708479
 | Practitioner Research in Childhood Practice UX308777 **(Core)** |
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| **Level 9 (Third Year)** |
| Semester 1 | Semester 2 |
| Contemporary Issues in Childhood Practice UX309771 | Leading Change in Childhood Practice UN209772Promoting Children’s Rights and Inclusion in Childhood Practice UX309770 |

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| **Level 9 (Third Year)** |
| Semester 1 | Semester 2 |
| Developing a Childhood Practice Work based Project UX309774Coordination, Partnership & Integration in Childhood Practice UX309773 | Leading a Childhood Practice Work Based Project UX309775 |

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| **Fourth Year Honours (Level 10)** |  |
| Semester 1 | Semester 2 |
| Comparative Childcare: A European Perspective UL409598 **(Core)**Professional Reflection UL910805 **(Core)** | **Option** (one from the list of following options):* Personal and Professional Reflection UL910800
* Disability and Society UL310809
* Globalized View of Childcare UL410832
* The UNCRC: Investigating Exploitation, Youth Justice and Education in relation to Children’s Rights UM210002
* Psychopathology: Mental health and well-being UC810800
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| **Fourth Year Honours (Level 10)** |  |
| Semester 1 | Semester 2 |
| Dissertation: BA (Hons) Childhood Practice [UL910809](https://uhi.blackboard.com/webapps/blackboard/execute/launcher?type=Course&id=_10824_1&url=) **(Core)****Option** (one from the list of following options):* Child and Adolescent Mental Health UL10808
* Food and Behaviour UB410102
* Comparative Health Studies UX310834
* Developmental Disorders UC810802
* Every Child’s Right to be Heard UX210003
* Insiders and Outsiders UL310804
 | Dissertation: BA (Hons) Childhood Practice **(Core)** |

**Module Summaries, Descriptors and Reading Lists**

Each module considers not only leadership theory but leadership aspects of practice relevant to the needs of the lead practitioner in an early years or childcare setting.

**Module Reading lists**: you can access reading lists here: [Reading Lists](https://uhi.rl.talis.com/index.html), you need the name of the module to access the list. Please note, there are lots of resources available online. Module Leaders update reading lists regularly. All books will be useful, but you may want to hold off purchasing core books until you engage with the module/s you are studying.

**Preparing to study**

**UHI Essential Skills Resources**: as a way to prepare for your studies and the requirements of undertaking a Degree, we would encourage you to explore the UHI Essential Skills resources. You will be referred to these resources as part of the induction process and asked to refer to them throughout your studies. You can access the resources here: [UHI Essential Skills](https://induction.uhi.ac.uk/)

In particular, we would encourage you to explore the following areas within this resource: [Academic Writing](https://induction.uhi.ac.uk/Core-Skills/induction-academic-writing/index.html) and [Referencing and Plagiarism](https://induction.uhi.ac.uk/Effective-Learner/Referencing-and-Plagiarism/index.html)

**Level 7 (First Year)**

**Introduction to Early Childhood Philosophy and Practice**

Students will begin by examining the concept of an early childhood philosophy. Within this they will consider what is meant by an early year's pedagogical model and related 'whole child concept'. This will involve the student exploring what is meant by the following terms: 'child-centred', 'developmentally appropriate' and 'inclusive'. They will also consider the effects of the 'hidden curriculum' on the development of the young child.

The influences of historical perspectives as well as the more contemporary ideas will be explored. Consideration will also be given to the development of a number of early childhood curriculum programmes and initiatives such as High/scope and Reggio Emilia.

The aims and objectives of current early childhood curriculum frameworks for 0-3, 3-18 will be investigated from the perspectives of both the learner and practitioner.

**Sociology of the Family**

The module aims to provide an introduction to sociological concepts and issues through a focus on the Family and broader connecting issues.

**Aims**

* To provide an introduction to the most influential of sociological theories through the medium of family.
* To facilitate understanding of sociological factors affecting patterns of family life, role and structure.
* To provide opportunity to explore current issues and debates concerning the modern family.
* To develop understanding of the relationship between social policy and societal members.

**Nature of Health**

The module presents health as an arena for debate. It aims to introduce students to a range of health accounts to show the pluralism of these in today’s society. Each dimension of the bio-psycho-social approach is examined individually and in relation to other dimensions to support a growing understanding of the necessity for an holistic and multidisciplinary response to health issues across the age range, for individuals, families and communities. Particular focus on health inequalities and social determinants of health support a broad understanding of the scope of the subject and this is further developed through an overview of relevant Scottish/ UK health policy.

In addition, the module develops generic study skills through extensive developmental feedback on formative written tasks using health theory as the basis of such work. It aims to develop the ability to locate, collect, interpret, evaluate and use information to develop a coherent argument and to write in the appropriate style. As a result it develops academic confidence and facilitates progression by the use of highly supportive teaching methods.

**Level 8 (Second Year)**

**Practitioner Research in Childhood Practice**

This module will introduce students to the concept of practitioner research and the basic elements of qualitative research design contextualised within Childhood Practice. Students will further explore the value of Action Research and its role in promoting reflective Childhood Practitioners.

Students will identify an issue for development within their workplace setting, conduct a concise literature review and outline an appropriate and considered qualitative research design proposal to address this issue.

**Assuring Quality in Childhood Practice**

This module is designed to enable students to develop a critical understanding of Quality Improvement issues in Childhood Practice with reference to their own workplace setting. It will focus on current theories of play underpinning ‘best practice’ and provision in both the Early Years and Playwork sectors and enable students to evaluate the leadership responsibilities, policies and Quality Assurance mechanisms within their own Childhood practice setting, enhancing their professional confidence and competence to work towards enacting leadership there.

**Developing Leadership Capacity in Childhood Practice**

The module introduces students to both theoretical and skill-based issues related to leadership and management in childhood practice. The study material examines a range of theoretical approaches to leadership and management and gives students the opportunity to reflect on their own practice in the context of their own workplace setting.

**Collaboration and Reflection in Childhood Practice**

This module will provide students with the opportunity to consider issues related to the role of the professional within a childhood practice context. This will include an exploration of the nature of collaboration and integrated working, an examination of current legislative and policy frameworks relevant to childhood practice and an investigation of related theoretical perspectives. Students will then contextualise these to a professional issue in their own practice and demonstrate their application of knowledge and skills within their own workplace.

**Mandatory Option: The Enquiring Student**

The aim of this module is to develop students’ critical thinking, critical inquiry and critical analysis skills. The module will introduce key theoretical approaches to knowledge, including epistemology, experiential knowledge, historical knowledge, sociological (constructivism), anthropological (cultural relativism) and empirical knowledge. Under empirical knowledge, students will be introduced to a variety of research method approaches. By the end of the module, students will be able to identify, select and source appropriate literature for evidencing an argument. In addition, they will be able to assess and interpret information as well as demonstrate an awareness of key concepts such as bias, ethics, validity, reliability and credibility in the construction of an argument. Students will also be able to identify the strengths and weaknesses of an argument including demonstrating an ability to reflect and evaluate their own work.

**Level 9 (Third Year)**

**Promoting Children’s Rights and Inclusion in Childhood Practice**

The module will explore issues of children’s inclusion and participation, in a context of the relationship between the rights and responsibilities of children, parents and the state. It will build on the significance of the UNCRC and its expression within the current Scottish legislative and policy frameworks. Key issues will be the role of managers and childhood workers in promoting inclusion, participation, non-discriminatory practice, child safety and the ethos of all children achieving their potential. Ethical issues and dilemmas relating to the module themes will be explored.

**Contemporary Issues in Childhood Practice**

Students will be encouraged to design a set of guidelines for analysing new ideas against key principles. A particular focus will be on play and active learning in the context of birth to 3; a Curriculum for Excellence 3 – 18; and in the Playwork context. Specific topics will be updated on an annual basis according to new developments in policy, innovations in practice, research on children as learners and thinkers, and on European and worldwide perspectives. Students will be encouraged to consider potential leadership roles in relation to these and other issues that may arise.

**Leading Change in Childhood Practice**

The module will introduce students to theories of organisation and management and adopt aproblem-based approach to exploring the management of human, physical and financial resources within a Childhood Practice Setting. Students will analyse and investigate case studies of policy and practice development and explore the knowledge; skills and strategies required for effective leadership. Students will identify an aspect of workplace development requiring a policy statement or documentation and, by developing this, will identify the underpinning knowledge and professional actions required and the implications of this for their own professional development and workplace practice.

**Coordination, Partnership and Integration in Childhood Practice**

The module will provide a structured and guided analysis of international, UK-wide and Scottish policy, research and practice paradigms on services for children and families. Students will critically analyse underpinning theories and research documents on social policy, social capital, ecological systems, child development, and relevant national and local policy documents including leadership issues and management strategies, directly relevant to students own workplace, to promote collaborative and non-discriminatory practice.

**Developing a Childhood Practice Workplace Project**

Adopting an enquiry led and evidence-based approach to professional development and professional practice are recognised as key features of personal and organisational change. Reflection and professional action need to be underpinned by evidence derived from research, from professional enquiry and from personal experience. Planning and implementing an effective workplace development requires consideration of key purposes, desired outcomes, key processes and an effective action plan. This module will provide a structured approach to developing a plan for a workplace project which will be undertaken and implemented in the subsequent module “Managing a Workplace Project”.

**Leading a Childhood Practice Workplace Project**

Upon successful completion of “Developing a Workplace Project”, this module involves students undertaking an enquiry led project within a relevant workplace environment. The research dimension of the workplace project should examine the nature of evidence, generate worthwhile questions, critically research key issues and seek answers of relevance to their own workplace context. Implementing the project, gathering evidence of effectiveness, analysing and evaluating the evidence and reflecting on the outcomes provides an opportunity for students to synthesise the key knowledge and skills developed over the whole of their degree studies together with their professional abilities to manage a project in practice. The process of undertaking the project should benefit their ability to critically review evidence from published research and other projects and to seek links to their own professional context. Students are supported throughout the research project.

**Level 10 (Fourth Year, you only need Level 9 to register with SSSC)**

**Comparative Childcare: A European Perspective**

CCCEP offers an introduction to measurements of children’s welfare and patterns of service support across Europe. Building on student familiarity with UK childcare practices, CCCEP focuses on national interpretations of childcare and on policies, services and other formal and informal arrangements for childcare provision and delivery in different cultural settings.

**Personal and Professional Reflection**

The purpose of these modules is to further prepare candidates for either professional practice in their chosen field or post graduate vocational training.

**Dissertation**

The aim of the dissertation module is to provide the student with the opportunity to undertake a substantial research project. The dissertation is an independent research exercise, supported by a dissertation supervisor.

The student must select a topic for the research drawn from the broad area of his/her course and this selection/topic must be approved by the Dissertation Committee. While every effort will be made to support the student's topic choice, the decision is dependent on the ability of the programme team to provide a suitable supervisor.