

**BA CHILDHOOD PRACTICE PROGRAMME – Candidate Sheet (2020/21)**

	<b>Very Good-A</b>	<b>Good-B</b>	<b>Satisfactory-C</b>	<b>Requires further study-D</b>	
<b>Core skills</b>					
Understanding / interpretation of the questions	Very good understanding/interpretation of the questions.	Good understanding/interpretation of the questions.	Satisfactory understanding/interpretation of the questions	Basic or lack of understanding/interpretation of the questions.	
Ability to link prior learning to the workplace and show personal and professional reflection	<ul style="list-style-type: none"> <li>• Makes very good use of theories and ideas to evaluate examples from practice; Examples from practice may also be used to evaluate theory.</li> <li>• Evidence of a strong commitment to work-based practice and change.</li> <li>• Clearly demonstrates personal and professional reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes good use of theories and ideas to explain examples from practice.</li> <li>• Evidence of a commitment to work-based practice and change.</li> <li>• Demonstrates some professional reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes satisfactory use of at least one theory or idea to discuss examples from practice.</li> <li>• Evidence of a satisfactory commitment to work-based practice and change.</li> </ul>	<ul style="list-style-type: none"> <li>• Offers basic description of at least one example from practice but this may be inadequately linked to theory or there may be insufficient evidence of understanding.</li> <li>• Evidence of a commitment to work-based practice and change may be vague, contradictory or absent.</li> </ul>	
Understanding of and an ability to relate to theories, policies and ideas	<ul style="list-style-type: none"> <li>• Evidence of very good understanding of relevant theories and ideas.</li> <li>• Demonstrates knowledge of a broad range of different approaches to working with children and young people (including sufficiently detailed description and some attempt at critical evaluation).</li> <li>• Clear evidence of understanding the relationships between theory, policy and practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates good understanding of relevant theories and ideas.</li> <li>• Offers good description of more than one different approach to working with children and young people.</li> <li>• Evidence of understanding the relationships between theory and practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of satisfactory understanding of at least one relevant theory or idea.</li> <li>• Offers a satisfactory description of a at least one relevant approach to working with children and young people.</li> <li>• Evidence of an attempt to make links between theory and practice, although this may not be fully developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Offers a basic description of a at least one relevant approach to working with children and young people.</li> <li>• Insufficient evidence of understanding relevant theories or ideas.</li> <li>• Links made between theory and practice may be inadequate, superficial or absent.</li> </ul>	

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Commitment to children's rights and participation	<ul style="list-style-type: none"> <li>Evidence of a strong commitment to children's rights and participation.</li> <li>Draws upon relevant theories and policies in addition to examples from practice in articulating this commitment.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of good commitment to children's rights and participation.</li> <li>Articulates this commitment through examples from practice and to situate it in relation to key policies (e.g. UNCRC).</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of a satisfactory commitment to children's rights and participation.</li> <li>Articulates this commitment through examples from practice</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient evidence of commitment to children's rights and participation.</li> <li>Commitment may be vague or implicit.</li> </ul>
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	Very Good-A	Good-B	Satisfactory-C	Requires further study-D
<b>Generic skills</b>				
Oral presentation skills	<ul style="list-style-type: none"> <li>Evidence of very good oral communication skills and ability to engage with an audience; candidate may appear at ease in presenting.</li> <li>Responds very well to questions, offering both clarification and elaboration.</li> <li>Use of props or visual aids significantly enhances the content of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of good oral communication skills and some appropriate engagement with the audience; candidate should not appear nervous.</li> <li>Responds well to questions, offering clarification or elaboration where prompted.</li> <li>Use of props or visual aids effectively reinforces the content of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of satisfactory oral communication skills; the candidate may appear nervous without significantly impeding their ability to present information.</li> <li>Demonstrates appropriate responses to questions; questions may be required to draw out some important issues that were not included in the presentation.</li> <li>Props or visual aids used to support the content of the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient evidence of required oral communication skills; the candidate may be too nervous to perform effectively.</li> <li>Inadequate response to questions; may misinterpret the questions or answers given may demonstrate insufficient knowledge.</li> <li>Props or visual aids may be poorly conceived and/or distract from the content of the presentation.</li> </ul>
Contribution to group discussion	<ul style="list-style-type: none"> <li>Demonstrates ability to listen carefully to others' contributions and develop the discussion by adding clarification or elaboration; may prompt further discussion from other candidates and/or keep the discussion on topic.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some ability to listen to others' contributions and to respond appropriately to points made by other candidates and the interviewers.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates satisfactory ability to contribute to group discussion, although contributions may be largely limited to responding to direct questions.</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient evidence of ability to participate in group discussion; may contribute minimally to the discussion, demonstrate inadequate listening skills and/or lose track of the topic being discussed.</li> </ul>