The University of Edinburgh

The Moray House School of Education

School Undergraduate Studies Committee

15 February 2012

Proposed changes to the BA in Childhood Practice

This paper proposes changes to the BA in Childhood Practice programme in response to changing priorities within the Scottish Social Services Council (which acts as an External Annual Monitoring Body), to sudden changes in course staff and to allow for more research-led teaching. Proposed changes include mere changes of current titles, some changes in course structure and an introduction of a new course.

Action requested

For approval or comment, with a view to a potential start of changes to the BA Childhood Practice in Semester 1, 2012-2013

Resource implications

Does the paper have resource implications? No

Risk assessment

Does the paper include a risk analysis? No

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? Yes

Any other relevant information

Kristina Konstantoni and Lesley Gallacher will attend for discussion of this item.

Originator of the paper

Dr Kristina Konstantoni, Programme Director of the BA Childhood Practice, Lecturer in Childhood Studies, Institute of Education, Community and Society
Dr Lesley Gallacher, Lecturer in Childhood Studies, Institute of Education, Community and Society
Dr John Davis, Senior Lecturer, Institute of Education, Community and Society

6 February 2012

Proposed Changes to the BA Childhood Practice

Prepared by Dr Kristina Konstantoni (BACP Programme Director,Lecturer, Institute for Education, Community and Society), Dr Lesley Gallacher (Lecturer, Institute for Education, Community and Society) and Dr John Davis (Senior Lecturer, Institute for Education, Community and Society). In agreement with Lynn McNair- Main associate tutor for practice units.

Purpose of the proposed changes

- To respond to changing priorities within the Scottish Social Services Council (SSSC), who would like all Childhood Practice degrees to move towards the inclusion of a project.
- To make the course more sustainable in terms of staffing and to reduce reliance on Associate tutors (particularly in key, course organising roles).
- To allow for more research-led teaching in Childhood practice.
- To take into consideration student feedback
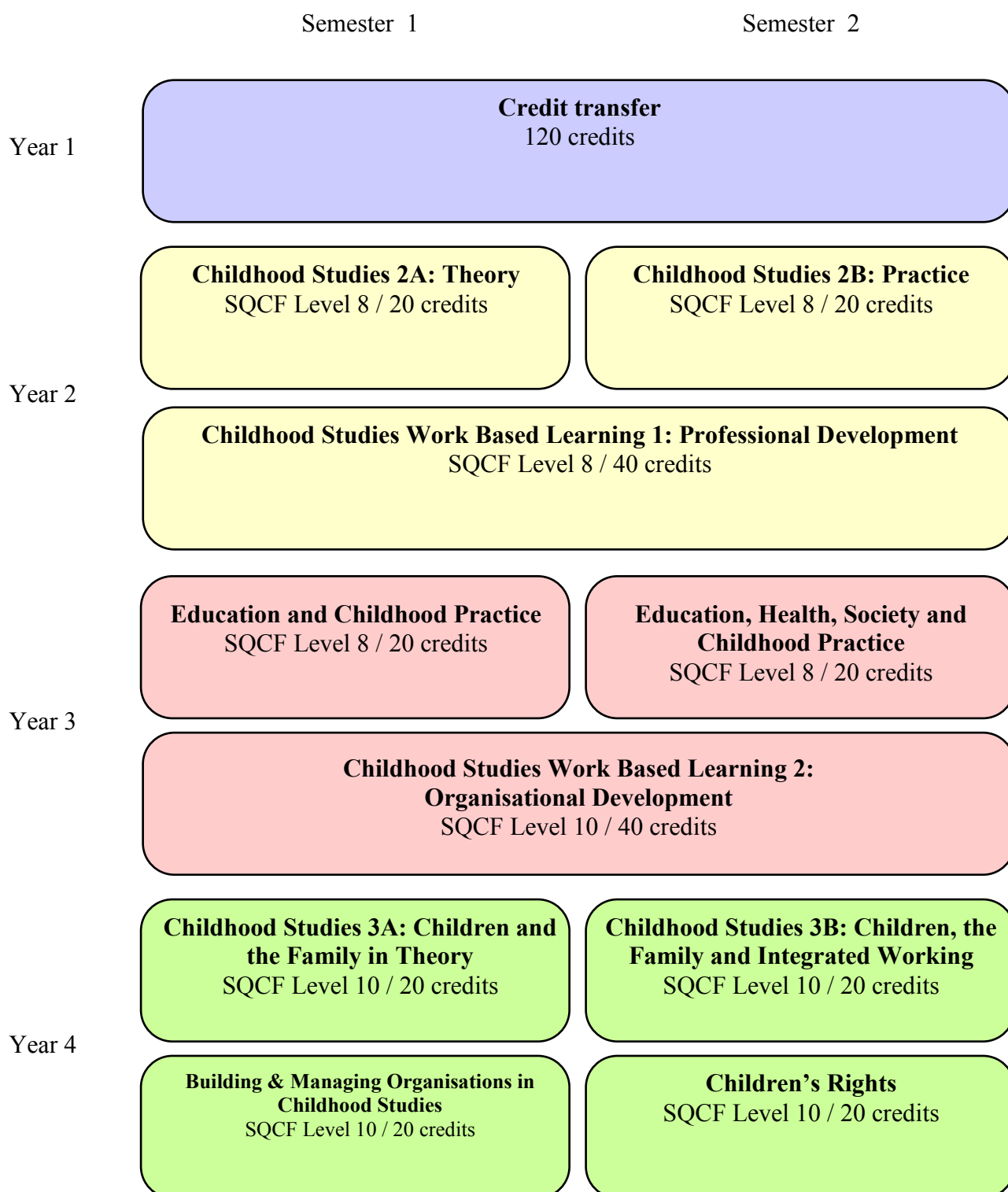
Resource implications

There are no additional resource implications for these changes. If anything, the changes will allow for more efficient use of staff expertise within the BACP team.
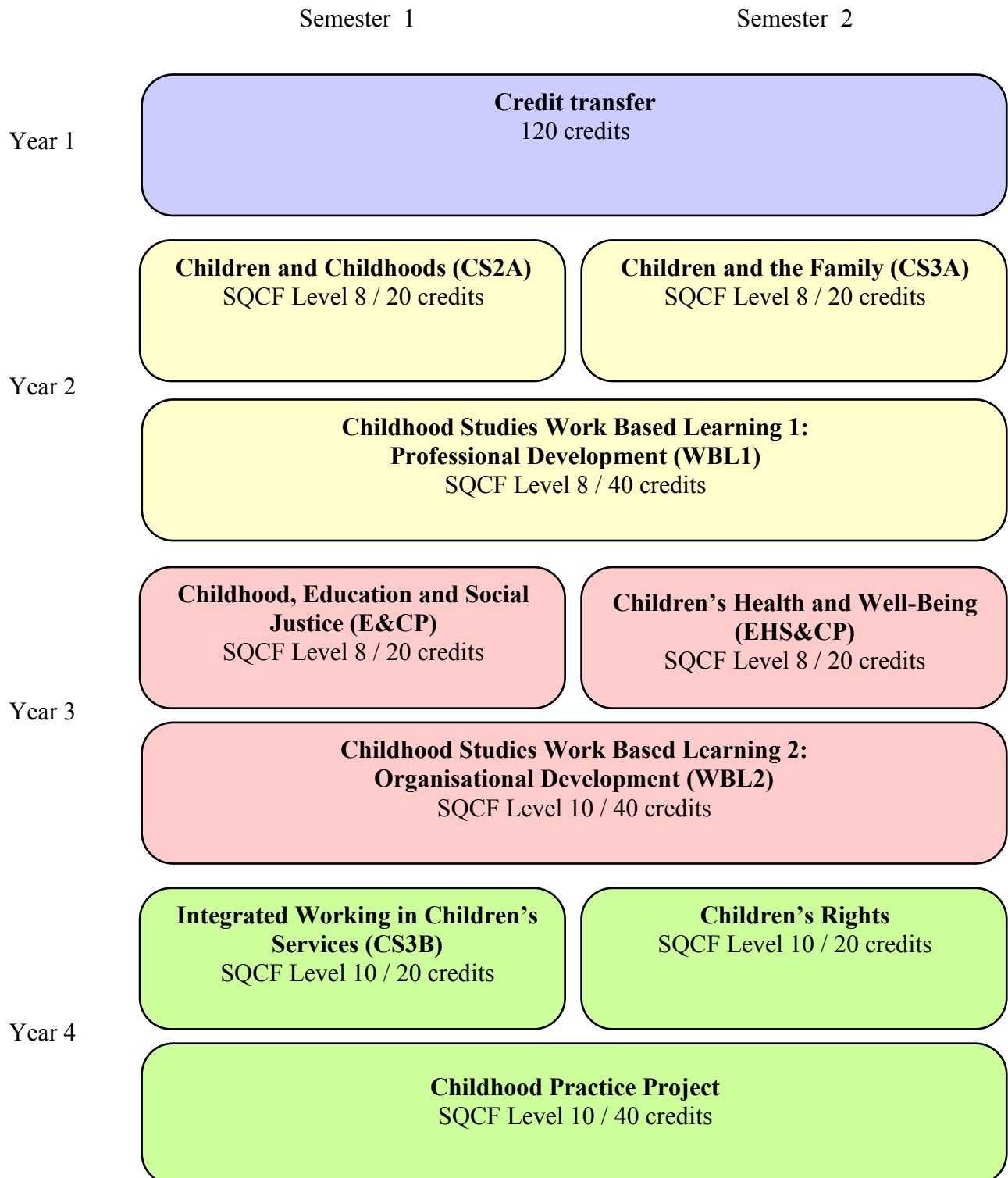
Summary of the proposed changes

1. Introduction of a 40 credit SCQF level 10 'Childhood Practice Project' course. This course will absorb the teaching from the existing 'Childhood Studies 2B: Practice' course and re-situate it within the context of an individual research project. This course will be taken in both semesters (1 and 2) of Year 4.
2. Integration of content from 'Building and Managing Organisations in Childhood Studies' within 'Childhood Studies Work Based Learning 2: Organisational Development'. The course will still be taken in both semesters of Year 3.
3. Creating an annual BA Childhood Practice Conference event to involve all year groups. The event will provide formative assessment and will not be credit-bearing.
4. Replacing and renaming the SCQF Level 10 course 'Childhood Studies 3A: Children, the Family in Theory' with a SQCF Level 8 course entitled 'Children and the Family' to be taken in semester 2 of Year 2.
5. Changing the name of 'Childhood Studies 2A: Theory' to 'Children and Childhoods'.
6. Changing the name of 'Education and Childhood Practice' to 'Children, Education and Social Justice.
7. Changing the name of 'Education, Health, Society and Childhood Practice' to 'Children's Health and Well-Being'.
8. Changing the name of 'Childhood Studies 3B: Children, the Family and Integrated Working' to 'Integrated Working in Children's Services' and moving it to the first semester of Year 4.

Figures 1 and 2 show current and proposed structures for the BACP programme as a whole. Appendix A sets out the Programme Specification incorporating the proposed changes.

Figure 1. Current Programme Structure

Semester 1	Semester 2

Year 1

Credit transfer
120 credits

Year 2

Childhood Studies 2A: Theory
SQCF Level 8 / 20 credits

Childhood Studies 2B: Practice
SQCF Level 8 / 20 credits

Childhood Studies Work Based Learning 1: Professional Development
SQCF Level 8 / 40 credits

Education and Childhood Practice
SQCF Level 8 / 20 credits

Education, Health, Society and Childhood Practice
SQCF Level 8 / 20 credits

Year 3

Childhood Studies Work Based Learning 2: Organisational Development
SQCF Level 10 / 40 credits

Childhood Studies 3A: Children and the Family in Theory
SQCF Level 10 / 20 credits

Childhood Studies 3B: Children, the Family and Integrated Working
SQCF Level 10 / 20 credits

Year 4

Building & Managing Organisations in Childhood Studies
SQCF Level 10 / 20 credits

Children's Rights
SQCF Level 10 / 20 credits

Figure 2. Proposed Programme Structure

(previous course titles in brackets)

	Semester 1	Semester 2

Year 1

Credit transfer
120 credits

Year 2

Children and Childhoods (CS2A)
SQCF Level 8 / 20 credits

Children and the Family (CS3A)
SQCF Level 8 / 20 credits

**Childhood Studies Work Based Learning 1:
Professional Development (WBL1)**
SQCF Level 8 / 40 credits

Year 3

Childhood, Education and Social Justice (E&CP)
SQCF Level 8 / 20 credits

Children's Health and Well-Being (EHS&CP)
SQCF Level 8 / 20 credits

**Childhood Studies Work Based Learning 2:
Organisational Development (WBL2)**
SQCF Level 10 / 40 credits

Year 4

Integrated Working in Children's Services (CS3B)
SQCF Level 10 / 20 credits

Children's Rights
SQCF Level 10 / 20 credits

Childhood Practice Project
SQCF Level 10 / 40 credits

Explanation of the proposed changes

1. Introduction of a 40 credit SCQF level 10 'Childhood Practice Project' course.

The Scottish Social Services Council encourage providers to include a research project module within Childhood Practice degrees. As the BACP is a professional programme designed to enable practitioners to register with the SSSC as lead practitioners, it is important that we respond to this decision.

The current programme includes a SCQF level 8 course on research and evaluation (Childhood Studies 2B: Practice [CS2B]). This course provides much of the necessary background to research design and methods to enable students to carry out their own, small-scale independent research projects. However, students currently take CS2B in the second semester of Year 2 and this would not effectively facilitate a research project carried out in Year 4.

By incorporating and upgrading the content from CS2B within the first semester of the project course, we will be able to better support students in developing and carrying out a small-scale research project to be assessed at SCQF Level 10. It is important that students take the Project course until the final year of the programme, so as to enable them to build upon the theoretical and practical learning in the degree.

The course descriptor for 'Childhood Practice Project' in Appendix B describes in more detail how the course would nurture students through the processes of designing, carrying out and writing up research. The new Project course can be staffed entirely by academic staff working on the programme.

2. Integration of content from 'Building and Managing Organisiations in Childhood Studies' within 'Childhood Studies Work Based Learning 2: Organisational Development'.

Creating the new Project module will add an extra 20 credits to the degree programme as a whole (the 40 credit course will encompass the 20 credits already allocated to CS2B). Therefore, there is a need to reduce the programme by 20 credits elsewhere.

The learning outcomes and aims of the existing 'Building and Managing Organisations in Childhood Practice [BMOCP]' and 'Childhood Studies Work Based Learning 2: Organisational Development' [WBL2] courses are very similar. As such, the courses are very suitable for amalgamation. In its current form, the second semester of WBL2 is taken up with preparations for a student-led conference event. The introduction of an annual BACP Conference event (see below) can replace this aspect of the course, which leaves semester 2 free to cover the content from BMOCP. Doing so will provide a very coherent course for the students firmly centred around issues of management and staff development within childhood practice. The course descriptor for WBL2 in Appendix B provides more detail about this.

Combining the two courses within a single module will help towards more sustainable models of staffing on the BACP programme. Both courses are heavily reliant on practitioners for delivery (this is, in part a SSSC requirement), and, this has significant implications for the 'buy-in' budget for staff on the programme. Running a single course on this content area is a more efficient way of managing this reliance.

3. Creation of an annual BA Childhood Practice Conference event to involve all year groups

As noted in point 3 (above), the second semester of WBL2 is currently concerned with planning and organising a conference event. Students in other year groups are invited to the conference, but this tends to negatively impact upon the organisation of other classes, which require rescheduling in order to allow the students to attend. Creating an annual BA Childhood Practice Conference to take place the week after the semester finishes will prevent this from happening. It will also allow us to extend the valuable experience of contributing to a conference to students in years 2 and 4.

We propose to use the conference to support students in developing a range of different presentation skills (including poster making and presentation skills, which are not currently taught within the programme) and as a means of supporting the course assessment in WBL1, WBL2, and the research project.
- Year 2 / WBL1 students will give a (formatively assessed) group presentation on same topic as the (summative) course assessment. The presentation will be accompanied by power-point slides. They will receive feedback on the presentation that they can use to improve their course assignment before submission.
- Year 3 / WBL2 students will prepare and present a poster at the conference. The poster will account for 25% of the total marks for the course. The feedback they receive on the poster will help them to improve their written assignment, which is closely linked to the poster activity.
- Year 4 / Research project students will prepare and deliver an individual power-point presentation about their research projects. The feedback they receive for this formative assessment will help them to improve their research project before submission.

4. Replace the SCQF Level 10 course 'Childhood Studies 3A: Children, the Family and Integrated Working' with a SQCF Level 8 version entitled 'Children and the Family' to be taken in semester 2 of Year 2.

Resituating the CS2B within the Childhood Practice Research Project course in Year 4, leaves an empty space in the second semester of Year 2. It would also overload the Year 4 students, who would be required to take three courses in the second semester.

Students currently take Childhood Studies 3A: Children and the Family in Theory (CS3A) in semester 1 of Year 4. Moving this course to the second semester of Year 2 would enable us to rebalance the courses in Year 4 (by moving the current Childhood Studies 3B: Children, the Family and Integrated Working [CS3B] to semester 1, see point 8 below).

In Year 2, semester 1 students currently take a course in which they explore different theorisations and representations of childhood. Taking an SCQF Level 8 course modelled on CS3A, which provides a theoretical background to working with children and families, in the second semester will produce a coherent programme of study in Year 2, which can serve as an important background to all subsequent study in the programme. The course descriptor in Appendix B provides more detail on this course, which we proposed to call 'Children and the Family'. This new title reflects the content of the course.

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5. Changing the name of 'Childhood Studies 2A: Theory' to 'Children and Childhoods'.

This is a relatively minor change, and will only affect the title of the course. The aims, learning outcomes, content and assessment for the course will remain the same. The reason for the change is to replace the unappealing subtitle 'Theory' with something that is likely to appeal to more to students while describing the course content. As the course is broadly concerned with issues of how we understand 'children' and 'childhoods', the title 'Children and Childhoods' seems appropriate.

6. Changing the name of 'Education and Childhood Practice' to 'Children, Education and Social Justice'

We propose to change the title ' Education and Childhood Practice' to 'Children, Education and Social Justice'. Again, this is a minor and largely superficial change, which is designed to better reflect the content of the course which links to issues around education and social justice.

7. Changing the name of 'Education, Health, Society and Childhood Practice' to 'Children's Health and Well-Being'.

We propose to change the title of 'Education, Health, Society and Childhood Practice' to 'Children's Health and Well-Being'.The existing title is somewhat cumbersome, while 'Children's Health and Well-Being' describes the course content in a more succinct manner.

8. Changing the name of 'Childhood Studies 3B: Children, the Family and Integrated Working' to 'Integrated Working in Children's Services' and moving it to Year 4, semester 1.

We propose to change the title of 'Childhood Studies 3B: Children, the Family, and Integrated Working' to 'Integrated Working in Children's Services'. This less cumbersome title reflects the course content.

In addition to renaming the course, we propose to move it to semester 1 of year 4 (it is currently taken in semester 2 of year 4). This is to rebalance the student workload across the semesters in year 4, so that students only take 2 courses in each semester.

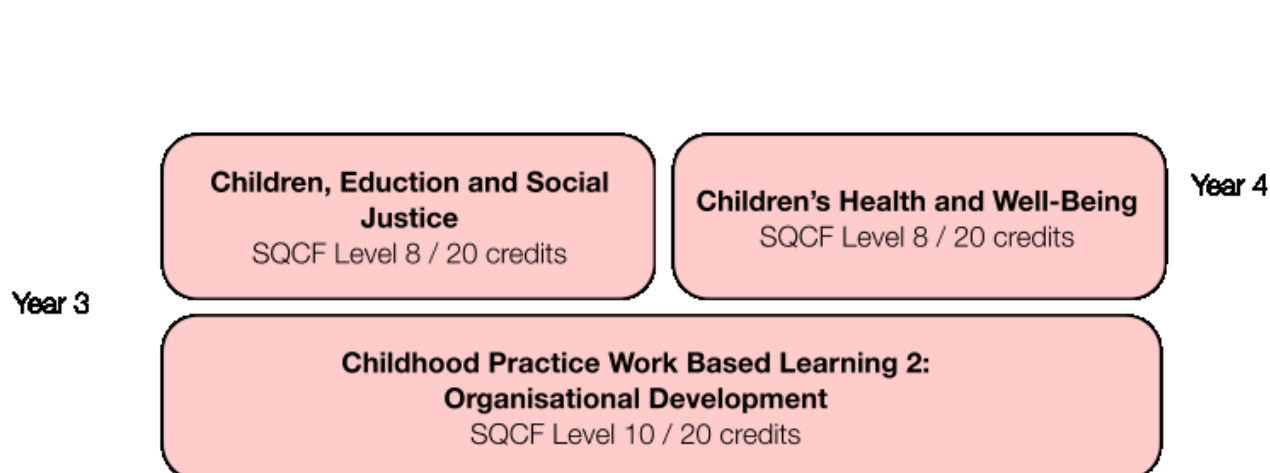## Provision for existing students within the programme

Provision will need to be made for existing students in the process of changing over the programme structure.

Current (2012) year 3 students can complete the current year 4 programme in 2012-2013. Both BMOCS can be run for an additional year and Childhood Studies 3A can be run for an additional two years (to allow the current year 2 students to complete the programme).

Building and Managing Organisations in Childhood Studies SQCF Level 10 / 20 credits	**Children's Rights** SQCF Level 10 / 20 credits
Integrated Working in Children's Services SQCF Level 10 / 20 credits	**Childhood Studies 3A: Children and the Family in Theory** SQCF Level 10 / 20 credits

Year 4

The only change would be that 'Childhood Studies 3A: Children, the Family and Integrated Working' would now be delivered in Semester 2 instead of Semester 1 and 'Childhood Studies 3B: Children, the Family and Integrated Working' would now be delivered in Semester 1, without any further changes to learning outcomes, course level and credits.

The current Year 2 students would be able to take the courses for year 3 from the proposed programme with no changes. In Year 4 (2013-2014), the students will take Childhood Studies 3A: Children, the Family and Integrated Working. The students will also take a 20 credit Childhood Practice Research Project course in semester 1. These students are currently taking Childhood Studies 2B, so they will only require a refresher course to design and carry out a research project. A course descriptor for this temporary course is included in Appendix B.

Year 3

Children, Education and Social Justice SQCF Level 8 / 20 credits	**Children's Health and Well-Being** SQCF Level 8 / 20 credits
Childhood Practice Work Based Learning 2: Organisational Development SQCF Level 10 / 20 credits	

Year 4

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Appendix A: Programme Specification

Awarding Institution: University of Edinburgh
Teaching Institution: University of Edinburgh
Programme Accredited by: n/a
Final Award: BA
Programme title: Childhood Practice
UCAS Code:
Relevant QAA Subject Benchmarking Group(s): QAAS The Standard for Childhood Practice
Postholder with overall responsibility for Quality Assessment: Dr Shereen Benjamin, Director of Quality Assurance

Date of Revision: February 2012

External Summary

What is Childhood Practice?

The high-quality BA Childhood Practice part-time degree programme at the University of Edinburgh is aimed at those wishing to mix study with work. It has been designed to meet the Standard in Childhood Practice and students who successfully achieve the BACP are able to apply for registration as a manager/lead practitioner with the Scottish Social Services Council (SSSC).

The programme will build on the students' previous work and study experience.

Students carry out three years of part-time/evening study in order to gain a BA in Childhood Practice.

Students will have the opportunity to study in the following areas:

- **Childhood Studies** (e.g. child psychology, disability studies, ethnicity studies, gender studies and the sociology/anthropology/geography of childhood). Should children have the same rights as adults? How do you talk to a seven year old? How do you protect children? How effective are services for children and their families? Are children's rights just a Western luxury?
- **Education Studies** (e.g. curriculum development, social justice and equity in education)
- **Child and Family Health Education** (e.g. health care, child development, health and illness and play)
- **Child/Family Development and Social Policy** (e.g. care, nurturing, play development, supporting parents and children, child and family legislation, child protection, child and family rights):
- **Management and Organisational Behaviour** (e.g. professionalism, leadership, integrated working, working in teams)
- **Transferable skills** (e.g. project management, presentation skills, essay/report writing, etc);

A central component of the degree will cover inter-agency working, organisational development and management skills. This will be supported by the opportunity to develop the ability to carry out effective research and evaluation in the workplace, and to develop innovative practice in child-care

and educational settings. The programme aims to enable experienced staff to validate existing management skills, and less experienced staff to develop management skills.

What is special about the Edinburgh experience in this degree?

The course aims to enable you as a child-care professional to:

- Gain promotion in your present work place;
- Gain a degree that will enable you to apply for post-graduate initial training as a teacher, social worker or health promotion worker;
- Build on the existing skills and knowledge that you have gained from previous academic experience, and from your role as a subject specialist practitioner ;
- Enable you to progress to the MSc in Childhood Studies, and other selected post graduate courses and programmes;
- Gain a qualification that will equip you with transferable skills that will enable you to move to a career outwith your present field (e.g. teaching, social work, health promotion, nursing etc).
- The degree programme is made up of a variety of theoretical, research-based, practical and work-based courses that enables you to develop a range of skills applicable to a variety of future career paths.

What are the main programme aims (learning outcomes)?

This programme aims to satisfy the emerging workforce market requirement for highly trained professionals who have:

- A degree level qualification and training on childcare, education, participation and interagency working.
- Knowledge of Childhood Studies, Education Studies, Health Education and Social Policy.
- Knowledge of child and family development.
- The ability to carry out effective research and evaluation in the work place.
- The ability to demonstrate organisation development & management skills.
- Experience of developing innovation in educational & children's services.

The programme has been revised to take account of developments in SSSC requirements.

Educational aims of the programme

This programme aims to satisfy the emerging workforce market requirement for highly trained professionals who have:

- A degree level qualification and training on childcare, education, participation and interagency working.
- Knowledge of Childhood Studies, Education Studies, Health Education and Social Policy.
- Knowledge of child and family development.
- The ability to carry out effective research and evaluation in the work place.
- The ability to demonstrate organisation development & management skills.
- Experience of developing innovation in educational & children's services.

Programme Outcomes

a) Knowledge and Understanding

In relation to *Knowledge and Understanding* you will:

- demonstrate knowledge of the underlying principles/values of educational, social and health issues concerning childhood in Scotland, UK, Europe and other continents.
- demonstrate knowledge of the diversity of learners/contexts and the ability to consider issues concerning diversity, social justice, family background and child protection.
- develop an understanding of the roles, relationships and structures associated with childhood.
- develop awareness of the relevant concepts and theories of childhood studies and how they relate to, and have evolved from other paradigms e.g. sociology, psychology, social policy etc.
- demonstrate the ability to connect these theories to policy and practice, employ primary and secondary sources and consider issues such as inter-agency working, joint training and vocational development.

The courses within the programme contain a range of information covering specific thematic areas. These are:

- Child Protection
- Wellbeing and Health
- Family and Parents
- Childhood Theory (e.g. drawn from psychology, child development, sociology, geography and anthropology)
- Diversity (disability, ethnicity, gender, etc)
- Social Justice (see 'Themes' table below).
- Organisational Structure and Management (theory and practice)

The courses will enable you to build on your knowledge gained in Further Education and other training organisations, and to experience courses that involve interaction ('Joint Training') with students from community education and social policy courses. Many of these courses offer the opportunity for vocational development through work-based assessment.

All of the courses will require you to develop knowledge of the underlying principles and values of the thematic area, to use primary and secondary sources and to analyse and reflect on the variety of roles, relationships and structures encountered by children. For example, Children and Childhoods will require you to question taken-for-granted assumptions about children and childhood and to consider children's capacity for social action, and Children's Rights will require you to critically assess the impact of various legislation on children, young people and adults.

The courses will also enable you to learn about different childhoods in a variety of contexts. For example: Children and the Family will require you to compare and contrast different types of families within a Scottish, UK, European and international context.

b) Graduate attributes: Skills and abilities in Research and Enquiry

In relation to skills and abilities in *research and enquiry* you will:

- demonstrate the ability to question concepts and theories concerning childhood.
- develop the ability to extend knowledge, understanding and practice by carrying out research/evaluation.
- demonstrate the ability to accommodate new principles and understandings.

- demonstrate the ability to connect these to self-evaluation and reflexive practice.
- gain knowledge of and develop management skills.
- gain knowledge of how policy is applied in practice.

Most of the students on the BACP programme will have been introduced to basic theories, concepts and principles of childcare and education by previous qualifications they have undertaken e.g. the HNC in Childcare and Education and / or the SVQ4 or the Professional Development Award. The HNC includes courses in Family Issues, Child Development, Curriculum, Special Services, Child Protection, Child Assessment, Self-Awareness/Personal Effectiveness and Workplace Experience.

Those of you who come with an HNC in Social Care or Health and Social Care are likely to have knowledge of Child/Human Development, Disability/Independent Living, Child Protection, Community Care Policy/Theory, Health Education, Personal Effectiveness and Counselling.

All of the courses will build on this knowledge in a variety of ways. You will be asked to question key concepts in health, education and social policy. For example:

- *Children's Health and Well-Being:* The course aims to explore theory, policy and practice in childhood education and health. It will specifically consider issues of health in educational contexts (e.g. tensions between social and medical models of child health). Students will be asked to analyse case studies that consider topics such as visual impairment, ADHD, mental health, health promotion projects (e.g. Childsmile, Health Promoting Schools, Health and Wellbeing in Schools etc). They will utilise a range of reading to develop an understanding of the connections between workplace practice and ideas concerning childhood, health and education. They will demonstrate knowledge of the connections between health and education policy and be able to consider the links between these contexts and issues of inequality in childhood.

- *Children, Education and Social Justice* introduces students to the '3 message systems' of education: pedagogy, assessment & curriculum and links these to current educational contexts in Scotland and internationally. The course also introduces students to a range of social justice issues and how they may be manifest in schooling. The course will take an interdisciplinary and multi-agency perspective, encouraging students to undertake critical analysis of the place and purpose of schooling in both the broader context of children's lives and of the students' own workplaces

The practical and theoretical context of research, evaluation, reflexivity and change is developed in a number of courses. For example:

- *Childhood practice research project* will require you to evaluate current professional practice in your workplace.
- *Childhood Studies Work Based Learning 1, Childhood Studies Work Based Learning 2* will enable you to evaluate your own practice, evaluate your workplace and to manage change or develop policy within your workplace.

c) Graduate Attributes: Skills and abilities in Personal and Intellectual Autonomy

An essential factor in the philosophy of the programme is a commitment to self-development. This commitment is underpinned by an approach that encourages students to take responsibility for managing an intellectually diverse programme of study and enable students to develop their

capacity to interact with their peers within different learning contexts. By working from practice to theory and back to practice, students will develop increased levels of confidence, personal and intellectual autonomy, reflexive and analytical thinking and a dynamic insight into professional competency. Graduates will be able to work independently and sustainably, in a way that is informed by openness, curiosity and a desire to meet new challenges.

d) Graduate Attributes: Skills and abilities in Communication

Graduates will recognise and value communication as the tool for negotiating and creating new understanding, collaborating with others, and furthering their own learning.

In relation to skills and abilities in communication you will:

- develop the ability to communicate ideas in speech
- develop the ability to communicate ideas in writing
- develop the ability to communicate ideas in visual forms
- develop the ability to communicate ideas within teams
- develop the ability to communicate to a range of different audiences

11e) Graduate Attributes: Skills and abilities in Personal Effectiveness

Graduates will be able to effect change and be responsive to the situations and environments in which they operate.

f) Technical/practical skills

In relation to technical/practical skills you will:

- employ ICT, graphs and tables
- analyse and solve problems
- understand own work patterns
- work in a team

The information contained in this Programme Specification should be used as a guide to the content of a degree programme and should not be interpreted as a contract.

Programme Structure and Features

Entry Requirements

Students will meet the general requirements for the University.

In considering applications for the programme the recognition of prior learning (RPL), and experience will be taken into account.

Applicants should have suitable qualifications at Scottish Credit and Qualification (SCQF) level 7 as well as a minimum of 5 years working / volunteering experience in an appropriate childcare / early years environment. Evidence of having achieved appropriate HNC, and / or SVQ4, and /or Professional Development Award is expected.

Entrants may demonstrate their experience by way of paid or voluntary work experience in nurseries, children and family centres, youth clubs, sports clubs, after school care, etc
Applicants will have to demonstrate that they have the qualities required of a childcare professional.

Programme Structure

The programme is offered on a part-time basis.

The programme draws upon courses within the Schools of Education and Social and Political Studies in order to meet the outcomes specified above. Candidates for the BA Childhood Practice will be required to take all of the courses in the table below. There are no elective courses offered within the programme.

Course code	Course name	Previous course name (if applicable)	SCQF level	Credits
EDUA08041	Children and Childhoods	Childhood Studies 2A: Theory	8	20
NO CODE	Children and the Family	Childhood Studies 3A: Children, the Family in Theory	8	20
EDUA 08045	Childhood Studies Work Based Learning 1: Professional Development		8	40
EDUA 08080	Children, Education and Social Justice	Education and Childhood Practice	8	20
EDUA 08079	Children's Health and Well-Being	Education, Health, Society and Childhood Practice	8	20
EDUA 10097	Childhood Studies Work Based Learning 2: Organisational Development		10	40
EDUA 10100	Integrated Working in Children's Services	Childhood Studies 3B:Children, the Family and Integrated Working	10	20
SCPL10010	Children's Rights		10	20
NO CODE	Childhood Practice Research Project		10	40

Courses in the Programme

These courses will provide a rounded learning experience for the students, which encompasses both the academic / theoretical and professional / leadership skills required by the *Standard for Childhood Practice.*

Course descriptors for all courses in the programme can be found in Appendix B.

The curricula model recognises the structure established by semesterisation and the common curriculum guidelines. You will study on 2/3rds full time basis.
It will take you three years, on a part-time basis, to complete this programme. You will enter directly into year 2 (having gained the equivalent of 120 Credits at level 7/8 through prior learning and experience in the FE sector and /or other situations). To obtain the BA in Childhood Practice, you need to successfully achieve 80 SCQF credits (Scottish Credit and Qualifications Framework)

per year for the period of three (part-time) years. You should graduate having achieved 240 credits whilst undertaking your studies here at Moray House. These together with the 120 credits that you would have entered the degree with will give you the 360 credits required for an ordinary degree – in Childhood Practice.

See below for a breakdown of the programme delivery:

Delivery	Courses
Year 1	No delivery. Students are awarded 120 SCQF credits for previous learning and experience.
Year 2	Children and Childhoods (previously Childhood Studies 2A Theory) (20 Credits / Level 8) Children and the Family (previously Childhood Studies 3A Children and The Family in Theory) (20 Credits / Level 10) Childhood Studies Work Based Learning 1: Professional Development (40 Credits / Level 8)
Year 2/3 Composite Year	Childhood Studies Work Based Learning 2: Organisational Development (40 Credits / Level 10) Children, Education and Social Justice (previously Education and Childhood Practice) (20 Credits / Level 8) Children's Health and Well-Being (previously Education, Health, Society and Childhood Practice) (20 Credits / Level 8)
Year 4	Childhood Practice Dissertation Integrated Working in Children's Services (previously Childhood Studies 3B Children, The Family and Integrated Working) (20 Credits / Level 10) Children's Rights (20 Credits / Level 10)

In accordance with the University of Edinburgh Undergraduate Degree Structure each full course carries an SCQF rating of 40 forty credits, and a half point rating of 20 credits for other courses. The programme balances the need for work based learning and professional development with the need for subject knowledge acquisition. Accordingly, the courses within the programme cover two main strands:

1. Childhood Studies
2. Work Place Development.

The programme has been developed to meet the Standard in Childhood Practice 2007 and includes courses/lectures from Social Policy

Progression requirements

At each stage of the programme you are required to pass the course assignments as set out in the Course Handbooks. Progression from one year of the programme to the next is contingent on you meeting the requirements for each year.

A number of courses have specific assessments that permit / require you to resubmit failed work. This is intended to support your learning and has been shown to have a positive developmental impact on students to whom it has applied.

Final BA Degree's are awarded in compliance with *University of Edinburgh Degree Regulations* you may be able to achieve a Distinction or Merit.

An explanation of the articulation of learning outcomes and assessment practices

The programme will include diagnostic and formative assessment in order to provide feed back to students and staff on the extent to which progress towards the achievement of learning outcomes is being realised. This will also enable staff to identify students' learning disabilities and identify suitable and/or additional support for learning. Assessments take a number of forms but are of equitable weight across the courses. Assessment will also be coherent across courses and enable connection to be made between courses. It will be closely linked to learning outcomes. A range of modes of assessment will enable the programme as a whole to provide an accurate profile of student attainment. Load and distribution will provide suitable time for reading and reflection and take account of employment profiles of 2/3rds full-time students. Course assessment will enable the students to recognise and develop their work based competencies and will enable students to practice self evaluation, management and organisation development skills

Modes of study

Modes of assessment are varied, both formative and summative, and encompass written coursework essays and reports, and the assessment of oral performances in workshops. (see section 13 for more details)

Exit Routes

The course will provide a two exit routes:

1.   Diploma of Higher Education: on completion of 120 Credits Level 8;
2.   BA Childhood Practice: on completion of 120 Credits Level 8 and 120 Credits Level 10.

The BA Childhood Programme will enable students to, e.g.:

• apply for registration as a Manager / Lead Practitioner with the Scottish Social Services Council (SSSC)
• return to working with children in a range of Children's Services contexts e.g. Health, Education and Social Work
• adopt leadership posts for example as a Manager of a Child Care Service, Manager of a Nursery/Children's Centre
• consider a route in post-graduate studies (e.g. Teaching, Social Work, Childhood Studies, Sports Coaching and Health Promotion)

Equal Opportunities

The University has a commitment to equality of opportunity and to this end the University Court has agreed an Equal Opportunities Policy. The aim of this policy is to ensure that the recruitment of staff and students is based on merit, ability and potential, regardless of gender, colour, ethnic or national origin, race, disability, age, socio-economic background, religious or political belief. This

Equal Opportunities Policy seeks to eradicate unfair and discriminatory practices wherever they occur and to encourage a diverse community across the University.

Sources:

- QAA Review and Evaluation Guidance
- QAA Guidance on Program Specifications
- SCQF Qualification Framework
- SSSC Registration Consultation
- SEED Childcare Career Routes

Teaching and Learning Methods and Strategies

Teaching and Learning strategies employed at the University of Edinburgh consist of a variety of different methods appropriate to the programme aims. The graduate attributes listed above are met through a teaching and learning framework (detailed below) which is appropriate to the level and content of the course. You will be taught through a combination of lectures, tutorials, workshops, independent small-group activity, and the use of e-learning and virtual learning environments.

A variety of approaches are used in the programme-specific courses including:

- Blended learning through the use of Virtual Learning Environments (WebCT/Learn9) and a range of other teaching and learning strategies including:

  - traditional teacher-led and directed activities
  - student-led activity
  - exploratory and experiential modes of learning (as a result of the professional focus)

To assist the acquisition of specific skills, the following strategies are employed:

- group work
- independent study
- individual and group preparation and design of activities and presentations.

The BA Childhood Practice Programme combines a variety of courses that aim to stimulate deep contextualised learning in programme specific groups. Most courses offer tutor led presentations and discussions as well as opportunities to develop ideas in:

- workshops - specifically *CSWBL 1 and 2* and the *Childhood Practice Project* involve some learning supported by workshops
- tutorial groups of 20-25 students - discussions are informed by course materials and also through workshop tasks carried out by individuals and small groups (involving 3-5 students). This approach enables the programme to promote contextualised learning (particularly work based learning) and the students to develop a learning community.

Some courses will provide individual tutorials with staff (e.g., *CSWBL1 and 2*) and individual and group study (not directly supervised) on tasks set by course tutors.

You will be encouraged to add to the curriculum content with your own individually developed contributions.

Teaching and Learning Activities

In Year 2:
- Lectures
- Work Tutorials/Seminars
- Problem based learning activities
- Peer group learning
- One to one meetings with personal tutors/directors of studies (when needed)

In Year 3:
- Lectures
- Tutorials
- Seminars
- Problem based learning activities
- Peer group learning
- One to one meetings with personal tutors/directors of studies (when needed)

In Year 4:
- Lectures
- Tutorials
- Seminars
- Workshops
- Problem based learning activities
- Peer group learning
- One to one meetings with personal tutors/directors of studies (when needed)

Assessment Methods and Strategies

Assessment

Courses can be assessed by a diverse range of methods and often takes the form of formative work which provides the student with on-going feedback as well as summative assessment which is submitted for credit.

The assessment strategy is carefully designed to support student-centred learning. Courses involve workshops to maximise feedback opportunities.

Coursework is designed to enable student-centred independent learning and to match the diverse needs of students. This is in line with the University's commitment to widening participation. Modes of assessment are varied, both formative and summative, and encompass written coursework essays and reports, and the assessment of oral performances in workshops.

In year 2, the role of assessment is generally seen as formative. Coursework receives a mark but feedback focuses on diagnosis of skills weaknesses and development of strengths. Tutorials underline the formative function of assessment, providing you with the opportunity to discuss overall strategies and performance.

Assessment increases in rigour at Year 3. Assignments, essays, critical analysis of concepts and work place assessment all add up to provide a variety of opportunities for students to demonstrate their knowledge, skills and values. The on-going self-evaluation of written work at all levels enables you to reflect upon and evaluate your own experience. Though out the course the use of

ICT, library resources and evaluation of oral and written work provides students with the ability to communicate effectively. The workshop system enables course tutors to provide feedback on work and ensure that a progression towards independent student-focussed learning is well supported.

The programme includes diagnostic and formative assessments. The results of these assessments provide feedback to students and staff on the extent to which progress towards the achievement of learning outcomes is being realised. The results will also enable staff to identify students' learning disabilities, needs and to identify suitable and/or additional support for learning.

Assignments in the programme

Assignments within the BACP Programme:

- take a number of forms but are of equitable weight across the courses
- are coherent across courses and enable connection to be made between courses
- are closely linked to the appropriate learning outcomes of each course
- include a range of modes of assessment that enables the programme as a whole to provide an accurate profile of student attainment
- constitute a load and distribution that provide suitable time for reading and reflection and take account of employment profiles of 2/3rds full-time students
- will not make excessive demands on staff time as the processes have been carefully considered
- enable learners to recognise and develop their work based competencies
- enable learners to practice self evaluation, management and organisation development skills

More specifically:

In Year 2:
- Oral Presentations (formative assessment)
- Essays (summative assessment)

In Year 3:
- Oral Presentations (summative assessment)
- Poster Presentations (summative assessment)
- Essays (summative assessment)

In Year 4:
- Oral Presentations (formative assessment)
- Essays (summative assessment)

Career Opportunities

Graduates in Childhood Practice can register with the Scottish Social Services council (SSSC) as childcare managers to apply for promotion in their current workplace or can choose to train as a social worker, teacher or health promotion worker.

The BA Honours Childhood Studies programme will enable students to consider future career paths that will include working in:

- Voluntary Organisations
- Specialist Childcare Provision

- Local and National Childcare Initiatives (e.g. sure start)
- Post-graduate studies (e.g. Teaching, Social Work, Childhood Studies, Sports Coaching and Health Promotion)

Other Items

Further information about the *Standard for Childhood Practice* and how it may relate to you and you employment can be found later in this Programme Handbook.

Programme Staff

The programme will be directed by Dr Kristina Konstantoni, who is based in the School of Education.

Other staff involved in delivering the programme:

- Dr John Davis
- Dr Jonathan Delafield-Butt
- Dr Lesley Gallacher
- Lynn McNair
- Maggie Morrison
- Alison Precup
- Dr John Ravenscroft
- Prof Kay Tisdall

Child Protection Requirements

Candidates for admission to the BA Childhood Practice will be required to be or become a member of the Protection of Vulnerable Groups Scheme, administered by Disclosure Scotland. Admission to the course is exempted from provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Candidates for admission to a programme of study leading to a qualification that involves working with children are, therefore, not entitled to withhold information about a previous conviction on the grounds that it is, for other purposes, spent under the Act. Subject to the provisions of the Rehabilitation of Offenders Act 1974, failure to disclose a relevant conviction may result in the withdrawal of an offer of admission or termination of a programme of studies.

University Services

The programme benefits from the full range of services and support available to undergraduate students at the University of Edinburgh. Students will have access to workshops on learning and studying and can be directed to various support services, including:

- The Office of Life-Long Learning
- The Students' Association 'Advice Place'
- The Student Counselling Service
- Student Disability Service
- The Student Support Office

Students will have access to library facilities and support from both the main University Library and the Moray House Library. The Moray House Library provides an extensive collection of materials on education and related subjects. Students can also benefit from the increasing range of online materials provided both by the library and as part of the arrangements for specific courses. These

can be accessed from any of the Open Access Computing areas on the Moray House campus, or elsewhere in the University.

Appendix B: Course descriptors

Children and Childhoods (previously Childhood Studies 2A: Theory)

Owning School: Moray House School of Education
Owning Programme: BA Childhood Practice
Course Organiser(s): Kristina Konstantoni
Number of Credits: 20
SQCF Level: 8
Semester when Taught: 1
Course Delivery: 2 hours x 10 weeks with staff present + 1 reading week

Course Description:
Children and Childhoods asks students to relate their own ideas concerning children and young people to articles on childhood drawn from a wide range of subjects (e.g. History, Sociology, Psychology, Geography, Women's Studies, Ethnicity, Anthropology, Fictional Literature, etc). The course encourages students to investigate, compare and contrast a diverse number of representations of childhood in academic writing, literature, film, drama, art, news papers and so forth. The central aim is to develop the students' understanding of and ability to utilise different theories of childhood to understand their own and other people's everyday values, taken for granted assumptions, patterns of behaviour and work practices. Students will be asked to identify how topical aspects of childhood relate to different representations of childhood within childhood studies literature.

Particular emphasis is placed on sociological and psychological understandings of social action, socialisation and development. These perspectives will be contrasted with representations in the media and literature of children as passive, vulnerable, good, evil, unruly and in need of protection. This theoretical perspective will underpin later courses that explore childhood and the family, childhood law & policy and practical work-based modules concerning project evaluation, working in, developing and managing organisations.

Summary of Intended Learning Outcomes:
By the end of this course participants will be able to:
• Analyse their own and other people's perspectives of children and young people.
• Demonstrate knowledge of a variety of contrasting academic writing on childhood.
• Identify, analyse and synthesise opposing topical and historical representations of childhood.
• Demonstrate knowledge of the social construction of childhood and the development of the sociology, psychology, history, geography and anthropology of childhood.
• Demonstrate the ability to contrast a variety of non-academic representations of childhood within art, books, film, and wider media.
• Relate theoretical perspectives of childhood to concrete everyday settings (e.g. their work place).

Assessment:
Participants will complete a 2,500 word essay in which they: compare and contrast two theories of childhood; illustrate their discussion with examples of the representation of children in art, books or other media; relate theoretical perspectives to concrete examples from everyday settings; and explain how they have changes or plan to change their practice based on what they have learnt.

Indicative Reading:

Foley, P., Roche, J. and Tucker, S. (2001) Children in Society. Milton Keyes, Open University Press.

James, A. & Prout, A. (1997) Contemporary issues in the Sociological study of Childhood'. In: James, A & Prout, A (eds) Constructing and Reconstructing Childhood. London, Falmer.

Kehily, J. M., (2009) An Introduction to Childhood Studies. 2nd edition. Maidenhead, Open University Press.

Maynard, T. & Thomas, N. (2004) An Introduction to Early Childhood Studies. London, Sage.

Qvortrup, J., Corsaro, W.A., Honig, M.S. (eds) (2009) The Palgrave Handbook of Childhood Studies. Basingstoke, Palgrave MacMillan.

Taylor, J. & Woods, M. (Eds) (1998) Early Childhood Studies: An Holistic Introduction. London, Arnold.

Woodhead, M. & Montgomery, H. (Eds) (2003) Understanding Childhood An Interdisciplinary Approach. Chichester, John Wiley and Sons

Children and the Family (previously Childhood Studies 3A: Children, the Family in Theory)

Owning School: Moray House School of Education
Owning Programme: BA Childhood Practice
Course Organiser(s): Lesley Gallacher
Number of Credits: 20
SQCF Level: 8
Semester when Taught: 2
Course Delivery: 2 hours x 10 weeks with staff present + 1 reading week

Course Description:
This course asks students to relate their own ideas concerning children and families (as well as what they have learned in Childhood Studies 2A) to articles on childhood drawn from a wide range of subjects (e.g. Sociology of Health, Counselling, Psychology, Family Studies, Women's Studies, Anthropology, etc). The course encourages students to investigate, compare and contrast a diverse number of representations of children and families in academic writing, policy documents, newspapers, service guidelines and so forth.

The central aim is to develop students' understanding of and ability to utilise different theories of children and family to understand your own and other people's everyday values, taken for granted assumptions, patterns of behaviour and work practices. In particular, students are asked to consider how the ways in which they think about communities, families and children impacts upon their practice. Students are asked to identify good practice in relation to family assessment, counselling, health and relationships. In particular, students are asked to consider the implication of psychological child development models on their practice and to question approaches that label children and families.

Summary of Intended Learning Outcomes:
By the end of this course participants will be able to:
• Appraise theories of child development, counselling, parenting and family work.
• Evaluate sociological and anthropological theories of family from previous courses to childhood and the evolution of patterns of care and early years education.
• Demonstrate knowledge of different contexts of family and learning (e.g. family and school) and a variety of family types (e.g. those described in disabilities studies).
• Compare and contrast different ideas concerning power relations within the family and the role of actors who contribute to a child's development (including children).
• Demonstrate reflexivity when evaluating practical examples and case studies of professional interaction with children and parents.
• Demonstrate knowledge of different social policy relating to families and state.

Assessment:
Students are required to develop a portfolio of 2,500 words in which they demonstrate their development of reflexive practice with children and families in their workplace. This will include: identifying a key policy issue that has influenced their work with families; critically assessing this policy and issue in relation to the academic literature; and demonstrating how carrying out this assessment has influenced their work with children and families.

Indicative Reading:

Canavan, J., Dolan, P. & Pinkerton, J. (eds) (2006) Family Support as Reflective Practice. London: Jessica Kingsley Publishers.

Canavan, J., Dolan, P. and Pinkerton, J. (eds) (2000) Family Support - Direction from Diversity. London: Jessica Kingsley.

Mayall, B. (1996) Children, Health and the Social Order. Buckingham: Open University Press

Foley, P. & Rixon, (eds) (2008) A. Changing children's services - working and learning together. Bristol: Policy Press.

McKie L, Cunningham-Burley S. (eds) (2005) Families in Society: Boundaries and Relationships. Bristol: The Policy Press

Childhood Studies Work Based Learning 1: Professional Development

Owning School: Moray House School of Education
Owning Programme: BA Childhood Practice
Course Organiser(s): John Davis
Number of Credits: 40
SQCF Level: 8
Semester when Taught: 1&2
Course Delivery: 2 hours x 20 weeks with staff present.

Course Description:
With a critical focus on the National Care Standards, The Social Service Council Registration Criteria for Childhood Practitioners, Curriculum of Excellence, the 3-5 Curriculum and Birth to 3 Curriculum students will assess their development as childhood practitioners. They will compare the policies and professional standards of childhood practitioners to that of teachers, social workers, community educators and nurses. A systematic process of self-development activities will enable students to progressively develop their competence in the workplace (e.g. time management, conflict resolution, planning a body of work). Course tutors will introduce students to the theory and practice of experiential learning and prepare them to act as 'reflective practitioners'. The course will also enable them to consider their critical thinking skills, learning styles and ability to meet academic standards of writing. The course will culminate in seminar events, organised by student learning clusters, attended by course members.

Summary of Intended Learning Outcomes:
By the end of this course participants will be able to:
  • Show knowledge of the National Care Standards, The Social Service Council Registration Criteria for Childhood Practitioners, Curriculum of Excellence, the 3-5 Curriculum and Birth to 3 Curriculum
  • Assess their own competence in terms of these policies
  • Devise a personal action plan to address identified issue in the work place
  • Show knowledge of how to manage resources
  • Critically assess their development as a childhood practitioner
  • Consider how to support the self-empowerment of children and families in the community
  • Demonstrate knowledge of the relationship between community education and children's services
  • Demonstrates their planning skills by organise a seminar for their peer group based on an identified issue.
  • Demonstrate presentation skills by presenting their views on a work related topic
  • Demonstrate the ability to evaluate practice and implement appropriate change in the work place.

Assessment:
The assessment for this course is in two parts:
  • Semester 1: Each student will produce a 2000 word assignment in which they critically assess their capacity for self-assessment. This will include feedback from: a self-assessment instrument; peer observation; and fieldwork practitioner(s). (50% of available marks)
  • Semester 2: Each student will produce a 2000 word assignment in which they summarise the key findings from their seminar event and draw out the implications for their own understanding of professionalism. (50% of total marks)

Indicative Reading:

Beard, C & Wilson, J.P. (2002, eds) The power of experiential learning. Biddies Ltd: Guildford

Bolton, G. (2010) 'Reflection and Reflexivity' chapter 2 in Reflective Practice: writing and professional development, (3rd edition) London, Sage

Burgoyne, E. & Reynolds, M. (1997, eds) Management Learning, Integrating Perspective in Theory and practice, London: Sage Publications

Elfer, P. Dearnly, K. (2007) 'Nurseries and emotional well-being: evaluating and emotionally containing model of professional development, Early Years, 22:3 pp 267-279

Fenwick, T. J. (2001) Experiential Learning : A Theoretical Critique from Five Perspectives, Information series no. 385, University of Alberta

Springate, D. & Foley, P. (2008) 'Play matters' in Collins, J. & Foley, P. (eds) Promoting Children's wellbeing: policy and practice, Bristol, Policy Press/Open University Press chapter 4 pp 111-141

Children, Education and Social Justice (Education and Childhood Practice)

Owning School: Moray House School of Education
Owning Programme: BA Childhood Practice
Course Organiser(s): Kristina Konstantoni
Number of Credits: 20
SQCF Level: 8
Semester when Taught: 1
Course Delivery: 2 hours x 10 weeks with staff present, plus 2 hours online learning.

Course Description:
This course aims to presents schools as significant institutional sites in the lives of children. It introduces students to the 'message systems' of education: pedagogy, assessment & curriculum and links these to current educational contexts in Scotland and internationally. Students will be asked to investigate and analyse a range of policy that is relevant to the intersection between school and social services. The course also introduces students to a range of social justice issues and how they may be manifest in schooling.

The course will take an interdisciplinary and multi-agency perspective, encouraging students to undertake critical analysis of the place and purpose of schooling in both the broader context of children's lives and of the students' own workplaces. Through analysis of the intersecting research and policy for school and social services, the students will be encouraged to undertake critical and creative evaluation of their own services and practice. This course builds upon the theory, research and management evident in courses undertaken by the students in the previous year of study.

Summary of Intended Learning Outcomes:
By the end of this course participants will be able to:
• Demonstrate a critical awareness and understanding of the complex relationship between schooling, social services and issues of social justice;
• Demonstrate an understanding of the place of schools and social services in the life experiences of childhood, including health, well-being and aspirations;
• Demonstrate understanding of, and an ability to critically evaluate, the inter-relationship between children, schooling and the students' own workplaces, especially in terms of the students' leadership responsibilities; and,
• Develop, articulate and justify a professional position regarding childhood, school and social services that is based in current research literature.
• Demonstrate understanding of the relationship between pedagogy, curriculum and assessment;
• Demonstrate understanding, and critical evaluation of, current developments in curriculum, pedagogy and assessment within the Scottish context;
• Critically analyse the place of schooling in the broad context of children's lives; and,
• Demonstrate critical engagement with issues of social justice and the relationship between social divisions, life experiences and academic achievement; and,
• Demonstrate understanding of social and cultural change and the implications for educational policy and practice.

Assessment:
Students will produce a 2,000 word report entitled: 'Improving Social Justice in Our Workplace'. This report will be presented as if it had been prepared for their management team. In the report,

students will: critically consider different perspectives; produce a clear/well-balanced argument; and utilise academic research to make specific recommendations.

Indicative Reading:

Brown, B. (1998) Unlearning Discrimination in the Early Years. Stoke-on-Trent: Trentham Books

Cole, M. (Ed.) (2006) Education, Equality and Human Rights: Issues of gender, 'Race', Sexuality, Disability and Social Class. Abingdon: Routledge

Connolly, P. (1998) Racism, Gender Identities and Young Children. London: Routledge

Connolly, P. (2004) Boys and Schooling in the Early Years. London: RoutledgeFalmer

Lareau, A. (2003) Unequal Childhoods: Class, Race, and Family Life. Berkley & Los Angeles: University of California Press

Moss, P. & Petrie, P. (2002) From Children's Services to Children's Spaces. Abingdon: Routledge

Siraj-Blatchford, I. & Clarke, P. (2000) Supporting Identity, Diversity and Language in the Early Years. Buckingham: Open University Press

Whalley, M.E., & Allen, S. (2008) Leading Practice in Early Years Settings: Achieving EYPS. Exeter: Learning Matters, Ltd. (Particularly Chapter 3, Leadership of Equality Practice)

Yelland, N. (2005) Critical Issues in Early Childhood Education. Maidenhead: Open University Press

Children's Health and Well Being (Education, Health, Society and Childhood Practice)

Owning School: Moray House School of Education
Owning Programme: BA Childhood Practice
Course Organiser(s): Kristina Konstantoni
Number of Credits: 20
SQCF Level: 8
Semester when Taught: 1
Course Delivery: 2 hours x 10 weeks + one reading week.

Course Description:
The course will explore theory, policy and practice in childhood education and health. It will specifically consider issues of health in educational contexts (e.g. tensions between social and medical models of child health). Students will be asked to analyse case studies that consider topics such as visual impairment, ADHD, mental health, health promotion projects (e.g. Childsmile, Health Promoting Schools, Health and Wellbeing in Schools etc). They will utilise a range of reading to develop an understanding of the connections between workplace practice and ideas concerning childhood, health and education. They will demonstrate knowledge of the connections between health and education policy and be able to consider the links between these contexts and issues of inequality in childhood.

Summary of Intended Learning Outcomes:
By the end of this course participants will be able to:
• Explore the main debates in the childhood education and health
• Utilise a range of literature, research and evidence to analyse practices in the work place
• Explore the complexity of health and its social determinants and in particular develop an understanding of inequalities in health.
• Develop understanding of the foundation principles and values of health promotion, its historical development in relation to public health, the models and theories underpinning health promotion practice and the inherent tensions in the delivery of health promotion.
• Analyse the practical relationship between Children's Health, Parents and institutions (g.e. multi-agency roles and ownerships in Schools, Nurseries, Out of School Care, Play Groups and Family Centres)
• Demonstrate a sound grasp of local, national and international policy contexts GIRFEC, Hall 4, HEADS UP Scotland, ASL Act and Curriculum for Excellence, Modes of Classification (e.g. WHO v Social Model)

Assessment:
Students will produce a 2,000 word essay that critically considers different perspectives, has a clear/balanced argument/s and utilises academic research to make specific recommendations for their work place.

Indicative Reading:
Ashton J and Seymour J (1988) The New Public Health - the Liverpool experience OUP
Bax M, Hart H, Jenkin SM (1990) Child Development and Child Health: the pre-school years. Blackwell Science, Oxford.
Brannen J (1994) Young People, Health and Family Life. Open University Press, Buckingham.

Bond J, Coleman P, Pearce S (eds) (1993) Ageing in Society: Introduction to Social Gerontology. 2nd edn. Sage, London.Bowling A (1999) Research Methods in Health: Investigating health and health services Open University Press, Buckingham

Downie R, Tannahill, A and Tannahill A (2000) Health promotion - models and values Oxford Medical Publications Oxford

Gabe J and Conrad P (1999) Social Perspectives on the New Genetics Blackwells, London

Iphofen R and Poland F (1998) Sociology in Practice for Healthcare Professionals Macmillan, Houndsmills

Jones L and Siddel M eds (1997) The Challenge of Promoting Health Exploration and practice Macmillan, Basingstoke

Katz J and Pebardy A eds (1997) Promoting Health: Knowledge and Practice Macmillan, Basingstoke

Lupton D (1994) Medicine as culture Sage London

MacDonald T (1998) Rethinking Health Promotion: A global approach Routledge. London

Murray Parkes C, Stevenson-Hinde J & Harris P (eds.) (1991) Attachment Across the Life Cycle. Routledge, London.

Naidoo J and Wills J(2000) Health promotion: Foundations for practice. Balliere Tindall

Naidoo J and Wills J (1998) Practising Health Promotion: Dilemmas and Challenges Balliere Tindall London

RUHBC (1989) Changing the Public Health John Willey and Sons, London

Marteau T and Richards M (1996) The Troubled Helix Cambridge University Press, Cambridge

Sidell M, Jones L, Katz and Pebardy A eds (1997) Debates and Dilemmas in Promoting Health: A reader Macmillan, Basingstoke

Childhood Studies Work Based Learning 2: Organisational Development

Owning School: Moray House School of Education
Owning Programme: BA Childhood Practice
Course Organiser(s): John Davis
Number of Credits: 40
SQCF Level: 10
Semester when Taught: 1&2
Course Delivery: 2 hours x 20 weeks with staff present.

Course Description:
Utilising analytical and planning tools, students will assess the contribution of management theory and practice to professional and organisational development. This course focuses on the organisational development and management roles of professionals who work with children in a variety of statutory and voluntary sector settings. Participants will consider what is involved in building and developing organisations and being responsible for their own and others' work. The emphasis is on applied knowledge and understanding in areas such as organisational structure, developing participative organisations, supervision, teamwork, planning and development, finance and funding, evaluation and accountability. The skills and activities of management are considered with reference to the current policy context and in relation to differing interpretations of the management function.

The course will link to the childhood practitioner's work situation through weekly group tutorials and students will work in learning clusters to identify and develop their understanding of organisational issues. The course will be require the students to compare the role of different management approaches within a children and family centre, a community centre and a Sure Start provision. There will be an emphasis on using web-based and other ICT materials and facilities. Students will be encouraged to critically analyse their own agency in relation to the changing policy context in Scotland.

Summary of Intended Learning Outcomes:
By the end of this course participants will be able to:
- Explain the ways in which management (including aims, functions, structures and people management) can support or hinder effective practice and demonstrate the ability to consider creative problem solving, evaluate and implement
- Analyse management issues that arise from working across professional boundaries and review different leadership styles
- Identify a range of approaches to building new organisations
- Explain the nature of power and authority in organisations
- Analyse mechanisms and identify appropriate methods for participative decision-making in organisations
- Elaborate a coherent approach to staff development in professional settings
- Locate factors affecting the development of their organisation within the changing policy context and relate these to issues of performance management
- Consider the role of the manager in recruitment and retention and show knowledge interview skills
- Evaluate their interpersonal skills and show knowledge of issues of emotional intelligence and how these skills relate to the smooth running of the work place
- Critically evaluate different theories of management and their own ability to work in teams, act as leaders and develop effective tools/techniques

- Critically compare different approaches to business needs analysis
- Apply theories of managing change to practical settings
- Identify the problematic relationship between policy-making and management in a childhood organisation
- Describe examples of the assessment and evaluation of programmes and projects
- Identify issues related to organisational autonomy and worker withdrawal.

Assessment:

The assessment for this course is in three parts:

- Semester 1: Each student will utilise selected analytical frameworks to carry out a critical review of organisational performance in their work setting and to consider issues of working with different professionals (c. 4000 words). 50% of total marks.
- Semester 2: Each student will produce and present an A1 poster at the BACP conference. (25%)
- Semester 2: 2000 word essay, writing up the poster. (25%)

Indicative Reading:

Adirondack, A. (1989) Just About Managing: Effective Management for Voluntary Organisations and Community Groups, London: Voluntary Service Council.

Davis, J.M. (2011) Integrated Children's Services, London: Sage.

Davis-Smith, J., Rochester, C. & Hedley, R. (1995) An Introduction to the Voluntary Sector, London:Routledge.

Handy, C. (1985) Understanding Organisations, Penguin.

Hugman, R. (2005) New Approaches in Ethics for the Caring Professions. Palgrave Macmillan

Lawler, J. & Bilson, A. (2010) Social Work Management and Leadership: Managing complexity with creativity, London, Routledge

MacDonald, K. M. (1995) The Sociology of Professions. Sage

Miller, L. & Cable, C. (Editors) (2008). Professionalism in the Early Years. Hodder Education

Mintzberg, H. (1989) Mintzberg on Management: Inside our Strange World of Organisations,

Mullins, L (2007) Management and Organisational Behaviour. Prentice Hall/Financial Times/Pearsons

NorthHouse, P.G. (2010) Leadership (Theory and Practice). Sage Publications

Integrated Working in Children's Services (previously Childhood Studies 3B: Children, the Family and Integrated Working)

Owning School: Moray House School of Education
Owning Programme: BA Childhood Practice
Course Organiser(s): Lesley Gallacher
Number of Credits: 20
SQCF Level: 10
Semester when Taught: 1
Course Delivery: 2 hours x 10 weeks with staff present + 1 reading week

Course Description:
This core course will explore the theory, policy and practice of inter-agency working within the field of childhood studies. Moss and Petrie (Moss and Petrie, 2005), Dyson (Dyson and others 1998), Riddell and Tett (Ridell and Tett,2001) have all discussed theories of inter-agency working and we will consider the various models put forward from these studies and how they relate to professionals, children and families. In particular, the course will develop a 'strengths-based' approach to working with children and families through a critique of deficit-models of child protection. We adopt a practical approach to learning within this course where we provide discussions surrounding the theory and practice of inter-agency working. There will also be reflective exercises and practical activities for you to consider throughout.

Summary of Intended Learning Outcomes:
By the end of this course participants will be able to:
• Critically evaluate the meaning of and range of indicators that may signify child abuse and protection
• Discuss the principles, processes and conditions underpinning interpersonal skills and their role in promoting young people's physical, emotional and social well-being
• Compare different national and international approaches that promote parent and child learning in childcare settings
• Evaluate approaches to disability and additional support and critically discuss the pitfalls of providing support services to parents/carers and families
• Develop and meet the objectives of child protection service plans, policies, and regulatory requirements
• Analyse and discuss the relevance for policy and practice of a number of recent and relevant research studies on integrated working and social inclusion.
• Compare and contrast the nature of integrated working in different service and family contexts e.g. bilingualism, multilingual communities, visual impairment, etc
• Consider how their experience of studying on the BA Childhood Studies Programme has influences their ability to work with children and promote their wellbeing in the integrated context.
• Contribute to integrated working and interprofessional collaboration between workers, agencies, networks and organisations that support children/families,
• Carry out joint planning, establish agreed programs and improve coordination across services
• Identify and coordinate support for children whose progress is affected by changes or difficulties in their personal circumstances and know when to refer them to colleagues for specialist help, how to liaise with such colleagues and foster processes of transition
• Coordinate, be accountable for and support the revision of policies, procedures and practice for registration/inspection

Assessment:
Students are required to attend a multi-agency meeting and feedback to their peer group during the course. Based on this formative assessment, they will then complete a 3000-4000 word report of the meeting. This report constitutes 100% of the total marks for the course. The report will: critically identify connections between key policy documents, literature and research; demonstrate how knowledge gained from these sources relates to their workplace and how it has influences and/or changed the strategies and polices adopted; and illustrate the practical ways that they have worked with children and families in relation to this theoretical and policy backdrop.

Indicative Reading:

Davies, J.M. (2011) Integrated Working in Children's Services, London: Sage

Gilligan, R. (2000) Family Support Issues and Prospects, in: Canavan, J., Dolan, P. and Pinkerton, J (eds) Family Support, Diversion from Diversity, London: Jessica Kingsley.

Levitas, R. (2005) The Inclusive Society? Social Exclusion and New Labour (2nd edition), Hampshire: PalgraveMacmillan.

Moss, P. and Petrie, P. (2002) From Children's Services to Children's Spaces, London: RoutledgeFalmer.

Pinkerton, J. (2000) Emerging Agendas For Family Support. In: J. Canavan, P. Dolan, P and J. Pinkerton (eds) Family Support Direction From Diversity, London. Jessica Kingsley

Riddell, S. and Tett, L. (2001) Education Social Justice and Interagency Working: Joined Up Or Fractured Policy? Routledge: London.

Ridge, T. (2002) Childhood, Poverty and Social Exclusion: From a Child's Perspective, Bristol: Policy Press

Webb, R. and Vulliamy, G. (2001) Rhetoric and Practice of Inter-agency Co-operation, Children and Society 15 (5).

Children's Rights

Owning School: School of Social and Political Studies
Owning Programme:
Course Organiser(s): Kay Tisdall
Number of Credits: 20
SQCF Level: 10
Semester when Taught: 2
Course Delivery: 2 hours x 10 weeks + 1 reading week

Course Description:
This course will examine critically a range of UK (and particularly Scottish) legislation, policies and services affecting children, through the concepts of childhood, rights and children's rights and the articles of the UN Convention on the Rights of the Child. The UK Government ratified the UN Convention (with certain reservations) in 1991, and is now legally bound to translate the articles of the Convention into all appropriate legal, administrative and other measures (Article 4). Children's rights are now one of the strongest influences on children's services in the UK, and have required substantive changes in legislation, policy and practice. This course is highly participative, requiring regular contributions from all students.

Summary of Intended Learning Outcomes:
By the end of the class sessions and your own independent learning, you should:
• Be familiar with the conceptual frameworks of 'childhood,' 'rights' and 'children's rights,' and be able to provide a critical evaluation of these frameworks
• Know and be able to evaluate the key principles of the UNCRC
• Have knowledge of children's services, and recent developments, in particular policy areas
• Appreciate the significance of children's rights for UK (and particularly Scottish) legislation, policy and practice and give examples of changes inspired by it
• Be able to evaluate the congruence between UK (and particularly Scottish) legislation, policy and practice, and the UNCRC
• Be able to use relevant research findings in order to critique policies
• Have participated in group discussions and been involved in active group learning
• Have developed skills in accessing and using key policy resources: e.g. Government papers and reports, legislation, official statistics and media material

Assessment:
The assessment for this course is in 2 parts:
1. Students will undertake a working group assignment in which they will be required to write a 2,000 word position paper (40% of total marks)
2. Students will write a 4,000 word essay in which they evaluate a particular policy area for its congruence (or not) with the UNCRC.

Indicative Reading:
Cleland, A. and Sutherland, E. (2009) Children's Rights in Scotland, 3rd Edn, Edinburgh: W. Greens.
General Assembly of the United Nations (1989) The Convention on the Rights of the Child, Adopted by the General Assembly of the United Nations on 20 November 1989. [UN Convention] http://www.unicef.org/crc/ (14.12.10)
Hill, M. and Tisdall, K. (1997) Children & Society, London: Longmans.

Childhood Practice Research Project

Owning School: Moray House School of Education
Owning Programme: BA Childhood Practice
Course Organiser(s): Kristina Konstantoni and Lesley Gallacher
Number of Credits: 40
SQCF Level: 10
Semester when Taught: 1&2
Course Delivery:

Course Description:
In this course students will assess their development as childhood practitioners by carrying out a small-scale research project through which they will attempt to improve their own practice. A systematic process of self-development activities will support the students to progressively develop the capacity to act as 'reflective practitioners' by initiating and evaluating interventions in their workplace. Course tutors will introduce the theory and practice of research, consultation and evaluation and support students in designing and carrying out their own research projects. Students will gain knowledge and experience of a range of different approaches to childhood research that have enabled parents and children and young people to influence children's services. Specific emphasis will be placed on the ethics of childhood research, the variety of tools employed in research and consultation with children and young people and the roles that practitioner-researchers can adopt. Students will be encouraged to compare and contrast different approaches to research and evaluation. By developing and carrying out their own research, students will develop their ability to integrate knowledges of childhood theory and to critically analyse work based practices.

Summary of Intended Learning Outcomes:
By the end of this course participants will be able to:
- Compare and contrast different research approaches within childhood studies;
- Critically evaluate research projects in childhood studies in terms of ethics, roles and tools;
- Situate the project within a range of relevant national and international literatures;
- Discuss the principles, processes and conditions underpinning participatory and emancipatory research;
- Demonstrate a critical understanding of the relationship between research, evaluation and change in childhood practice;
- Critically analyse the inter-relationship between childhood theory, method and practice and demonstrate this in research design;
- Design and carry out a small-scale research project investigating an aspect of their own practice;
- Demonstrate their development as a critically reflective practitioner by carrying out self-evaluation in the workplace;
- Be able to explain information to a range of other people in appropriate ways;
- Report the results and implications of their research project in both written and oral formats.

Assessment:
Students will assessed on an 6,000-8,000 word research report in which they will document, explain and reflect upon a small-scale research project carried out in their own workplace. The research project aims to promote and support students in developing reflective practice through research inquiry. The research project will need to include the following:
1. Review of the academic literature and policy context
2. Methodology (including design, sampling, data collection tools, and data analysis)

3. Ethics and participation
4. Findings and Discussion
5. Critical reflections on the project

This research project will account for 100% of the total marks for the course.

The summative assessment will be scaffolded throughout by the class structure, and students will be offered several opportunities to gain formative assessment:

1. Students will work on a detailed research proposal throughout semester 1. Staff will provide formative assessment on the proposal at the end of the semester. The proposal will encompass the necessary aspects of ethical review to allow students to carry out their research projects.
2. In semester 2 staff will lead workshops on aspects of data collection and analysis. These will be designed to be responsive to the needs of the different projects being undertaken.
3. Students will be able to discuss their individual projects with staff during drop-in supervision sessions during the class period in the second semester. This will allow the part-time students to access supervision within the time they are able to attend university.
4. Students will write and present a 15 minute presentation about their project at the BACP conference. They will receive formative assessment on this presentation, which they can incorporate into their final research project.

Indicative Reading:

Alderson, P. (1995) Listening to Children: Children Ethics and Social Research, London: Barnardo's

Alderson, P. (2008) Young Children's Rights: Exploring Beliefs, Principles and Practice (2nd edition), London: Jessica Kingsley Publishers

Christensen, P. and James, A. (2008, eds) Research with Children: Perspectives and Practices (2nd edition), London: Routledge.

Clark, A. and Moss, P. (2001) Listening to Children: the Mosaic Approach, London, National Children's Bureau

Clark, A., Kjørholt, A.T., and Moss, P. (2005, eds) Beyond Listening: children's perspectives on early childhood services. Bristol: Policy Press.

Clark, A. (2010) Transforming Children's Services, London: Routledge

Engel, S. (1995) The Stories Children Tell. Making Sense of the Narratives of Childhood. New York: W.H. Freeman and Company

Farrell, A. (2005) Ethical Research with Children, Buckingham: Open University Press

Greene, S. and Hogan, D. (2005, eds) Researching Children's Experience: Approaches and methods, London: Sage.

Hammersley M. and Atkinson P. (2007) Ethnography: Principles in Practice (3rd Edition). London: Routledge

MacNaughton, G., Rolfe S. and Sirai-Blatchford, S. (2001, Eds) Doing Early Childhood research: international perspectives on theory and practise, Buckingham: Open University Press.

Robson, C. (2002) Real world research (2nd edition), Oxford: Blackwell

Tisdall, E.K.M., Davis, J.M. and Gallagher, M. (2008) Researching with Children and Young People: Research Design, Methods and Analysis. Sage: London

Childhood Practice Research Project (2013-2014 only)

Owning School: Moray House School of Education
Owning Programme: BA Childhood Practice
Course Organiser(s): Kristina Konstantoni and Lesley Gallacher
Number of Credits: 20
SQCF Level: 10
Semester when Taught: 1
Course Delivery:

Course Description:
In this course students will assess their development as childhood practitioners by carrying out a small-scale research project through which they will attempt to improve their own practice. A systematic process of self-development activities will support the students to progressively develop the capacity to act as 'reflective practitioners' by initiating and evaluating interventions in their workplace. Course tutors will refresh students about the theory and practice of research, consultation and evaluation (which they learned about in Childhood Studies 2B: Practice) and support students in designing and carrying out their own research projects. Students will gain knowledge and experience of a range of different approaches to childhood research that have enabled parents and children and young people to influence children's services. Specific emphasis will be placed on the ethics of childhood research, the variety of tools employed in research and consultation with children and young people and the roles that practitioner-researchers can adopt. Students will be encouraged to compare and contrast different approaches to research and evaluation. By developing and carrying out their own research, students will develop their ability to integrate knowledges of childhood theory and to critically analyse work based practices.

Summary of Intended Learning Outcomes:
By the end of this course participants will be able to:
- Compare and contrast different research approaches within childhood studies;
- Critically evaluate research projects in childhood studies in terms of ethics, roles and tools;
- Situate the project within a range of relevant national and international literatures;
- Discuss the principles, processes and conditions underpinning participatory and emancipatory research;
- Demonstrate a critical understanding of the relationship between research, evaluation and change in childhood practice;
- Critically analyse the inter-relationship between childhood theory, method and practice and demonstrate this in research design;
- Design and carry out a small-scale research project investigating an aspect of their own practice;
- Demonstrate their development as a critically reflective practitioner by carrying out self-evaluation in the workplace;
- Be able to explain information to other people;
- Report the results and implications of their research project in both written and oral formats.

Assessment:
Students will be assessed on a 4,000 word research report in which they will document, explain and reflect upon a small-scale research project carried out in their own workplace. The aims to promote and support students in developing reflective practice through research inquiry. The research project will need to include information about the following:

1. Review of the academic literature and policy context
2. Methodology (including design, sampling, data collection tools, and data analysis)
3. Ethics and participation
4. Findings
5. Critical reflections on the project

This research project will account for 100% of the total marks for the course.

The summative assessment will be scaffolded throughout by the class structure, and students will be offered several opportunities to gain formative assessment throughout the semester. They will receive formative assessment on their research proposals. Most of the classes will be run as either staff-led workshops on aspects on data collection and analysis (designed to be responsive to the needs of the different projects being undertaken) or drop-in supervision sessions where students can discuss their project with course staff. This model of supervision will allow the part-time students to access supervision within the time they are able to attend university.

Indicative Reading:

Alderson, P. (1995) Listening to Children: Children Ethics and Social Research, London: Barnardo's

Alderson, P. (2008) Young Children's Rights: Exploring Beliefs, Principles and Practice (2nd edition), London: Jessica Kingsley Publishers

Christensen, P. and James, A. (2008, eds) Research with Children: Perspectives and Practices (2nd edition), London: Routledge.

Clark, A. and Moss, P. (2001) Listening to Children: the Mosaic Approach, London, National Children's Bureau

Clark, A., Kjørholt, A.T., and Moss, P. (2005, eds) Beyond Listening: children's perspectives on early childhood services. Bristol: Policy Press.

Clark, A. (2010) Transforming Children's Services, London: Routledge

Engel, S. (1995) The Stories Children Tell. Making Sense of the Narratives of Childhood. New York: W.H. Freeman and Company

Farrell, A. (2005) Ethical Research with Children, Buckingham: Open University Press

Greene, S. and Hogan, D. (2005, eds) Researching Children's Experience: Approaches and methods, London: Sage.

Hammersley M. and Atkinson P. (2007) Ethnography: Principles in Practice (3rd Edition). London: Routledge

MacNaughton, G., Rolfe S. and Sirai-Blatchford, S. (2001, Eds) Doing Early Childhood research: international perspectives on theory and practise, Buckingham: Open University Press.

Robson, C. (2002) Real world research (2nd edition), Oxford: Blackwell

Tisdall, E.K.M., Davis, J.M. and Gallagher, M. (2008) Researching with Children and Young People: Research Design, Methods and Analysis. Sage: London