

BA CHILDHOOD PRACTICE PROGRAMME – Candidate Sheet (2024/25)

| | Very Good-A | Good-B | Satisfactory-C | Requires further study-D | |
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| Core skills | | | | | |
| 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"> • Makes very good use of theories and ideas to evaluate examples from practice; Examples from practice may also be used to evaluate theory. • Evidence of a strong commitment to work-based practice and change. • Clearly demonstrates personal and professional reflection. | <ul style="list-style-type: none"> • Makes good use of theories and ideas to explain examples from practice. • Evidence of a commitment to work-based practice and change. • Demonstrates some professional reflection. | <ul style="list-style-type: none"> • Makes satisfactory use of at least one theory or idea to discuss examples from practice. • Evidence of a satisfactory commitment to work-based practice and change. | <ul style="list-style-type: none"> • 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. • Evidence of a commitment to work-based practice and change may be vague, contradictory or absent. | |
| Understanding of and an ability to relate to theories, policies and ideas | <ul style="list-style-type: none"> • Evidence of very good understanding of relevant theories and ideas. • 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). • Clear evidence of understanding the relationships between theory, policy and practice. | <ul style="list-style-type: none"> • Demonstrates good understanding of relevant theories and ideas. • Offers good description of more than one different approach to working with children and young people. • Evidence of understanding the relationships between theory and practice. | <ul style="list-style-type: none"> • Evidence of satisfactory understanding of at least one relevant theory or idea. • Offers a satisfactory description of a at least one relevant approach to working with children and young people. • Evidence of an attempt to make links between theory and practice, although this may not be fully developed. | <ul style="list-style-type: none"> • Offers a basic description of a at least one relevant approach to working with children and young people. • Insufficient evidence of understanding relevant theories or ideas. • Links made between theory and practice may be inadequate, superficial or absent. | |

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| Commitment to children’s rights and participation | <ul style="list-style-type: none"> • Evidence of a strong commitment to children’s rights and participation. • Draws upon relevant theories and policies in addition to examples from practice in articulating this commitment. | <ul style="list-style-type: none"> • Evidence of good commitment to children’s rights and participation. • Articulates this commitment through examples from practice and to situate it in relation to key policies (e.g. UNCRC). | <ul style="list-style-type: none"> • Evidence of a satisfactory commitment to children’s rights and participation. • Articulates this commitment through examples from practice | <ul style="list-style-type: none"> • Insufficient evidence of commitment to children’s rights and participation. • Commitment may be vague or implicit. | |
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| | Very Good-A | Good-B | Satisfactory-C | Requires further study-D | |
|--------------------------|---|--|--|--|--|
| Generic skills | | | | | |
| Oral presentation skills | <ul style="list-style-type: none"> • Evidence of very good oral communication skills and ability to engage with an audience; candidate may appear at ease in presenting. • Responds very well to questions, offering both clarification and elaboration. • Use of props or visual aids significantly enhances the content of the presentation. | <ul style="list-style-type: none"> • Evidence of good oral communication skills and some appropriate engagement with the audience; candidate should not appear nervous. • Responds well to questions, offering clarification or elaboration where prompted. • Use of props or visual aids effectively reinforces the content of the presentation. | <ul style="list-style-type: none"> • Evidence of satisfactory oral communication skills; the candidate may appear nervous without significantly impeding their ability to present information. • Demonstrates appropriate responses to questions; questions may be required to draw out some important issues that were not included in the presentation. • Props or visual aids used to support the content of the presentation. | <ul style="list-style-type: none"> • Insufficient evidence of required oral communication skills; the candidate may be too nervous to perform effectively. • Inadequate response to questions; may misinterpret the questions or answers given may demonstrate insufficient knowledge. • Props or visual aids may be poorly conceived and/or distract from the content of the presentation. | |