



Skills to Deliver Conference, Edinburgh May 2009

BA Childhood Practice

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The award at the University of Strathclyde

- *BA in Childhood Practice is delivered on campus at levels 8 and 9.*
 - *Level 7 is not delivered and there is no observed practice offered- applicants must come with a minimum of 2 years experience and be eligible to register as a practitioner.*
 - *Existing qualifications and personal credits will be equivalent to 120 credits at SCQF level 7 (total 360 credits achieved in order to graduate)*
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BA CP Themes for delivery

Partnership with UHI

- *Collaborative agreement*
 - *Shared design and delivery*
 - *Blended learning*
 - *Geographical spread*
 - *FE/HE transition (consortium of colleges)*
e.g. Sensitive to student profile
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Employer support- critical to the success of the programmes

Involved in process

Use as speakers, practice support etc

Validation panel

- ❑ *University*
- ❑ *SSSC*

Delivery

- *Collegiality vs Competition*

*e.g. consistency in credit rating across all
Scottish Universities providing the
qualification*

Process

- *Consultation with FE, Employers from all sectors, Training providers from FE and independent sector*
 - *Expert group*
 - *Seminar (re content, etc)*
 - *Launch, including video conferencing*
 - *Information events in local authorities for officers and practitioners (including responding to tenders)*
 - *Official launch by Minister: Adam Ingram*
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Issues

- *Funding RPL*
 - *Mentors*
 - *Infrastructure -Training / Funding*
 - *Placement experiences*
 - *Access / 'Triad' relationships*
 - *Funding of individual students*
 - *Role of changes to ILA / supporting RPL*
 - *Partnerships with 'level 7' training providers*
 - *FE / Independent sector*
 - *Development of PgD CP*
 - *National model building on lessons from BA CP*
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Gaps

- *Awareness of new standard in Childhood Practice*
 - *Awareness of new award*
 - *Opportunities for age specialism e.g. birth to 3 years*
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Opportunities

- *Research e.g.*
 - *Student experience*
 - *New models of delivery*
 - *Professional identity*
 - *Leadership*
 - *Links with policy*
 - *Early Years Framework*
 - *Curriculum for Excellence*
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‘Threats’?

- *New BEd /PgDE in Early Education*

- *reinforce silos in early years services*

Or opportunity to

- *promote multi-disciplinary practice that enables positive outcomes for children*
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