Batchelor of Arts (Children's Development and Learning)
For students entering Part 3 in 2007   **UCAS code: XX32**

Awarding Institution**: University of Reading**
Teaching Institutions: **Institute of Education**
Relevant QAA subject benchmarking group(s):   **Education**
Faculty of Education and Social Sciences   Programme length: **1 year full time/**
                                                                                              2 years part time
Date of specification: **20.3.07**
Programme Director: **TBA**
Programme Adviser: **Kriss Turner**
Board of Studies: **Board for Undergraduate Studies**
Accreditation:

Summary of programme aims
The BA provides a model of vocational higher education based on a close matching of academic study to relevant work based tasks. In particular, the programme will enable well-qualified Foundation Degree students to progress to honours, whilst equipping them with further knowledge and understanding to effectively support children, to monitor children's development and achievements and to respond flexibly to changing circumstances.
The programme will furnish candidates with the knowledge, skills and understanding to progress in their chosen career within related childcare or education. Many students will need to access flexible modes of delivery. The programme will also provide modules as part of Early Years Professional training and as an appropriate base for progression to training for Qualified Teacher Status.

The aims of the BA are to:
- Draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to underpin and illuminate a systematic understanding of key aspects of how to support development and learning
- Provide coherent and detailed knowledge and understanding of the principal features of different approaches and to apply these to the work context
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete); to formulate judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- Engage with fundamental questions and interrogate work based practices and processes
- Critically evaluate how limited personal knowledge can influence analyses and interpretations
- Effectively synthesis and communicate information and analysis and / or construct and sustain a reasoned argument in a clear, lucid and coherent manner to specialist and non-specialist audiences
- Develop a desire to improve knowledge, skills and understanding throughout students' professional lives

Transferable skills
There are a number of generic transferable skills that all students are expected to have developed by the end of their degree programme. In following this programme, students will have the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem solving, team working and use of information technology.
Students will be able to:
• improve their own learning and performance by actively managing and organizing an effective work pattern, including working to deadlines.

• communicate ideas, principles and theories, arguments and analysis effectively in speech and writing, using visual and ICT media as tools where appropriate, to specific and non specific audiences
• demonstrate appropriate critical thinking skills, including the ability to:
> • identify and summarise the main points in an argument, using relevant specialist vocabulary, as appropriate
> • present and develop an argument, drawing upon appropriate evidence, literature and theory
> • analyse and synthesise research, theories and ideas from multiple sources
> • examine issues from a range of professional and theoretical perspectives
> • produce critical and evaluative responses to the content of the learning outcomes

• competently use ICT to support their study and other appropriate situations
• collaborate and plan as part of a team, to carry out roles agreed by the team and to fulfill agreed responsibilities to complete relevant and agreed projects or tasks
• solve theoretical and practical problems that occur in the work place
• improve their own performance through critical self reflection, the implementation of evidence-based practice and continual professional development activities.
• process and synthesise empirical and theoretical data, statutory requirements, policies and evidence of practices in a professional field, investigate contradictory information
• engage effectively in debate to justify a chosen position, having drawn on relevant theoretical perspectives

Programme content
Most of the degree modules are optional in order to address the individual needs of a diverse range of students. The compulsory modules, for the full honours degree, ensure a critical, analytical approach to practice, reflecting the application of level 3 work.

Part 3 (three terms)		Credits	Level
Compulsory modules			
Mod Code	*Module Title*		
ED3FDS	Special Study	40	H
ED3FRP	The Reflective Practitioner	20	H
Optional modules			
Mod Code	*Module Title*		
ED3AFL	Assessment for Learning	20	H
ED3OML	Organisation and Management for Learning	20	H
ED3SIN	Supporting Individual Needs	20	H
ED3ECM	Every Child Matters	20	H
ED3FCD	Child Development	20	H
ED3ICT	Use of Information Communication Technology to support development and learning	20	H

Progression requirements

Students taking this degree will have normally progressed from a Foundation Degree. Students who initially take 60 credits in order to complete a professional training course may return within two years to sit further credits, to complete the full 120 credit honours course.

Summary of teaching and assessment

For the degree, the focus on skills and their application in the workplace, underpinned by academic knowledge and understanding, is critical. Work-based learning is central to the degree

and students undertaking the programme will need to be working in education or a child care setting; this could be on a voluntary basis.

Teaching is organised in modules that typically involve lectures, tutor and student led seminars and workshops, feedback on individual and group research, presentation, work-based learning and practical work. Teaching will be delivered, using a mixture of face to face teaching, VLE,web-based and distance learning methods, self-directed studies, project work and problem-based learning. Many modules include inputs by professionals as well as University based tutors.

Assessments will include a mixture of assignments: these will include formative assessments to feed into summative assessments, in-class responses, essays, evaluations of practice and other formats as appropriate. Assignments will require students to link theory to practice in the work place, with descriptions and evaluations of practice linked to references to relevant literature. Work – based learning will provide an essential contribution to achievement of the outcomes.

The assessment is carried out within the University's degree classification scheme, details of which are in the programme handbooks. The pass mark in each module is 40%. All modules are assessed by coursework; the details are given in the module descriptions. Assessment will involve meeting the stated criteria for each task. A sample of submissions will be second marked and moderated. The award of BA will be accompanied by an indication of the student's overall profile. As students completed part 2 within their Foundation Degree, possibly at different institutions, final assessment is through Part 3 only.

Admission requirements
Entrants to this programme are normally required to have obtained:
Foundation Degree linked to childcare or education
The programme assumes that students are working (on a paid or voluntary basis) at least .4 in an educational or care setting.
Provision of a suitable reference on request.

Admissions Tutor: **TBA**

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students taking modules offered by the Institution-wide Language Programme. The Blackboard VLE provides discussion boards, to enable students to keep in touch with their cohort.

Programme Directors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union provide student guidance and welfare support. The students regularly see at least 2 members of staff.and are allocated a personal tutor.

Career prospects
Although this degree is an appropriate basis for most work with children, it is expected that the majority of candidates successfully completing the course will continue to work in settings or schools. They may move to higher management positions.   Furthermore, the BA provides a suitable basis for progression to Qualified Teacher Status, via the PGCE or GTP programmes, or to take prior to or during training for Early Years Professional Status.

Opportunities for study abroad or for placements
This programme relies upon substantial work –based experience in schools or care settings and there may be opportunities to visit other placements within some modules. Most modules rely upon students applying theory to their practice and undertaking tasks related to University inputs. The programme assumes that students are working at least .4 in an educational or care setting.

Educational aims of the programme
- provide rational, flexibly structured and coherent programmes of study which are relevant to the needs of employers, facilitate the professional development of the student and lay the foundations for a successful career tothe benefit of society;
- provide a sound knowledge base in the fields studied and develop the wider process skills of Information Technology, Communication, Problem Solving, Team Working and Time/Task Management;
- foster the development of an enquiring, open-minded and creative attitude, tempered with scientific discipline and social awareness, which encourages lifelong learning.
• to demonstrate within practice the adoption of appropriate value and belief systems. These values include those relating to anti-discriminatory practice, equality of opportunity and ensuring inclusive practice
• develop self-awareness and reflection, including the ability to evaluate the effect of practice on other people in the work – based environment

Programme Outcomes
Knowledge and Understanding

A. Knowledge and understanding of:
• underlying values and principles relevant to supporting children
• acquisition of coherent and detailed knowledge about the diversity of children and the complexitites of the development and learning process
• significant current and emerging theories and principles related to key aspects that can affect the individual and diverse ways in which children develop and learn, together with an appreciation of the uncertainty, ambiguity and limits of knowledge
• the different contexts for development and learning and the range of different roles of participants. How children's well-being, development, learning and behaviour can be affected by
a range of influences and transitions
• organizational structures and their purposes
• how to identify relevant theoretical and research based primary and / or secondary sources and to use these appropriately
• a range of strategies to identify and promote effective practice
• the main provisions of the national and local statutory and non-statutory frameworks, within which children's services work, and their implications

Teaching/learning methods and strategies
Acquisition of knowledge is promoted across the programme through lectures, tutorials, seminars, workshops, case studies, role-play exercises, IT-based exercises, guest lectures, work-based assignments and through individual consultation with academic staff, mentors and personal tutors.
The two core modules focus on developing students' understanding how children's well-being, development, learning and behaviour can be affected by a range of influences and transitions and the potential effect of personal attitudes, values and behaviour on work with children, parents and colleagues and other inter-professional relationships. Both core modules enable students to acquire further knowledge in order to understand how to contribute effectively and with confidence to supporting children. ED3OML and ED3ICT also require a critical reflection of practice. Optional modules consider the main provisions of the national and local statutory and non-statutory frameworks within which children's services work and their implications, each through a different focus. ED3ECM is based upon recent statutory, ED3OML and ED3AFL cover different aspects of non-statutory advice Knowledge of children's development and learning is the main focus of ED3FCD and ED3SIN. These modules provide opportunities for self-directed learning through problem solving and the examination of work - based problems.

Assessment
Feedback is initially given through formative assessed work. Knowledge is assessed through coursework. Understanding is assessed through the application of theory to practice.
A range of assessment methods is used, including essays, projects, presentations, portfolios of evidence, tutorial & seminar papers and reports.

B. Intellectual skills – able to:

- to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, to access and review literature to underpin evidence-based practice
- critically evaluate arguments, assumptions, abstract concepts and data, to formulate judgements, and to demonstrate a sound understanding of the significance and limitations of theory and research to devise and sustain arguments, and/or to solve problems
- identify and reflect upon potential connections and discontinuities between aspects of subject knowledge and work based policies and contexts.
- deploy accurately established techniques of analysis and enquiry, critically analyse, concepts, theories and issues in a systematic way
- critically reflect upon observations and first hand experience of work based
- accommodate new principles and understandings, reflecting upon own value system
- deal with complex issues both systematically and creatively, making informed judgements to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- understand the complex matrix of factors that affect the process of development and learning

Teaching/learning methods and strategies

The programme is designed to progressively develop students' intellectual skills, to enable them to take 60 credits or a full honours route. Students formulate appropriate and justified ways forward and potential changes to practice, using a range of evidence, in a number of modules: ED3FDS and ED3FRP(the core modules), ED3ECM, ED3AFL and ED3OML (optional modules) Here they will assimilate, evaluate and analyse observations and practice. ED3FDS is a practitioner based research project, requiring a literature review, related to. systematic and creative changes in practice, to make informed judgements. ED3AFL requires students to find ways to record the complex matrix of factors that affect the process of development and learning by critically reflecting upon observations and first hand experience in the work place. ED3SIN and ED3ECM will require students to reflect upon their own value systems and potential connections and discontinuities between aspects of subject knowledge and work based policies. All modules, including ED3FCD, will access and review literature to underpin evidence-based practice

Assessment

Feedback is initially given through formative assessed work. Intellectual skills are tested through coursework; this includes essays, projects, presentations, use of reflective diaries, tutorial & seminar papers and reports.

C. Practical skills – able to:
• establish a purposeful, safe, stimulating and encouraging environment where children feel confident, secure and are able to develop and learn
• have high expectations of all children, respecting their social, cultural, linguistic, religious and ethnic backgrounds. Promote and support the inclusion of all, recognising and responding effectively to equal opportunities issues as they arise, including challenging stereotyped views, bullying or harassment, following relevant policies and procedures
• manage, organise and evaluate their own time, resources, records and information
to support decision making
• improve and lead practice, including through observation, evaluation and discussion with colleagues
• select and prepare resources and activities that meet the diversity of children's needs and interests and support inclusion.
• monitor children's responses, participation and progress, giving constructive support and modifying approaches accordingly
• maintain and analyse records of progress.
• build and maintain successful relationships, to communicate effectively and sensitively with colleagues, parents, carers and children
•use ICT tools to support professional practice and children's development and learning

Teaching/learning methods and strategies
Practical skills are developed through linking theory to work placements. This is supported by a mixture of lectures, tutorials, seminars, workshops, case studies, role-play exercises, IT-based exercises, guest lectures, work-based assignments and through individual consultation with academic staff and personal tutors. Students are encouraged to visit other settings for observation and evaluation.
Many modules address the context of the work place, such as ED3OML, ED3SIN, ED3ECM and ED3FRP. Equal opportunities, inclusion and race relations issues are particularly addressed in ED3SIN, ED3ECM, ED3FRP, ED3OML and ED3ICT. Improving and leading practice is the basis of ED3FRP and underpins all the optional modules.
Monitoring and recording development and learning is included within ED3AFL, ED3FCD and ED3AFL in particular.
Using ICT is not only considered within ED3ICt, but is required by all modules, such as presenting a PowerPoint in ED3FDS and looking at regional and national data in ED3AFL.

Assessment
Students are assessed through a coursework.
Assessment methods, including essays, projects, presentations, reports, use of a reflective diary, an e-portfolio of evidence of practice, tutorial and seminar papers, all relating theory to practice.

D. Transferable skills – able to:
• organise an effective work pattern including working to deadlines, exercising initiative and personal responsibility,
• communicate ideas, principles and theories, arguments and analysis effectively in speech and writing, using visual and ICT media as tools where appropriate, to specific and non specific audiences
• use ICT to support their own development, and the learning and development of children;
• interpret graphical and tabular presentation of data. To collect, use and interpret data as appropriate.
• work within a team and individually to make decisions in complex and unpredictable contexts
• process and synthesise data to present and justify a chosen position, having drawn on theoretical perspectives, to solve problems that occur
• improve their own performance through critical self reflection, the implementation of evidence-based practice and continued professional development activities.
• demonstrate and promote the positive values, attitudes and behaviour they expect

Teaching/learning methods and strategies
The teaching and acquisition of these transferable skills is firmly embedded in the programme. As a work-based degree, there is particular emphasis on the acquisition and personal development of a wide range of transferable skills. Students need to balance their study with at least .4 in work to meet both academic and work deadlines. Time management and use of library resources are essential for effective completion of the degree, whilst working; advice is given in pre-programme documentation and induction week.
A care and education culture permeates the programme fed by module content and the intended learning outcomes, staff (and student) links with practice, lectures by visiting practitioners, visits to other settings and the analysis of video material. Communication skills are considered in ED3AFL, ED3ECM and ED3ICT, but are deployed in presentations, reports and work – based experiences. The use of ICT is embedded throughout the programme, although there is particular emphasis in the inputs of ED3ICT and ED3AFL. Students will be expected to work with others in their work place to implement change (such as ED3ECM, ED3FRP and ED3FDS) as well as collaborating with other students within the programme (as in ED3AFL and ED3FCD to compare achievemnts)
The programme's strategy on career management incorporates the use Careers Advisory Services incorporating on-line learning material. There is a timetable to prepare students for progression to a QTS programme and / or EYPS.

Assessment
As a result of this 'pervasive' approach to transferable skills, students' performance is assessed across the full range of skills throughout the programme on a module-by-module basis through coursework when feedback is provided.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.