

**BA Childrens Development and Learning  
For students entering Part 1 in 2011/2**

**UCAS code: XX32**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Education Studies
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	1 years
Date of specification:	30/Aug/2011
Programme Director:	Geoff Taggart
Programme Advisor:	Georgina Lovett
Board of Studies:	Employment Based Programmes
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. All modules are generic, rather than age range specific and so can be accessed by students working with children from the Foundation Stage (0-5) to Key Stage 3 (11-14)

The programme will furnish candidates with the knowledge, skills and understanding to progress in their chosen career within related childcare or education

Students will need to access flexible modes of delivery, as they will be in work, with day release arrangements.

They will need to be working at least .5 to be able to relate theory to practice. The programme is an appropriate base for progression to training for Qualified Teacher Status, but will also provide modules as part of Early Years Professional training.

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
- Identify need to improve knowledge, skills and understanding throughout students' professional lives

**Transferable skills**

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. In following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, interpersonal skills, learning skills, numeracy, self-management, use of IT and problem-solving and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

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 fulfil 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**

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)**

#### *Compulsory modules*

ED3FDS	Special Study in Development and Learning	40	6
ED3FRP	The Reflective Practitioner	20	6
ED3SIN	Supporting Individual Needs	20	6
ED3ECM	Policy and Legislation	20	6
ED3FCD	Child Development	20	6

### **Progression requirements**

Students taking this degree will have normally progressed from a Foundation Degree. To achieve an Ordinary degree, students will study ED3FCD, ED3FRP plus one other 20 credit module. 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. This must include ED3FDS.

### **Assessment and classification**

The University's honours classification scheme is:

Mark	interpretation
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

For the University-wide framework for classification, which includes details of the classification method, please see: <http://www.reading.ac.uk/Exams/classificationpost2007.pdf>.

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. Students need to be able to attend the University for one day per week, but will need to be able to access resources at other times; regular access to the internet will be a necessity.

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, but work based practice will not be assessed. Inputs will ensure that students are aware of ethical considerations.

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**

This is considered to be a full time programme, with 120 credits obtained within one year or 60 credits in each of two years. Entrants to this programme are normally required to have obtained a Foundation Degree linked to childcare or education.

All candidates will enter with level 5 qualifications and an academic reference.

The programme assumes that students are working (on a paid or voluntary basis) at least .5 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 is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SECC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see [www.reading.ac.uk/student](http://www.reading.ac.uk/student)

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.

## 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 complexities 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.

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.  
enable students to acquire further knowledge in order to understand how to contribute effectively and with confidence to supporting children.  
Modules, in particular  
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.  
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.

### Skills and other attributes

#### 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

#### Teaching/learning methods and strategies

The programme is designed to progressively develop student' 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, ED3FRP and ED3ECM. Here they will assimilate, evaluate and analyse observations and practice.  
ED3FDS is a practitioner based research project, requiring a literature review, related to systematic

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 accommodate new principles and understandings, reflecting upon own value system deal with complex issues both systematically and creatively, making informed judgements to rame 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

### 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

### 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;

and creative changes in practice, to make informed judgements. 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.

### 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 ED3SIN, ED3ECM and ED3FRP. Equal opportunities, inclusion and race relations issues are particularly addressed in ED3SIN, ED3ECM and ED3FRP. Improving and leading practice is the basis of ED3FRP and underpins various other modules. Monitoring and recording development and learning is included within ED3FCD in particular.

Using ICT is required by all modules, such as presenting a PowerPoint in ED3FDS.

#### *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.

### 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;

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

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 ED3ECM, and are deployed in presentations, reports and work - based experiences. The use of ICT is embedded throughout the programme. 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 ED3FCD to compare achievements)

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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**