

Programme Specification

BA Childrens Development and Learning

For students entering Part 1 in September 2027

UCAS Code: XX32

UFCDL

This document sets out key information about your Programme and forms part of your Terms and Conditions with the University of Reading.

Awarding Institution	University of Reading
Teaching Institution	University of Reading
Length of Programme	1 years
Accreditation	N/A
QAA Subject Benchmarking Group	Aligned to the QAA Early Childhood Studies

Programme information and content

The BA CDL provides a model of vocational higher education based on a close matching of academic study to relevant work based tasks. In particular, this 1 year programme enables well-qualified Foundation Degree students to progress to honours, whilst equipping them with further knowledge and understanding to effectively support and monitor children and young peoples 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. 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 0.5 to be able to relate theory to practice. The programme is an appropriate base for progression to training for Early Years Teacher Status, Qualified Teacher Status and Social Work as well as other professionals within the children and young people's workforce.

Part 1: N/A

Part 2: N/A

Part 3: One year programme at Level 6 consisting of two 40 credit modules and two 20 credit modules. The programme expands students' understanding of the role that child development has had on education; its theory and practice. Influential theories and theorists are explored in relation to ideology and practice when investigating different aspects of child development. Different ways of understanding children and young people are introduced from the worlds of psychology, education, sociology, neuro-science and literature and the way in which these different perspectives add to our understanding of children is discussed. Drawing upon relevant theories, the programme also encourages students to see leadership and management as an essential aspects of their work. It seeks to enable students to identify the organisational culture of their school or setting and evaluate its impact on children and young peoples well-being, development and learning and make adjustments where necessary (environment, curriculum, pedagogy etc.). The programme also addresses the important issues of equality and diversity as they affect all aspects of organisational life. Reflective practice, as the principal tool through which practitioners can effect these changes,

is considered by presenting a range of ideas and models of reflection, which can be drawn upon.

Programme Learning Outcomes - BA Childrens Development and Learning

During the course of the Programme, you will have the opportunity to develop a range of skills, knowledge and attributes (known as learning outcomes) For this programme, these are:

	Learning outcomes
1	Draw on a wide range of resources, theoretical perspectives and academic disciplines to underpin and illuminate a systematic understanding of key aspects of how to support children and young peoples development and learning
2	Provide coherent and detailed knowledge and understanding of the principal features of different educational approaches and to apply these to the professional context
3	Critically evaluate arguments, assumptions, abstract concepts and data to formulate judgements and to frame appropriate questions to achieve responses to an issue
4	Engage with reflective questions in relation to practice and interrogate work based practices and processes
5	Synthesise and communicate information and analysis and/ or construct and sustain a reasoned and evidence-based argument in a clear, lucid and coherent manner to specialist and non-specialist audiences
6	Develop strategies to improve ongoing knowledge, skills and understanding within students' professional practice
7	Develop professional skills which support progression into employment, including the use of presentations, effective communication, time management
8	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
9	Adopt an anti-bias and globally aware approach in order to promote and support the inclusion of all children
10	Design a small-scale research project using appropriate ethical guidance, literature searches, research design and data collection methods. Present and interpret empirical findings and draw appropriate conclusions from the results
11	Develop knowledge and skills which students can connect to the real world through authentic teaching, learning and assessment

You will be expected to engage in learning activities to achieve these Programme learning outcomes. Assessment of your modules will reflect these learning outcomes and test how far you have met the requirements for your degree.

To pass the Programme, you will be required to meet the progression or accreditation and award criteria set out below.

In addition to the learning outcomes stated above if you are on a placement or study abroad programme you will have the opportunity to develop the following learning outcome:

Additional Learning outcomes	
N/A	

Module information				
Each part comprises 120 credits, allocated across a range of compulsory and optional modules as shown below. Compulsory modules are listed.				
Part 3 Modules:				
Module	Name	Credits	Level	
ED3BCD	Children's Development	40	6	
ED3BRL	Reflective Leadership of Learning	20	6	
ED3FDD	Dissertation in Children's Development and Learning	40	6	
ED3PCS	Providing Children's Services	20	6	

Placement opportunities
Placements: This programme relies upon substantial work-based experience in schools or settings. 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 0.5 FTE with children and/or young people, e.g. in an educational or early years setting, primary or secondary school, SEND school. Study Abroad: N/A

Optional modules:
The optional modules available can vary from year to year. An indicative list of the range of optional modules for your programme can be found online in the Course Catalogue. Details of optional modules for each part, including any additional costs associated with the optional modules, will be made available to you prior to the beginning of the Part in which they are to be taken and you will be given an opportunity to express interest in the optional modules that you would like to take. Entry to optional modules will be at the discretion of the University and subject to availability and may be subject to pre-requisites, such as completion of another module. Although the University tries to ensure you are able to take the optional modules in which you have expressed interest this cannot be guaranteed.

Teaching and learning delivery:
Elements of this programme will be delivered via digital technology

You will be taught primarily through a mixture of lectures, tutorials and seminars. Some modules may include group work. Elements of your programme may be delivered via digital technology. The scheduled teaching and learning activity hours and amount of technology enhanced learning activity for your programme will depend upon the module within the course. You will also be expected to undertake guided independent study. Information about module study hours including contact hours and the amount of independent study which a student is normally expected to undertake for a module is indicated in the relevant module description.

Accreditation details

- 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 at least 0.5 FTE with children, e.g. in an educational or early years setting, primary school, SEND school.
- Provision of a suitable reference on request.
- DBS clearance

Assessment

The programme will be assessed through a combination of essays, group-based tasks, portfolios, presentations, and a dissertation. Further information is contained in the individual module descriptions.

Progression

Students taking this degree will normally have progressed from a Foundation Degree. There are no progression requirements for the BA Children's Development and Learning programme.

Classification

Bachelors' degrees

The University's honours classification scheme is based on the following:

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

Details of the classification method is given in detail in the [Assessment Handbook](#) under:

- Section 17: Awards (Bachelor's), or
- Section 18: Awards (Integrated Master's programmes). Students who do not progress to Part 4 of the Integrated Master's will normally be subject to the method detailed under Section 17: Awards (Bachelor's)

Please note that there may be a specific version of the above for your year of entry.

Additional costs of the programme

During your programme of study you will incur some additional costs. For textbooks and similar learning resources, we recommend that you budget between £100 to £150 a year. Some books may be available second-hand, which will reduce costs. A range of resources to support your curriculum, including textbooks and electronic resources, are available through the library. Reading lists and module specific costs are listed on the individual module descriptions.

Printing and photocopying facilities are available on campus at a cost. Costs are indicative and may vary according to optional modules chosen and are subject to inflation and other price fluctuations. For further information about your Programme please refer to the Programme Handbook and the relevant module descriptions, which are available at <http://www.reading.ac.uk/module/>. The Programme Handbook and the relevant module descriptions do not form part of your Terms and Conditions with the University of Reading.

Costs are indicative and may vary according to optional modules chosen and are subject to inflation and other price fluctuations. Estimates were calculated in 2026.

Students may consider purchasing a laptop to help support their learning. Information on recommended device specifications can be found on the [DTS Student Hub](#).

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BA Childrens Development and Learning for students entering Part 1 in session 2027/28
25 June 2026

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