

Child Care and Education

This programme is no longer recruiting. This programme is only offered at: Leyton Sixth Form College.

Final award	Foundation Degree
Intermediate awards available	Cert HE
UCAS code	LX5H
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	Foundation Degree Early Childhood Studies
Date specification last up-dated	June 2014

Profile

The summary - UCAS programme profile

BANNER BOX:

If you're looking to extend your expertise as an early years practitioner, this Foundation degree course will help you build on your knowledge and skills of children's development and learning, as well as developing your understanding of policies and practice in early years settings. You'll also learn professional and practical skills like planning, assessment and teamwork

On completion of the Foundation Degree in Child Care and Education you will be able to top up your degree to the BA (Hons) Early childhood Studies, or the Early Years Teacher Status at UEL.

ENTRY REQUIREMENTS

In order to participate in the Foundation Degree applicants should already be working in an early years setting or be able to find employment prior to starting the degree (paid or unpaid).

UCAS Tariff 120 UCAS points gained at A2 or AS level in Social Science or Humanity subjects. Applicants might also have 120 UCAS points from a CACHE or BTEC diploma.

Applicants also require a Grade C GCSE pass in English or are able to offer alternative qualifications (for example Level 2 Key Skills in Communication)

Applicants without formal qualifications but with significant demonstrable work experience (at least 5 years in full time employment in an early years setting, you will be asked to provide a reference from your employer) are encouraged to join the programme and are considered on an individual basis.

In the case of applicants whose first language is not English, the University's English Language requirements as detailed on the website at time of application must be met – see <http://www.uel.ac.uk/international/application/english-language-requirements/>

In the case of applicants whose first language is not English, then IELTS 5.5 (or equivalent) is required.

As the programme requires field work in early years settings all applicants must have an enhanced DBS check prior to commencing the programme.

The University of East London actively promotes and celebrates equality and diversity and positively welcomes applicants regardless of race, gender, disability, sexuality, age, religion or social class.

ABOUT THE PROGRAMME

What is Foundation Degree in Child Care and Education?

The Foundation Degree in Child Care and Education is the study of the challenging concepts of equal opportunity, inclusion, children's rights, child protection, managing children's learning, behaviour and health maintenance needs. Practical application of good practice methods is analysed in the light of theoretical understanding.

This collaborative programme is delivered at Leyton Sixth Form College.

Foundation Degree in Child Care and Education at Leyton Sixth Form College

The Foundation Degree Child Care and Education at Leyton Sixth Form College is designed to give a deeper understanding of the current theoretical concepts in the field, including:

- Critical awareness of the theoretical perspectives of models of Child Care and Education practice.
- Developing skills of articulation of the language used in relation to concepts of equal opportunity, rights, disability and child protection.
- Analysing the concept of 'professional expertise' and role of the multi-disciplinary team in the provision of Child Care and Education Services
- Investigating the implications of Child Care and Education strategies for Early Years setting management; curriculum; assessment and inspection.

Students who plan to continue with their professional development will find that the skills they develop on the Foundation Degree will be in demand in the workplace and provide direct entry to level three of the BA (Hons.) in Early Childhood Studies,

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Programme structure

This is a modular programme. Students will normally complete the Foundation Degree in Child Care and Education within two academic years, taking six modules per year, with 120 credits at HE level 1 and 120 credits at HE level 2.

All modules are compulsory, unless prior credit is obtained. The progressive programme is designed to enable participants to develop their confidence and skills for studying at HE level in a supportive environment.

Learning environment

This includes lectures, seminars/practical based workshops, and work based projects in an early years setting and tutorials.

Assessment

Modules are assessed using a variety of methods that have been chosen as the most appropriate to demonstrate the learning outcomes for each module. Modules are assessed by means of coursework only. Coursework can take such forms as essays, reports, presentations, learning journals, portfolios, seminar participation and book reviews.

Work experience/placement opportunities

Students must be working two days a week throughout the duration of the programme within an Early Years setting. Leyton Sixth Form College will provide support in securing work experience within an appropriate setting for those students who are not working (paid or unpaid) in the sector, but has at least a years experience.

Project work

At level two, students are expected to carry out a work based research project on a topic relevant to the field of Child Care and Education. Students are supported through tutorial and seminar sessions throughout the year, thus developing research knowledge and skills which are valuable in both understanding and evaluating published research and empowering students to become researchers themselves.

In addition, students are involved in a number of collaborative projects throughout the Foundation Degree that benefit them by developing project management, time management and interpersonal team work skills.

Added value

This programme will help students develop both a reflective approach to Child Care and Education at Foundation Degree level in the form critical thinking skills, which are transferable to the workplace. Students will benefit from Leyton Sixth Form College's extensive experience in facilitating learning in the workplace, liaising with local government childcare, educational psychology services and government initiatives.

IS THIS THE PROGRAMME FOR ME?

If you are interested in

- Understanding the issues concerning the delivery of Child Care and Educational services
- Investigating theoretical perspectives in Child Care and Education

- Exploring education practices
- Personal development

If you enjoy

- A personal intellectual challenge
- Working in groups
- Using theory to inform practical application in the workplace
- Carrying out work based projects

If you want

- A challenging programme which includes study in theoretical and practical issues in the field of Child Care and Education
- A programme with support through face-to-face tuition and guidance in becoming an independent learner.
- A programme of study that will equip you to be knowledgeable and skilful in the current expanding early years provision
- To be valued within and able to contribute to the effectiveness of early years teams

Your future career

Successful completion of the Foundation Degree in Child Care and Education programme will enable you to apply for appropriate employment at advanced child care practitioner level in early years settings. Other career paths include working within Local Authority Support Services, in Early Years settings and voluntary sector organisations, such as charities. Students who successfully complete the Foundation Degree may also choose to continue their studies through direct entry to level three BA honours degree. They may apply for the UEL Primary PGCE programme to qualify as a primary teacher.

How we support you

Each student is allocated a personal **mentor/tutor** at Leyton Sixth Form College who will work with you to plan your learning and ensure that you are enhancing your independent learning strategies. Your personal mentor will also help you with any work experience or academic issues you may be having. Your mentor will ensure appropriate work experience; induct you in the practice development documents and liaise with your supervisor in the workplace.

A **supervisor** will be allocated to you in the work experience setting and will support your learning, development, and assessment through the practice development documents on a day-to-day basis. Their role is to liaise with your mentor/tutor, so that your progress can be monitored.

Module Tutors will support you with learning and assessment requirements specific to the modules you are studying, provide you with individual module guides which detail the requirements for attendance, coursework preparation and other academic conventions.

Academic Writing and Study Skills modules are a core part of the programme. Support at Leyton Sixth Form College is also provided for students who have additional needs such as

English language or dyslexia. Students also have access to support through the University of East London services for English language or dyslexia support; counselling services; disability support service and UEL Students' Union.

A student representative will be elected onto The Foundation Degree in Child Care and Education's Advisory Panel at Leyton Sixth Form College. They represent the student views on the degree programme committee, which reports to the Field of Education and Community Committee at UEL.

Bonus factors

The Foundation Degree aims to address the current workforce agenda in the Early Years sector. Leyton College has developed solid links with local early years employers over a period of 10 years which provide ample opportunities for workplace experience in a variety of settings. Training/support is given to placement mentors/supervisors. Leyton Sixth Form College has extensive experience of working with local childcare providers, the local authority and other relevant organisations.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Develop knowledge and understanding of the key theories and current issues underpinning the study of the field of Child Care and Education;
- Increase your application of knowledge and critical skills enabling you to sustain an academic discussion and recognise problem areas;
- Develop key transferable skills which will increase your employability.

What will you learn?

Knowledge

- You will learn about the historical development of Child Care and Education;
- You will develop an understanding of the concept and language of care value base and how it is practised, equal opportunities, children's rights, Child Protection and inclusion;
- You will learn about early years settings including educational organisations, the social context of learning and schooling, 'cared for' children, children's homes, children's centres and the development of children as learners;
- You will develop an understanding of the theoretical perspectives of models of care which underpin best practice.

Thinking skills

- You will learn how to think critically about the theories and models presented as part of your studies;

- You will learn how to describe and explain practical and theoretical situations, in the context of current policy on child care and education;
- You will learn to critique information and present an argument in a range of modes of delivery, such as group discussions, written work and using ICT;
- You will plan, manage, reflect on your own learning and professional development.

Subject-Based Practical skills

- You will learn how to apply the theoretical child care and educational concepts in practice, through work-based learning; case study research and presentations;
- You will demonstrate understanding of research methodology by applying this knowledge to undertake a small-scale project in the field of childcare and education;
- You will learn how to present information clearly and coherently and communicate effectively to different audiences in a range of modes and media.

Skills for life and work (general skills)

- You will demonstrate autonomy, self-reliance, teamwork and leadership skills;
- You will develop transferable graduate skills in communication;
- You will develop interpersonal skills and professional relationships.

Structure

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

The overall credit rating of this programme is 240 credits.

Typical duration

The duration of this programme is two years and is only available in full-time mode.

How the teaching year is divided

The teaching year begins at the end of September and ends in July for both years. The student registers for six modules each year (two modules in each term)

What you will study when

The following are the core and optional requirements for this programme

	LEVEL	TITLE		CREDITS	STATUS
Level	Module		Core Skills	Credit	SINGLE Status
1	ED1000	Critical Reading and Writing	Y	20	Core
1	ED1009	Introduction to Early Childhood Studies		20	Core
1	ED1012	Issues in Child Health		20	Core
1	ED1034	Developing Learning in Early Childhood		20	Core
1	ED1024	Children and Additional Needs		20	Core
1	ED1013	Equality and Diversity		20	Core
2	ED2000	Research Design and Method	Y	20	Core
2	ED2001	Professional Development	Y	20	Core
2	ED2021	Child Protection		20	Core
2	ED2018	Planning for Learning in the Foundation Stage		20	Core
2	ED2019	Understanding and Supporting Behaviour		20	Core
2	ED2020	Work based learning		20	Core

Requirements for gaining an award

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level one or higher.

In order to gain an Associate Certificate you will need to obtain a minimum of 20 credits at level one or higher.

In order to gain a Foundation Degree you will need to obtain a minimum of 240 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- Satisfactory evaluation of the two year placement is also a requirement.
- (A Foundation degree is linked to a named Honours degree onto which a student may progress after successful completion of the Foundation degree).

Degree Classification

Foundation Degree classification

Where a student is eligible for a Foundation Degree, the award classification is determined by calculating the arithmetic mean of all marks obtained for modules at level 1 or higher contributing to the programme and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100% Distinction

55% - 69% Merit

40% - 54% Pass

0% - 39% Not passed

Assessment

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- Lectures
- Seminars
- Workshops and practical sessions
- Online discussions and activities
- Research projects and group work
- Individual reading
- Research seminars organised by staff
- Work place tutorials and supervision
- Reflection on work place experiences

Thinking skills are developed through

- Analysing and applying theory through coursework and examination preparation
- Discussing key theoretical issues raised in lectures and readings
- Group activities in class sessions
- Keeping of learning/reflective logs and journals reflection on work place experiences

- Reflection on work place experiences

Practical skills are developed through

- Undertaking tasks in seminars and workshops
- Group work
- Individual research projects and observations
- Reflection on work place experiences

Skills for life and work (employability skills) are developed through

- Group work which enables skills in planning, negotiation, working with others to develop
- Individual work which requires learner strategies in planning, reflecting, time management, meeting deadlines
- ICT skills
- Reflection

Assessment

Knowledge is assessed by

- Coursework essays, reports, evaluations, debates
- Class tests, VLE exercises undertaken on-line
- Individual and group Presentations

Thinking skills are assessed by

- Coursework essays, reports, evaluation, debates
- Class tests, VLE exercises undertaken on-line
- Individual and group Presentations

Practical skills are assessed by

- Tutor observation
- Evidence of demonstrable understanding in completed project work
- Simulations
- Work based assessments

Skills for life and work (employability skills) are assessed by

- Involvement in and contribution to seminar/workshop sessions
- Regular contributions to discussions and tutorials
- Involvement in and contribution to group project work
- Work-based learning
- Personal development plans and students' own reflection.

Quality

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the Annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by our Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- UEL Plus Student forum
- Student representation on the Programme Committees (meeting twice a year)
- Student/Staff consultative committee

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- providing details on the programme notice board
- providing details through Web CT student forum and student emails

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Annual student satisfaction questionnaire
- Questionnaires to former students
- Liaison with local authorities
- Liaison with local employers in the Early Years sector

Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
-	-	-	-	-

Where you can find further information

- The **Leyton Sixth Form College** web site (<http://www.leyton.ac.uk>)
- The UEL web site (<http://www.uel.ac.uk>)
- The programme handbook
- Module study guides

- UEL Manual of General Regulations and Policies <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- UEL Guide to Undergraduate Programmes
- UEL School of Education webpage www.uel.ac.uk/education

- [Current External examiners](#)
- External examiner reports (available from UEL virtual learning environment (UEL Plus or Moodle))