

MA/PG Course Specifications

Course Aim and Title	MA Early Childhood Leadership and Practice
Intermediate Awards Available	Postgraduate Certificate in Early Childhood Leadership and Practice (60 credits) Postgraduate Diploma in Early Childhood Leadership and Practice (120 credits)
Teaching Institution(s)	University of East London
Alternative Teaching Institutions (for local arrangements see final section of this specification)	
UEL Academic School	Cass School of Education & Communities
UCAS Code	E28
Professional Body Accreditation	CMI dual accreditation of the course is being sought
Relevant QAA Benchmark Statements	<i><u>There are no subject specific benchmark statements at Masters Level for Early Childhood. However, the following generic benchmarks at Master's level apply.</u></i> QAA (2015) <i>Characteristics Statement: Masters Degree</i> . Gloucester: QAA Quality Assurance Agency's (2014) <i>Framework for Higher Education Qualifications in England, Wales and Northern Ireland</i> . Gloucester: QAA
Additional Versions of this Course	There are no other versions of this course.
Date Specification Last Updated	March 2019

Course Aims and Learning Outcomes

This course is designed to give you the opportunity to:

- Aim one: Enable students to develop an advanced knowledge of leadership and practice in the discipline of early childhood and apply in local, national or global contexts.
- Aim two: Enable students to plan and implement an advanced research project in the field of early childhood
- Aim three: Enable students to extend and apply a range of academic skills to support criticality, integrity, ethical practice and reflection in early childhood research and scholarship

Based on:

QAA (2015) *Characteristics Statement*. Gloucester: Quality Assurance Agency for Higher Education

The overarching learning outcomes for the course are:

Knowledge

- Demonstrate in-depth and advanced knowledge and understanding of early childhood leadership and practice in local, national and global contexts.
- Develop advanced knowledge of research methods in the field of early childhood.

Thinking skills

- Demonstrate criticality, independence and reflection as learners.
- Demonstrate critical awareness of issues and developments in the field of early childhood in local, national and global contexts.

Subject-Based Practical skills

- Plan and implement an ethical research project within the field of early childhood leadership and practice.
- Apply theory relevant to early childhood in practice contexts in order to develop insight into contemporary issues within the field of early childhood in local, national and global contexts.

Skills for life and work (general skills)

- Evaluate the implications arising from research for leadership and practice in the field of early childhood.
- Evaluate and apply strategies to promote the well-being and agency of the self and others in the field of early childhood.
- Demonstrate and apply digital skills in both academic and practice contexts.

Learning and Teaching

Knowledge is developed through

- Guided reading
- Independent reading
- Group work in the lecture and seminar
- Lecture
- Workshop
- Writing
- Seminar
- Live projects

Thinking skills are developed through

- Reflective activities with feedback
- Group Supervision
- Critical evaluation and appraisal of research studies

- Workshops focused on development of academic skills
- Seminars
- Writing

Practical skills are developed through

- Workshops focused on the development research skills
- Research skills-based activities with feedback
- Group and individual supervision
- Independent study
- Workbased learning or Negotiated Practice visits

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

- Group work
- Communication – oral and written
- Project work –applied research project

Assessment

Knowledge is assessed by

- Coursework (portfolio for each module)
- Dissertation

Thinking skills are assessed by

- Coursework (portfolio for each module)
- Dissertation

Practical skills are assessed by

- Coursework (portfolio for each module)
- Dissertation

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

- Coursework (portfolio for each module)
- Dissertation

A portfolio of course work may include, for example, an academic presentation, academic poster, action research project report, review of academic literature, evaluative annotated bibliography, reflective journal, research project proposal, essay, case study, evaluation and academic blog.

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

Work or Study Placements

The course requires students to make use of work-based learning. The work may be paid or unpaid and if students are not currently employed in an appropriate setting they will need to set up the work experience/placement for themselves. Students are not assessed directly on their performance in the work place but there are assessments that require them to reflect on the experience and make links to relevant theory/research. The UEL Centre for Student Success can assist students in identifying potential work place opportunities but any financial costs associated with carrying out voluntary work, including, but not exclusively, travel costs and subsistence is borne by the student (in some cases placement organisations will cover some costs but this will depend on the setting's policy on volunteers).

Course Structure

All courses 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 level:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this course:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
7	ED7410	Mental Wealth: Critical Reflection on Leadership of Practice in Early Childhood	30	Core	N

7	ED7411	Action Research: Leading Change in Early Childhood Leadership and Practice	30	Core	N
7	ED7414	Early Childhood Policy Development and Implementation	30	Core	N
7	ED7001	Research methods and Dissertation in Early Childhood Leadership and Practice.	60	Core	N
7	ED7002	Negotiated Project: Criticality in learning for Leadership of Practice in Early Childhood	30	Optional	N
7	ED7000	Workbased Learning: formation and development of professional knowledge in practice	30	Optional	N

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.

Additional detail about the course module structure:

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a course is a module selected from a range of modules available on the course. **All modules are core.**

The overall credit-rating of this course is 180 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Course Specific Regulations

There are no course specific regulations.

Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

Post Graduate Study

The duration of this course is one calendar year full-time if enrolment is in September, and two calendar years part-time.

The time limit for completion of a course is four years after first enrolment on the course.

Further Information

More information about this course is available from:

- The UEL web site (www.uel.ac.uk)
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages
- AIC website (<https://www.aic.edu.sg>)

All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs to students:

UEL Students only: Financial costs associated with carrying out voluntary work, including, but not exclusively, travel costs and subsistence. (In some cases placement organisations will cover some costs but this will depend on the setting's policy on volunteers).

Financial costs associated with the dual accreditation of the course with the Chartered Management Institute will be confirmed to students. As at March 2019 the cost per student was £276.

Alternative Locations of Delivery

None