

Undergraduate Programme Specification for *BA Honours Early Childhood Studies*

Final award	BA Honours
Intermediate awards available	Cert HE, Dip HE, BA
UCAS code	X310
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	Early Childhood Studies
UEL Academic School	Cass School of Education and Communities
Date specification last up-dated	May 2016

Profile section

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
AKMI Metropolitan College, Athens, Thessaloniki and Piraeus, Greece	Single honours programme only with restrictions on the availability of option modules	No	Yes	Full-time and part-time in the Greek language

The summary - UCAS programme profile

BANNER BOX:

Early Childhood Studies is the study of early childhood in context. The BA (Hons) Early Childhood Studies programme provides a critical, comprehensive and interdisciplinary preparation for multi-professional work in the early childhood sector.

ABOUT THE PROGRAMME

What is Early Childhood Studies?

Early Childhood Studies is the study of early childhood in context. It should enable students to develop insights and understandings relating to how children and childhood are understood from a range of academic and professional perspectives and to understand the philosophies, beliefs and attitudes that inform them. The interdisciplinary nature of the degree takes account of the ecology of children's lives, in studying the complexities of family life and of children's development from conception onwards, thus signifying the importance of both the intricate and interactive continuum of growth and development and the significance of early childhood across cultures and societies.

Early Childhood Studies at UEL

Early Childhood Studies is a popular and extremely well-established programme within the field of Early Childhood and Education. The members of the Early Childhood Studies team come

from a variety of professional backgrounds and cultures and have a wide experience of working in the field of early childhood for many years. Enthusiasm, passion, knowledge and research infuse the learning experience for students, who enjoy the programme and are highly motivated.

Programme structure

The BA Early Childhood Studies can be taken full or part-time.

Learning environment

Weekly sessions during the semester, which may include a variety of strategies, take place in a student centred environment. Strategies include lectures, listening and questioning sessions, such as seminars and group discussions; workshops, working in small groups giving presentations, web-based learning, plus the opportunity to carry out fieldwork in a variety of early years settings.

There is also the possibility for students in level 4 to undertake overseas study.

Assessment

All modules are assessed using various methods, which are chosen as the most appropriate to demonstrate the learning outcomes for each module. Some modules are assessed by means of coursework only, and some by a combination of both examination (either seen or unseen) and coursework. Coursework can take such forms as essays, reports, class presentations, learning journals and book reviews. Regular formative assessment tasks will provide the opportunity for you to monitor your own understanding and engagement, prior to the final assessment activity.

Work experience/placement opportunities

Fieldwork offers students the opportunity not only to widen their experiences, but also to reflect on their practice and the practice of others. During the degree programme there will be several opportunities to observe within fieldwork settings. There may also be the opportunity for students to undertake some of their studies abroad.

Project work

At Level six students are expected to carry out an empirical research project on a topic relevant to the field of Early Childhood Studies, this is a core module (ED6007). Students are supported through tutorial and seminar sessions throughout the module thus developing research 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 degree which benefit them by developing project management, time management and interpersonal team work skills.

Added value

Early Childhood Studies is an interesting multi-disciplinary field of study providing wide options in employment and postgraduate study. Prepared for a range of professions and occupations, our recent graduates have obtained employment in a diverse selection of fields.

IS THIS THE PROGRAMME FOR ME?

If you are interested in learning more about children and childhood

You will be given the opportunity to gain knowledge and understanding of the interdisciplinary nature of Early Childhood Studies and of the structural, institutional, personal and cultural systems and ideas, which affect the experience and construction of childhood.

If you enjoy working with others in a challenging environment

The students who undertake the degree in Early Childhood Studies come from a variety of educational, cultural and occupational backgrounds – some more traditional than others. It is this rich diversity of age and experience, which enhances the debate and discussion. We welcome all students who demonstrate their interest in and their enthusiasm for this subject. Applicants who do not have the required academic or vocational qualifications can undertake an access to higher education programme.

If you want do Early Childhood Studies, but are not sure about what career you would like

The holistic nature of this degree programme enables you to pursue your particular areas of interest within a structure, which is cohesive.

Your future career

The holistic approach to early childhood studies in the programme prepares students to undertake several post-graduate programmes through which professional qualifications, such as primary teaching or social work, could be attained. In addition to these professional programmes Early Childhood Studies graduates have found employment with Local Authorities, Health Authorities, Charities, Housing Associations, and Day Nurseries. Jobs have included Childcare Project Managers, Family Support Workers, Nursery Officers, Play Co-ordinators, Out of School Project Managers, Residential Care Workers, Classroom/education Assistants, Learning Mentors, Researchers, Disability Co-ordinators, Sure Start Project Workers, and Early Years Officers within the local early years partnership.

Students interested in further studies have undertaken a Masters Degree Programme.

How we support you

Each student is allocated a personal tutor. Your personal tutor is the person who will help you choose university wide options and will work with you to plan your learning and ensure that you are making progress. Your personal tutor will also help you with any personal or academic difficulties you may be having. Tutorials may be held with other students or individually. Student Representatives are nominated and elected from each programme, by their fellow students, to represent you on the Early Childhood Studies programme committee and the Early Childhood and Education field committee. There are strong links with students support services. All staff attempt to help students identify any additional learning needs at the earliest opportunity so that appropriate help and guidance can be sought. At regular intervals during the programme information is given about career opportunities, which is in addition to Employability Opportunity Days held in the School of Education.

Bonus factors

Opportunities for study abroad and overseas fieldtrips as part of an educational exchange may be available.

Outcomes section

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Gain knowledge, understanding and a critical appreciation of early childhood studies;
 - Understand the development, needs and experience of young children, and the services which support them;
 - Achieve a foundation for employment, professional and further academic study in the early years domain;
 - Become a skilful and adaptable graduate.
 - Be part of University of East London's commitment to widening access to higher education
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What will you learn?

Knowledge

demonstrate knowledge and understanding and practical skills relevant to academic study and professional practice in early childhood settings

demonstrate knowledge and understanding of the interdisciplinary nature of early childhood studies and of the structural, institutional, personal and cultural systems and ideas which affect the experience and construction of childhood

demonstrate knowledge and understanding about physical and intellectual development in early childhood and early childhood provision and organisations

Thinking skills

analyse practical and theoretical situations, in the context of child development and childhood, and synthesise solutions showing original and creative thought

plan, manage and reflect on their own learning and progression in acquiring graduate attributes appropriate for entry to teacher training or other early childhood careers

Subject-Based Practical skills

communicate appropriately and effectively in a range of modes and media

relate appropriate theory to early childhood practice

demonstrate understanding of research methodology by applying this knowledge to undertake a small-scale research project

Skills for life and work (general skills)

demonstrate autonomy, self-reliance, teamwork and leadership.

develop transferable graduate skills in communication and interpersonal relationships

Structure section

The programme structure

Introduction

At University of East London 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:

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

Credit rating

The overall credit-rating of this programme is 360 credits.

Typical duration

The expected duration of this programme is three years when attended in full-time mode or up to eight years in part-time mode. It is possible to move from a full-time mode of study to a part-time mode of 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.

How the teaching year is divided

The teaching year begins in September and ends in June, all modules run for 24 weeks and thus a student normally registers for 4 modules in one year in a full-time attendance mode of study or, up to 3 modules in one year in a part-time attendance mode of study.

What you will study when

This programme is part of a modular degree scheme. A student registered in a full-time attendance mode will take four 30-credit modules per year. An honours degree student will complete four modules at level 4, four at level 5 and four at level 6.

Modules are defined as:

Core - Must be taken

Option - Select from a range of identified module within the field

University Wide Option - Select from a wide range of UEL wide options across the University of East London

The following are the core and optional requirements for this programme

Level	Module Code	New Module Title	Credit	Status
4	ED4034	Pedagogy: Supporting Development in the Early Years	30	Core
4	ED4009	Perspectives of Early Childhood Development	30	Core
4	ED4010	Children in their Social Contexts	30	Core

4	ED4012	Children with Additional Needs and Children's Health	30	Core
5	ED5013	Issues and Controversies in Early Childhood Development	30	Core
5	ED5004	Observing, Documenting and Researching with Children, Families and Practitioners	30	Core
5	ED5016	Social Policy for Children and Families	30	Core
5	ED5005	Advocating for Children: National and international Contexts	30	Core
6	ED6007	Early Childhood Research Dissertation	30	Core
6	ED6016	Leading and Managing Partnerships in the Early Years	30	Core
6	ED6014	Children, Culture and Globalisation	30	Core
6	ED6008	Multimodal Learning in Early Childhood	30	Option
6	ED6002	Volunteering	30	Option

Requirements for gaining an award

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

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

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 120 credits at level four or higher and 120 credits at level five or higher

In order to gain an ordinary degree you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 60 credits at level six or higher

In order to gain an honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level four higher
- A minimum of 120 credits at level five or higher
- A minimum of 120 credits at level six or higher

Degree Classification

Where a student is eligible for an honours degree, and has gained a minimum of 240 UEL credits at level 5 or level 6 on the programme, including a minimum of 120 UEL credits at level 6, the award classification is determined by calculating:

The arithmetic mean of the best 90 credits at level 6 $\times 0.8$ + The arithmetic mean of the next best 90 credits at levels 5 and/or 6 $\times 0.2$

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% First Class Honours
60% - 69% Second Class Honours, First Division
50% - 59% Second Class Honours, Second Division
40% - 49% Third Class Honours
0% - 39% Not passed

Assessment section

Teaching, learning and assessment

Teaching and learning

Teaching and learning strategies within the Early Childhood Studies programme expect students to be active learners. Strategies vary depending upon the type of module and the learning outcomes for the module.

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 in the School of Education

Thinking skills are developed through

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

Practical skills are developed through

- Undertaking tasks in seminars and workshops
- Group work
- Individual research projects and observations

Skills for life and work (general 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

Assessment

For each module there are a number of assignments, always linked to learning outcomes. The assignments may take a variety of forms but what is important is that the evidence (the actual work written or something recorded from presentations) is carefully graded, according to agreed criteria, moderated to make sure that the marking is fair and then presented to an Assessment Board. Although strategies usually assess more than one skill, it may be helpful to give examples of how each skill can be assessed.

Knowledge is assessed by

Programme work assignments
Examinations
Self reflective assignments
Presentations
Individual tutorials

Thinking skills are assessed by

Programme work assignments
Examinations
Presentations
Individual tutorials
Participation in sessions

Practical skills are assessed by

Programme work assignments
Examinations
Active participation in presentations
Individual tutorials
Observation of participation in sessions

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

Work-based learning
Seminar participation and group work skills
Personal development plans and students' own reflection

Quality section

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 University of East London's Quality Standing Committee.

Once every six years University of East London undertakes an in-depth review of the whole field. This 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 University of East London's 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 to University of East London through an annual report that enables us to make improvements for the future.
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[Listening to the views of students](#)

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

Module evaluations

Moodle 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 and field committees

a newsletter published three times a year

providing details on the Early Childhood and Education field notice boards

providing details on the Early Childhood Studies notice board

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

Placement settings

Placements Visiting Tutor

Local Further Education Colleges, through Link Tutor

Training Officer – Local Early Years Partnership

Further Information section

Where you can find further information

Further information about this programme is available from:

- The UEL web site <http://www.uel.ac.uk>
- The student handbook
- Module study guides
- UEL Manual of General Regulations <http://www.uel.ac.uk/ga/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- School web pages <http://www.uel.ac.uk/education/index.htm>

- [Current External examiners](#)
- External examiner reports (available from UEL virtual learning environment – Moodle)
- [Click here to download word version](#)