

## ARCHIVE:

### UNIVERSITY OF EAST LONDON

#### UNDERGRADUATE PROGRAMME SPECIFICATION

##### *BA (Hons) Early Childhood Studies (Online)*

*This programme is available by Distance Learning and is only offered in collaboration with Chevron Training and Recruitment*

<b>Final award</b>	BA Honours
<b>Intermediate awards available</b>	<i>Cert HE Dip HE</i>
<b>Mode of delivery</b>	<i>Distance learning</i>
<b>UCAS code</b>	
<b>Details of professional body accreditation</b>	<i>N/A.</i>
<b>Relevant QAA Benchmark statements</b>	<i>Early Childhood Studies</i>
<b>UEL Academic School</b>	<i>Cass School of Education and Communities</i>
<b>Date specification last updated</b>	<i>Feb 2016</i>

#### Alternative locations for studying this programme

<b>Location</b>	<b>Which elements?</b>	<b>Taught by UEL staff</b>	<b>Taught by local staff</b>	<b>Method of Delivery</b>
<i>UEL</i>	<i>Entire programme</i>	<i>Yes</i>		<i>Online On campus</i>

## The summary - UCAS programme profile-

### BANNER BOX:

*Top up your post 2012 Irish FETAC level 6 Diploma in Childcare and Education to the BA (Hons) Early Childhood Studies (Online) in one and a half years*

### ENTRY REQUIREMENTS

This programme is a 180 credit top up from the post 2012 Irish FETAC Level 6 Diploma in Childcare and Education. To gain entry onto the programme students will need to have successfully completed the post 2012 Irish FETAC Level 6 Diploma in Childcare and Education with any QQI provider

Applicants with the pre 2012 FETAC Level 6 Diploma will be able to complete two additional units of study from the current Level 6 Diploma at Chevron Training and Recruitment prior to admission. They will be admitted to the BA(Hons) programme once they have achieved the same total credit as the post 2012 FETAC Level 6 Diploma.

Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes.

Where an applicant does not have English as a first language they will be required to complete the IELTS qualification with a grade of 6 overall (or equivalent) before they will be able to enrol on the programme.

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010.

### Technical requirements

To participate in the programme you need:

1. Regular access to a PC or Mac capable of running standard MS Office software (or equivalent) for producing word-processed documents, spreadsheets and presentations. Your PC must be capable of running the required plug-ins for the Virtual Learning Environment (Adobe Flash player, Adobe PDF Viewer, Apple QuickTime).
2. Reliable internet access; broadband is highly recommended. For each module that you take, you will be expected to spend approximately 3-6 hours online per week, participating in discussions and accessing resources.

3. The latest version of your chosen Internet browser.
4. A valid and reliable email address.
5. Access to a printer is recommended.

## **ABOUT THE PROGRAMME**

### **What is Early Childhood Studies (online)?**

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 (Online) at UEL**

Key features of this programme include:

- A credit based programme leading towards an honours degree.
- The freedom to continue working while pursuing your studies.
- Academic support from a subject specialist tutor
- An opportunity for students from across Ireland to interact and exchange ideas.
- The flexibility to take and pay for modules individually.

### **Programme structure**

The BA (Hons) Early Childhood Studies (Online) is a fulltime one and one half year programme if started in January. If started in September it can only be studied in part time mode, and will take three years to complete. On successful completion of the level 5 modules it is possible to transfer between full and part time modes.

### **Learning environment**

The programme will be delivered by Chevron Training and will be hosted on Chevron Training's VLE platform, LearnUpon. Each module has a site structured around a sequence of weekly topics. Each topic contains a lecture, typically a series of slides and accompanying audio recording, supported by guidance on key learning outcomes, self-assessment questions, and links to core and additional readings and other resources. This provides clear structuring and signposting to establish a context for learning and encourages deep learning. The self-assessment questions help students to evaluate their progress and their understanding and there are also formative assessments to consolidate learning before undertaking summative assessments. There is access to our online student community and to discussion forums to foster communication with other students to discuss and resolve issues related to their studies. In addition, the module tutor will use this facility to address any common academic issues, and to contact students where necessary. It is essential, therefore, that you have easy and regular access to the Internet and reliable email.

The teaching and learning methods used are designed to promote a constructive and critical reflection on a range of theoretical, practical and research issues. Teaching is concerned with identification of a wide range of issues and perspectives which students are encouraged to relate to their own knowledge, experience and actual or future working contexts. Teaching and learning will draw on the experiences, knowledge and professional backgrounds of participants, encouraging a critical reflection.

We expect that students will take responsibility for the way they learn, as they will need to sustain self-motivation as they will be working at a distance. Throughout the programme, students will be undertaking independent learning and research, including individual reading, preparation of assignments and completion of assessed programme work. The programme makes extensive use of our VLE which is used in a number of ways, such as facilitating the online discussions described above, providing access to online resources and submitting assignments.

We will encourage students to take some responsibility for helping others to learn, through sharing experiences and learning with the group, and thus allowing for new and emerging knowledge to be integrated.

## **Assessment**

All modules are assessed using various methods, which are chosen as the most appropriate to demonstrate the learning outcomes for each module. All modules are assessed by means of coursework only. Coursework can take such forms as essays, reports, 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.

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

## **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 year, 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 background. 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.

### **If you want study 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**

Students who successfully complete the BA (Hons) Early Childhood Studies (Online), will be more employable in the Childcare sector.

The employers of childcare workers that hold a BA (Hons) Early Childhood Studies (Online) will be entitled to receive a higher rate of capitation payments under the ECCE scheme.

### **How we support you**

On enrolment, you will be provided with introductory materials on the use of the Virtual Learning Environment (VLE).

Students will have access to various library supports, tutor support via message or email, one to one tutorial sessions each term and a range of students support services.

Students will also be invited to participate in a face to face induction meeting with the Programme Tutor, where they will be guided through the format, structure and expectations of the programme.

## Bonus factors

On completion of this programme you will be able to progress onto a range of possible post graduate programmes with Irish colleges or directly with UEL

## 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

### 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

## 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:

- 3 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 4 equivalent in standard to the first year of a full-time undergraduate degree programme
- 5 equivalent in standard to the second year of a full-time undergraduate degree programme
- 6 equivalent in standard to the third year 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. (180 of these credits will come from your level 6 Diploma in Childcare and Education)

### Typical duration

The expected duration of this programme is one and one half years full-time or three years part-time.

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. A student cannot normally continue study on a programme after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a programme in part time mode is 8 years from first enrolment.

### How the teaching year is divided?

The teaching year begins in September and ends in June and is divided into two terms. Term one begins in September and ends in December, and Term two begins in January and ends in June.

January start level 5 is always full-time, but level 6 can be full-time (maximum time to complete 1.5 years) or part-time (maximum time to complete 4 years).

September start level 5 is always part time. Level 6 can be full time (maximum time to complete 2 years) or part time (maximum time to complete 6 yrs).

It is possible after successfully completing the level 5 modules to transfer from full time to part time, or from part time to full time, this would mean a January starter changing to part time would take 2.5 years to complete the programme and a September starter transferring to full time would take two years to complete the programme.

## What you will study when

A full time student will complete 180 credits over one and one half years. This will comprise of two 30 credit level 5 modules first term of study (Term 2 of the first year from January to June). Followed by 120 credits in the following academic year comprising of four level 6 modules (Term 2 and 3 from September to June)

A typical part time student will complete 180 credits over three years starting in September of the first year. This will comprise of two 30 credit modules each academic year (Term 1 and 2 from September to June)

Level	Module Code	Module Title	Distance learning Y/N	Credits	Status*
5	ED5004	Observing, Documenting and Researching with Children, Families and Practitioners	Y	30	Core
5	ED5005	Advocating for Children: National and International Contexts	Y	30	Core
6	ED6007	Early Childhood Research Dissertation	Y	30	Core
6	ED6016	Leading and Managing Partnerships in the Early Years	Y	30	Core
6	ED6014	Children, Culture and Globalisation	Y	30	Core
6	ED6008	Multimodal Learning in Early Childhood	Y	30	Core

*\*Please Note – A core module for a programme 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 programme is a module selected from a range of modules available on the programme.*

## Requirements for gaining an award

In order to gain an Honours degree, you will need to complete all modules on the programme.

In order to gain an Ordinary degree, you will need to complete both level five modules and two of the level six modules on this programme.

In order to gain a Diploma of Higher Education you will need to complete both level five modules and one of the level 6 modules on this programme.

In order to gain a Certificate of Higher Education you will need to complete both level five modules on this programme

### **Degree Classification**

Where a student has achieved fewer than 240 UEL credits at level 5 or level 6, but with a minimum of 120 UEL credits achieved at Level 5 or Level 6 including a minimum of 90 UEL credits achieved at Level 6 on the current enrolment for the programme, the award classification is determined by working out the credit-weighted arithmetic mean percentage module results for all credit attained at the particular level, which will be multiplied by the appropriate weighting as per

The credit-weighted arithmetic mean of the best 90 credits at level 6	x	0.8	+	The credit-weighted arithmetic mean of the next best 90 credits at levels 5 and/or 6	x	0.2
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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

### **Further information**

Students may study full-time or part-time, a full-time programme would typically take one and half academic years to complete. January start level 5 is always full-time, but level 6 can be full-time (maximum time to complete 1.5 years) or part-time (maximum time to complete 4 years).

September start level 5 is always part time. Level 6 can be full time (maximum time to complete 2 years) or part time (maximum time to complete 6 yrs).

It is possible after successfully completing the level 5 modules to transfer from full time to part time, or from part time to full time, this would mean a January starter changing to part time

would take 2.5 years to complete the programme and a September starter transferring to full time would take two years to complete the programme.

## Teaching, learning and assessment

### Teaching and learning

Teaching and learning strategies adopted for the Early Childhood Studies(Online) programme expect students to actively engage with the content. Strategies vary depending upon the type of module and the learning outcomes for the module.

Knowledge is developed through

- Guided reading of on-line materials and textbooks
- On-line discussions with tutors and other students
- Guided self-assessment activities

Thinking skills are developed through

- Reflective activities with feedback
- Guided reading
- Online discussions and activities

Practical skills are developed through

- IT activities with feedback
- Research skills-based activities with feedback
- Online Supervised project work

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

- The demands of the study medium (i.e. distance learning)
- Planning activities with feedback
- Course work assignments & feedback
- Project work

### 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
- Self reflective assignments

Thinking skills are assessed by

- Programme work assignments
- Self reflective assignments

Practical skills are assessed by

- Practical reports
- IT exercises

Project work  
Skills for life and work (general skills) are assessed by  
Project work  
Successful completion of assignments  
Personal development plans and students' own reflection

## **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 the Quality and Standards Committee.

Once every six years an in-depth review of the whole subject area 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 programme committee will meet at least once a term, either face-to-face or via skype.

### **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.

The external examiner reports for this programme are located on the UEL virtual learning environment (Moodle) on the school notice board under the section entitled 'External Examiner Reports & Responses'. You can also view a list of the external examiners for the UEL School by clicking on the link below.

<http://www.uel.ac.uk/qa/externalexaminersystem/currentexaminers/>

### **Listening to the views of students**

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

- Module evaluations;
- Programme evaluations;
- Student representation on programme committees (meeting 2 times year).

Students are notified of the action taken through:

- Circulating the minutes of the programme committee;
- Providing details on the programme noticeboard;
- Individual responses to students as required;
- Postings on our online discussion forums.

### **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
- Student involvement in the Programme Management Committee

## Further information

Employment services may be contacted on lo call 1890 252 647 or email [Employmentsupport@chevrontraining.ie](mailto:Employmentsupport@chevrontraining.ie)

## Where you can find further information

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The programme handbook
- Module study guides
- UEL Manual of General Regulations (<http://www.uel.ac.uk/qa/policies/manual/>)
- UEL Quality Manual (<http://www.uel.ac.uk/qa/policies/qualitymanual/>)
- The Chevron Training home page is [www.chevrontraining.ie](http://www.chevrontraining.ie)