UNIVERSITY OF EAST LONDON
PROGRAMME SPECIFICATION

University of East London

Programme Aim and Title	MA in Early Childhood Care, Education and Management
Intermediate Awards Available	Postgraduate Certificate Early Childhood Care, Education and Management (60 credits) Postgraduate Diploma Early Childhood Care, Education and Management (120 credits)
Teaching Institution(s)	Chevron Training
Alternative Teaching Institutions (for local arrangements see final section of this specification)	There are no alternative teaching institutions
UEL Academic School	Cass School of Education and Communities
UCAS Code	Not applicable.
Professional Body Accreditation	Not applicable.
Relevant QAA Benchmark Statements	*There are no subject specific benchmark statements at Masters Level for Early Childhood. However, the following generic benchmarks at Master's level apply:* QAA (2015) *Characteristics Statement: Masters Degree.* Gloucester: QAA Quality Assurance Agency's (2014) *Framework for Higher Education Qualifications in England, Wales and Northern Ireland.* Gloucester: QAA
Additional Versions of this Programme	There are no other versions of this programme.
Date Specification Last Updated	21 October 2019

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Programme Aims and Learning Outcomes

This programme is designed to give you the opportunity to:

- <u>Aim one</u>: Enable students to develop an advanced knowledge of management and practice in the discipline of Early Childhood and apply this within local, national or global contexts.
- <u>Aim two</u>: Enable students to plan and implement an advanced research project in the field of Early Childhood
- <u>Aim three</u>: 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 programme are:

Knowledge
- ☐ Demonstrate in-depth and advanced knowledge and understanding of Early Childhood management 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 management and practice in the field of Early Childhood.

Learning and Teaching

Knowledge is developed through:
- Group induction session for the programme
- Guided reading
- Independent reading
- Group discussion
- Lecture (via webinar)
- Workshop
- Writing
- One-to-One mentoring

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

Skills for life and work (general skills) are developed through:
- Group discussions (online forum)
- Communication – oral and written
- Project work – 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, action research project report, review of academic literature, annotated bibliography, reflective journal, research project proposal, essay, case study, evaluation and academic poster.

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

Work or Study Placements

The programme 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 arrange the work experience/ placement for themselves. Students are not assessed directly on their performance in the workplace but module assessments will require them to reflect on the experience and make links to relevant theory/ research.

Chevron Training's Employment Officer can assist students in identifying potential workplace opportunities but any financial costs associated with carrying out voluntary work, including travel costs and subsistence would be borne by the student (in some cases placement organisations will cover some costs but this will depend do the setting's policy on volunteers).

Programme Structure

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

One credit is equal to 10 hours of directed study time (this includes everything a student might be expected to 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.

Programmes are made up of credit-weighted modules.

Module structure for the programme:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
7		Research Methods in Early Childhood Care, Education and Management	30	Core	Y
7		Early Childhood Policy Development and Implementation	30	Core	Y
7		Financial Management for Non Financial Managers	30	Core	Y
7		Leadership in Early Years	30	Core	Y
7		Early Childhood Management and HR	30	Core	Y
7		Dissertation in Early Childhood Care, Education and Management	30	Core	Y
Please note: There are no optional modules within this course					

Additional detail about the programme module structure:

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. Note: a**ll modules are core.**

The overall credit-rating of this programme is 180 credits. If for some reason a student is unable to achieve this credit then then he/she may be entitled to an intermediate award, with the level of the award depending on the amount of credit the student has accumulated within the programme. Students can read the University Student Policies and Regulations on the UEL website: . https://www.uel.ac.uk/about/about-uel/governance/policies-regulations-corporate-documents/student-policies

Programme Specific Regulations

Students may only commence the Dissertation module if they have passed all of the previous modules. If this is not the case, then the student will need to complete the Dissertation module during the following semester.

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 Chevron Training's students make use of this flexibility and this may impact on the overall duration of their study period.

Postgraduate Study
Enrolments are available for January and September intakes. The duration of this programme is: 1.5 calendar years full-time (or 3 calendar years part-time). The time limit for completion of a programme is four years after first enrolment on the programme.

Further Information

More information about this programme is available from:

- Chevron Training website: https://chevrontraining.ie/childcare-courses/masters-early-childhood-care-and-education-management-online/
- Programme Handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)

All UEL programmes are subject to thorough programme approval procedures before they are allowed to commence. UEL also constantly monitors, reviews and enhances programmes by listening to student and employer views and the views of external examiners and advisors.

Additional costs

Students will need access to a laptop or PC in order to study the course, complete assessments and other coursework. Students will also incur travel costs to/from the induction event at the start of each semester (held in a central location to facilitate learners) and also any travel to optional personal tutor or placement sessions (if applicable).

Alternative Locations of Delivery

There are no alternative locations of delivery. The course is delivered in an online/blended fashion by Chevron Training.