

COURSE SPECIFICATION

Course Aim and Title	Foundation Year for Early Childhood Studies, Education and Special Needs
Intermediate Awards Available	<i>Cert HE, Dip HE, BA</i>
Teaching Institution(s)	UEL
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	Cass School of Education and Communities
UCAS Code	<i>X312 Early Childhood Studies X300 Education Studies XC61 Special Education</i>
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	<i>Early Childhood Studies 2014</i>
Additional Versions of this Course	N/A
Date Specification Last Updated	March 2019

Entry Requirement

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.

This first year of a four-year extended degree and can be studied one-year full-time or two-years part-time. Applicants who are school leavers should normally have 120 UCAS points gained at A2, AS, BTEC National or CACHE level 3. Students should normally have a Grade C GCSE pass in English or be able to offer alternative qualifications (for example Level 2 Key Skills in Communication)

In the case of applicants whose first language is not English, then IELTS 5.5 with a minimum of 5.5 in all components (or equivalent) is required. International qualifications will be checked for appropriate matriculation to appropriate UK level three courses.

Applicants without formal qualifications but with significant demonstrable life or work experience are encouraged to join the course and are considered on an individual basis through interview.

Course Aims and Learning Outcomes

This course is perfect if you want to be fast tracked to a BA (Hons) degree but you do not have the standard entry requirements for degree level study or the appropriate practice qualification. This course prepares students for successful transition to any of the Early Childhood, Special Education Needs, and Education Degree Course. It provides a broad framework of key academic and personal skills along with subject specialist knowledge and skills to then enable a successful progression onto any of the three-year BA (Hons) courses offered within the School of Professional Services and specifically the Education Cluster. It will provide a supportive and stimulating environment for students and is an opportunity to devote time and resources to developing the necessary academic and personal skills to be successful at degree level study.

This course is designed to give you the opportunity to:

- Provides instruction and guidance in study skills essential for degree-level study
- Provides a transition route onto any of the BA (Hons) courses on to Early Childhood, Special Education Needs and Education
- Offers extensive study skills and personal development support.
- Enjoy a stimulating and engaging introduction to studying Early childhood, Education and Special Educational Needs
- Develop the necessary practical, intellectual and communication skills to ensure a successful transition to Level 4
- Become a part of the wider higher education community whilst you study for access to a degree course
- Prepare students for future employability and enhance their personal, academic and professional development

Learning and Teaching

What you will learn:

Knowledge

- The necessary personal and academic skills to be successful at Level 3
- A broad-based introduction to some of the key concepts and theories relevant to studying early childhood
- How to manage one's own learning and personal development

Thinking skills

- How to apply what you have learnt to familiar and unfamiliar contexts
- How to critically reflect on your own learning and performance
- How to identify different points of view in specified texts
- How to summarise arguments
- How to make informed judgements and distinctions between fact and opinion
- How to develop your own point of view in relation to specified texts

Subject-Based Practical skills

- Skills of understanding and analysing issues in early childhood
 - Use of information technology and the internet for information retrieval and presentation
 - Ability to conduct informed debate on current social issues
- Skills for life and work (general skills)
- How to organise and manage a workload effectively
 - How to locate and select sources of information for written work/research
 - How to work collaboratively
 - How to give oral presentations
 - How to apply skills gained both with autonomy and direct supervision

Assessment

Undertaken individually and in groups, assessment will comprise essays, coursework, reports, debates and computer-based assignments. Regular formative assessment tasks will provide the opportunity for students to monitor their own understanding and engagement, prior to the final assessment activity.

In order to be successful at level 3 and proceed to level 4, students are required to obtain pass-level (40%) or better in all 6 modules (at first or second attempt).

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.

Examples of forms of assessment include coursework, presentations, and case studies.

Knowledge is assessed by

- written Assignments
- subject Knowledge Audits
- exams
- setting based portfolio
- teaching observations

Thinking skills are assessed by

- written assignments
- exams
- setting based portfolio

Practical skills are assessed by

- written assignments
- exams
- debates
- presentations

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

- written assignments
- skills tests

- portfolio

Students with disabilities and/or 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

Placements are a key element of this course and will enable you to clearly link theory within the course, thereby allowing for viable links to practice and offering a comprehensive understanding and application of subjects taught. This will enhance employability and offer you the chance to develop their critical thinking and reflective skills based on practical application and integrate theory and practice.

Course Structure

By joining the Foundation year Level 3 course, full time students embarking on an extended 4-year course in Early Childhood, Special Education Needs or Education Studies will enjoy all the benefits of membership as a UEL student body from the beginning of this course. The course is 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
3	ED3095	Metal Wealth: Introduction to academic and professional identity/practice	20	Core	N
3	ED3090	Introduction to Early Childhood, Special Needs and Education	20	Core	N
3	ED3094	Social, Emotional and Mental Health	20	Core	N
3	ED3091	Placements in Context - Play and learning	20	Core	N
3	ED3093	Skills for Academic and Professional Writing	20	Core	N
3	ED3092	Research in Practice: Live Project	20	Core	N

The overall credit-rating of this course is 480 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

The Foundation year which is the first year of a four-year degree provides a broad framework of key academic and personal skills along with subject specialist knowledge skills to enable a successful progression to Level 4 onto one of the 3-year BA (Hons) courses within the Education Cluster. The course provides a supportive and stimulating environment for students and is an opportunity to devote time and resources to developing the necessary academic and personal skills to be successful at degree level study.

The Course:

- Provides instruction and guidance in study skills essential for degree-level study
- Provides a transition route onto any of the BA (Hons) courses within the Education Cluster
- Offers extensive study skills and personal development support.

Typical Duration

The expected duration of this course is 1 year full-time or 2 years part-time at level 3 followed by 3 years at undergraduate level (total 4 years). If you are studying part time the typical duration is 2 years at level 3 followed by 5 years at undergraduate level (total 7 years).

The teaching year begins in September and ends in June and a typical student, in full-time attendance mode of study, will register for 120 credits in an academic year. A student in a part-time mode of study may register for up to 90 credits in an the first academic year.

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

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:

There will be some additional travel costs when studying particular modules which require field trips, observations of learning in the community or volunteering. The costs here would be for the travel to and from the non-university setting. Details of these as advertised well in advance in

lectures and via the Virtual Learning Environment. The number of visits and places will be confirmed during the first week of study.

Alternative Locations of Delivery

N/A