

BA Hons

This version of the programme is no longer recruiting. Please refer to the new programme specification for the programme with the same name.

Final award	BA Honours
Intermediate awards available	Cert HE, Dip HE
UCAS code	X310 for Single Route
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	Early Childhood Studies
Date specification last up-dated	August 2012

Profile

The summary - UCAS programme profile

BANNER BOX:

Early Childhood Studies is a fascinating, innovative and fast developing subject which can be taken as an exclusive programme, or combined with a subject of your choice from a wide range of other undergraduate programmes in a student friendly environment. In addition, this programme is now included on the CWDC Register of Acceptable Qualifications for working with young children.

ENTRY REQUIREMENTS

240 UCAS Tariff Points:

For entry at Level One - 2 'A' Levels (or equivalent) in relevant subjects; A vocational course at FE level three with either a Merit, Distinction or grade C and above profile, such as BTEC National Diploma in Early Years, BTEC National Certificate in Early years, BTEC Advanced GNVQ in Health and Social Care; Diploma in Childcare and Education (NNEB) or Diploma in Playwork, plus 5 GCSE Grade C or above including English (or equivalent). If applicants are intending to undertake an Early Years teaching qualification they will also require Maths and Science at grade C or above; and if they intend to undertake EYPS then they will also require a GCSE Maths at Grade C or above.

Other qualifications that will be considered if the applicant has had at least three years experience of working with children include: Diploma in Pre-School Practice, Diploma in Playwork, Montessori Diploma or NVQ Level 3 in Childcare and Education with GCSE Grade C English;

Mature students are advised to do an Access to Higher Education programme if they have not studied for a long time.

As the programme will involve placement and fieldwork within early years settings students will be required to undergo an enhanced criminal records check on enrolment.

Direct entry to Level Two - This is dependent on previous professional or academic qualifications at diploma in HE or degree level in related subject specialism.

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

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education undergraduate programmes.

The University of East London actively promotes and celebrates equality and diversity and positively welcomes applicants regardless of race, gender, disability, sexuality, age, religion or social class.

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 Education and Community. 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. It can be taken as a single route or in combination – joint, major or minor – with another programme.

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 and practice in a variety of early years settings.

There is also the possibility for second year students 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.

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. In addition, there are placement modules at all Levels. There may also be the opportunity for second level students to undertake some of their studies abroad.

Project work

At Level Three 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 (ED3000) and runs throughout the year counting as a double project (equivalent of 2 modules). 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 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 but not prescriptive. Although as a single route there are five core modules at Level One, four core modules at Level Two and two core modules at Level Three the remaining six modules can be taken from a wide range of modules related to early childhood studies. Additionally Early Childhood Studies can be combined with other UEL programmes. Popular combinations may include programmes within linguistics, psychosocial studies, psychology, cultural and innovation studies, information technology, health studies, environmental studies, business, media studies or art and design.

Your future career

The holistic approach to Early Childhood in the programme prepares students to undertake several post-graduate programmes through which professional qualifications, such as primary teaching, children's nursing, midwifery or social work, can 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 Education and Community 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

Placement opportunities can include a variety of early years settings. As our students come from a wide geographical distance, the majority of placements are arranged to be local to them. An opportunity for study abroad as part of an educational exchange may be available for a semester at Level Two.

Outcomes

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

What will you learn?

All learning outcomes are covered in the programme's single honours route and where Maj, J and/or Min is shown against a learning outcome, this confirms that the learning outcome is covered in the Major, Joint and/or Minor routes offered.

Knowledge

- demonstrate knowledge and understanding and practical skills relevant to academic study and professional practice in Early Childhood settings (Maj, J and Min);
- 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 (Maj, J and Min);
- demonstrate knowledge and understanding about physical and intellectual development in Early Childhood and Early Childhood provision and organisations (Maj, J and Min)

Thinking skills

- analyse practical and theoretical situations, in the context of child development and childhood, and synthesise solutions showing original and creative thought (Maj, J and Min);
- 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 (Maj, J and Min)
- relate appropriate theory to early childhood practice (Maj, J and Min)
- demonstrate understanding of research methodology by applying this knowledge to undertake a small-scale research project (Maj, J and Min).

Skills for life and work (general skills)

- demonstrate autonomy, self-reliance, teamwork and leadership.
- develop transferable graduate skills in communication and interpersonal relationships

Structure

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:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - 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 five 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 but some programmes also allow students to join at the start of Semester B, in February. A student, normally registering for 6 modules in one year (3 modules in each Semester) would do so in a full-time attendance mode of study and a student registering for up to 4 modules in one year (2 modules in each Semester) would do so in 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 six credit modules per year. An honours degree student will complete six modules at level one, six at level 2 and six at level 3.

It is possible to bring together modules from one subject with modules from another to produce a combined programme. Subjects are offered in a variety of combinations:

- Single - 120 credits at levels one, two and three
- Major - 80 credits at levels one, two and three
- Joint - 60 credits at levels one, two and three
- Minor - 40 credits at levels one, two and three

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 the single, major, joint and minor routes for this programme

LEVEL	TITLE	SKILLS MODULE	CREDITS	STATUS SINGLE	STATUS MAJOR	STATUS JOINT	STATUS MINOR
1	ED1000: Critical Reading and Writing*	Y	20	Core	Core		
1	ED1009: Introduction to Early Childhood Studies		20	Core	Core	Core	Core
1	ED1034: Developing Learning in Early Childhood ***		20	Core	Core	Core	Core
1	ED1012: Issues in Child Health		20	Core	Core	Core	
1	ED1010: Children in their Social Context		20	Core			
1	ED1011: Children and Language		20	Option			
1	ED1025: Introduction to Special Needs		20	Option			
1	ED1033: ICTs in Educational Settings		20	Option			

2	ED2013: Issues in Child Development		20	Core	Core	Core	Core
2	ED2016: Social Policy and Legislation for Children & Families		20	Core	Core	Core	Core
2	ED2000: Research Design and Method *	Y	20	Core	Core	Option	
2	ED2001: Professional Development*	Y	20	Core	Core	Option	
2	ED2003: Challenging Disability		20	Option		Option	
2	ED2012: Children, Reading & Writing		20	Option		Option	
2	ED2015: Fieldwork in Early Years Settings***		20	Option		Option	
2	ED2017: Sociology of the Family		20	Option		Option	
2	ED2018: Planning for Learning in the Foundation Stage		20	Option		Option	
2	ED2019: Understanding and Supporting Behaviour		20	Option		Option	
2	ED2031: Children, Culture and Globalisation		20	Option		Option	
2	ED2045: Books and Children (3-13)		20	Option		Option	
2	ED2033: E-media in Education; Pedagogy and Practice		20	Option		Option	
2	ED2051: Issues in Multilingualism		20	Option		Option	

2	ED2905: Language, Change, Contact and Creoles	20	Option		Option	
3	ED3016: Management in Early Years Settings	20	Core	Core	Core	Core
3	ED3000: Independent Research Project**	40	Core	Core	Option	Option
3	ED3008: Multilingual Learners in Primary Classrooms	20	Option	Option	Option	Option
3	ED3010: Specific Learning Difficulties (Dyslexia)	20	Option	Option	Option	Option
3	ED3012: Policy Issues in Early Childhood	20	Option	Option	Option	Option
3	ED3013: Curriculum in the Early Years: National and International issues	20	Option	Option	Option	Option
3	ED3014: International Perspectives in Childhood and Health	20	Option	Option	Option	Option
3	ED3018: Emergent Literacies in the Foundation Stage***	20	Option	Option	Option	Option
3	ED3019: Explaining Behaviour	20	Option	Option	Option	Option
3	ED3020: Work Based Learning	20	Option	Option	Option	Option

3	ED3022: Gender Security and Education For All	20	Option	Option	Option	Option
3	ED3028: Inclusion	20	Option	Option	Option	Option
3	ED3033: E-Learning; Developing Communication, Cooperation and Collaboration online	20	Option	Option	Option	Option
3	ED3902: Language Identity and Community	20	Option	Option	Option	Option
3	ED3045: Literature and Children 8 - 18	20	Option	Option	Option	Option

* Students must take the module unless the equivalent skills/dissertation module is taken in the student's other joint programme (Ed1000 , 2000 & 2001)

** Students studying both joint programmes within Education will have to take ED3000 as a core module and are allowed to take 1 option module from each programme

*** Modules require practical placement in an Early Years Setting

Requirements for gaining an award

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

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three 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 one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 60 credits at level three or higher

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 1 credits at level one or higher and 1 credits at level two or higher
In order to gain a Certificate of Higher Education you will need to obtain 1 credits at level one or higher

In order to gain an Associate Certificate you will need to obtain a minimum if credits at level one or higher

In order to gain a Foundation Degree you will need to obtain a minimum of 240 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- (A Foundation degree is linked to a named Honours degree onto which a student may progress after successful completion of the Foundation degree)

Degree Classification

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 1 UEL credits at level 3, the award classification is determined by calculating:

$$\frac{\text{The arithmetic mean of the best 100 credits at level 3}}{\times 2/3} + \frac{\text{The arithmetic mean of the next best 100 credits at levels 2 and/or 3}}{\times 1/3}$$

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

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 coursework 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

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.

Listening to the views of students

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

- Module evaluations
- UELPlus 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 Education and Community 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

Alternative locations for studying this programme

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

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 Regulations <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- UEL Programme catalogue for the Undergraduate Programmes
- School of Education web page
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>