

Early Childhood Studies Extended Degree

Final award	BA (Hons)
Intermediate awards available	University Certificate, Cert HE, DipHE
UCAS code	X312
Details of professional body accreditation	
Relevant QAA Benchmark statements	Early Childhood Studies
Date specification last up-dated	July 2013

BANNER BOX:

- This programme prepares students for successful transition to an Early Childhood Studies degree

ENTRY REQUIREMENTS

As a one-year full-time or two-year part-time pre-degree (year 0) programme the entry requirements to the Level 0 programme are naturally different to those required for immediate admission to Level 1.

Therefore applicants who are school leavers must have 120 UCAS points gained at A2 or AS level in Social Science or Humanities subjects. Applicants might alternatively have 120 UCAS points from a CACHE or BTEC diploma, in either Child Care and Development, Children's Workforce Development, Child Care and Education, or Health and Social Care.

Applicants also require a Grade C GCSE pass in English or be able to offer alternative qualifications (for example Level 2 Key Skills in Communication)

Applicants without formal qualifications but with significant demonstrable work experience (at least 2 years in full time employment in an early years setting, you will be asked to provide a reference from your employer) are encouraged to join the programme and are considered on an individual basis.

In the case of applicants whose first language is not English, the University's English Language requirements as detailed on the website at time of application must be met – see <http://www.uel.ac.uk/international/application/english-language-requirements/>

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 the Extended Degree in Early Childhood Studies?

By joining the level 0 programme full time students are embarking on an extended 4-year programme in Early Childhood Studies and enjoying all the benefits of membership of the UEL Early Childhood Studies student body from the beginning of this programme.

The Extended/Level 0 Programme provides a broad framework of key academic and personal skills along with subject specialist knowledge skills to enable a successful progression onto the 3 year single honours BA Early Childhood Studies at UEL. It 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.

Early Childhood Studies Extended Degree at UEL

- provides instruction and guidance in study skills essential for degree-level study
- provides a transitional route onto the BA (hons) Early Childhood Studies Programme
- offers extensive study skills and personal development support

Programme structure

The level 0 programme is a 1 year full time, or two year part time, it consists of five compulsory modules which will prepare you for transition onto the first year of the Early Childhood Studies Degree. In the first semester you will be introduced to key concepts and theories, and in the second semester you will be shown how they can be used to underpin practice.

Running through both semesters is a skills module that will prepare you for degree level study at the University of East London.

Learning environment

Lectures, seminars, personal tutorials, and web-based learning

Assessment

Undertaken individually and in groups, assessment will comprise essays, coursework, reports, debates and computer based assessments. There are no formal exams.

To pass the level 0 and proceed to level 1, students are required to obtain pass-level (40%) or above in all 5 modules (at first or second attempt, with the opportunity to repeat in a second year).

Added value

The level 0 programme is a 1 year full time, or two year part time preparation for transition onto a degree in Early Childhood Studies. The programme is designed to accommodate a range of needs for students of all types. Whether interested in studying a short taster course in Early Childhood Studies, wishing to develop study skills before entering Higher Education, or wishing to pursue an Early Childhood Studies degree, the level 0 programme can fulfill all of these needs.

IS THIS THE PROGRAMME FOR ME?

If you are interested in...

- developing your key academic and personal skills in preparation for studying in Higher Education
- gaining key subject specialist knowledge in areas of interest
- thinking in new ways about familiar and unfamiliar aspects of society

If you enjoy...

- a challenge
- working with others
- working creatively
- trying to find answers to challenging questions
- reading and writing
- discussions

If you want...

- To build confidence in your academic abilities, if you have been out of education for a while.
- To develop study and research skills essential for degree-level study (analytical reading and note-taking, essay planning and writing, reports, independent thinking, problem solving, coherent reasoning, academic writing)
- To have the opportunity to move onto study at degree level in Early Childhood Studies

Your future career

There are a wide range of careers open to graduates and succeeding in Level 0 is your first step in getting a degree and a successful career.

The holistic approach to Early Childhood in the BA (Hons) programme prepares students to undertake several post-graduate programmes through which professional qualifications, such as primary teaching, children's nursing, midwifery 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.

Please note that if you wish to undertake a professional programme such as primary teaching or the early years teacher on completion of the degree you will need to possess the required pre entry requirements for these programmes (e.g. GCSE Maths, English and Science).

How we support you

You will have a personal tutor responsible for providing regular guidance and support in relevant areas of personal and academic life. In addition, you will have regular access to academic tutors on each of their modules for support and feedback. Additional support is provided by the Skillzone and access to 'Write it Right' and the Cass School of Education and Communities Help Desk provides help with general enquiries. The university provides counseling and advisory services that any student can use and we also provide a good careers advice service.

BONUS FACTORS

You will gain a broad knowledge of Early Childhood Studies and be taught by experienced and supportive staff.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- enjoy a stimulating and engaging introduction to early childhood studies
- develop the necessary practical, intellectual and communication skills to ensure a successful transition to Level 1
- become a part of the wider higher education community whilst you study for access to a degree programme
- prepare you for future employability and enhance your personal and professional development.

What will you learn?

Knowledge

- the necessary personal and academic skills to be successful at Level 1
- a broad-based introduction to some of the key concepts and theories relevant to Early Childhood Studies
- how to manage your 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

Structure

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:

- 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 120 credits.

Typical duration

The typical full time duration of this programme is one year full-time, at level 0 followed by 3 years at undergraduate level (total 4 years). If you are studying part time the typical duration is two years at level 0 followed by 4.5 years at undergraduate level (total 6.5 years)

How the teaching year is divided

The teaching year begins in September and ends in June, but you will also be able to join the programme at the start of Semester B, in February. The teaching year is divided into two 12 week semesters.

What you will study when

This programme is part of a modular degree scheme. A typical full-time student will study the equivalent of 120 credits over the year. There is a 40 credit module which will run over both semesters and students will study an additional 2 x 20 credit modules in semester A and 2 x 20 credit modules in semester B. Part time students will study up to 80 credits over the year which is 2 X 20 credit modules in semester A and 2 x 20 credit modules in semester B. To gain an honours degree students will complete modules totaling 120 credits at Level 0, 120 credits at level one, 120 credits at level 2 and 120 credits at level 3.

On transferring to the undergraduate programme it is possible to bring together modules from one subject with modules from another to produce a combined programme. You can find out more information about combined degrees at the [School of Combined Honours](#)

Modules are defined as:

Core - Must be taken

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

University wide option - Select from a wide range of modules across the University

The following are the core requirements for Level 0 of your chosen extended degree programme. All modules are Core and must be passed before you can progress to Level 1.

LEVEL	TITLE	When Studied	CREDITS	STATUS
0	ED0003 Becoming an Early Childhood Undergraduate	SEMA&B	40	Core
0	ED0007 Key Concepts in Early Childhood Studies	SEMA	20	Core
0	ED0005 Explaining Children's Learning: Past and Present	SEMA	20	Core
0	ED0004 Rethinking Children's Behaviour	SEMB	20	Core
0	ED0006 The Role of Play and talk in learning	SEMB	20	Core

The programme structure for levels 1-3 can be found on the programme specification for the [BA\(Hons\) Early Childhood Studies](#)

Requirements for gaining an award

On successful completion of 120 credits on the Extended /Level 0 programme students will progress directly onto level 1 of the BA (Hons) Early Childhood Studies Degree. Students who do not pass a module at the first attempt will be eligible to resubmit assessment for the

module in the summer reassessment period; if they do not pass at this time they will have the opportunity to repeat the module in a second year. As they will not be able to progress to modules at level one, they will be required to transfer to part time in order to complete the required modules.

Alternatively students may be awarded the exit award of a University Certificate in Level 0 Early Childhood Studies. To gain this award students will need to obtain at least 40 level 0 credits. Students gaining 70% or over in each 20-credit module they undertake are eligible for the award of University Certificate 'With Distinction'.

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level one 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 one or higher and 120 credits at level two 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 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

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 120 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

Knowledge is developed through

- Presentation of frameworks of information in lectures
- Student centred seminar discussions
- Reading of specified texts on a weekly basis

Thinking skills are developed through

- Close analysis of specified texts
- Individual and small group exercises in seminar sessions

Practical skills are developed through

- Tutorial support
- Independent practical studies
- Project work

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

- Understanding of university and the level 0 programme and structure
- Tutorials to discuss individual progress
- Group project work

Assessment

Knowledge is assessed by

- Coursework essays, reports, evaluations, debates
- Class tests, VLE exercises undertaken on-line

Thinking skills are assessed by

- Coursework essays, reports, evaluation, debates
- Class tests, VLE exercises undertaken on-line

Practical skills are assessed by

- Tutor observation
- Evidence of demonstrable understanding in completed project work

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

- Involvement in and contribution to seminar/workshop sessions
- Ability to understand and meet requirements of module specifications

- Regular contributions to discussions and tutorials
- Involvement in and contribution to group project work

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 field 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 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 (UELPlus / 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/CurrentExternalExaminers.htm>

Listening to the views of students

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

- Module evaluations
- Student representation on programme committees (meeting 2 times year)
- Student/Staff consultative committee (meeting 3 times a year)

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- a newsletter published three times a year
- providing details on the programme 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
- Industry consultative committee

Further Information

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/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- UEL Guide to Undergraduate Modular Programmes
- Cass School of Education and Communities <http://www.uel.ac.uk/cass/>