

## COURSE SPECIFICATION

Course Aim and Title	<b>BA (Hons) Early Childhood Studies</b>
Intermediate Awards Available	Cert HE, Dip HE, BA
Teaching Institution(s)	University of East London
Alternative Teaching Institutions	AMC College
UEL Academic School	Cass
UCAS Code	X310
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	Early Childhood Studies
Additional Versions of this Course	BA (Hons) Early Childhood Studies (Online Learning)
Date Specification Last Updated	November 2020

### Course Aims and Learning Outcomes

This course is designed to give you the opportunity to:  
Early Childhood Studies is the study of early childhood in context. The BA (Hons) Early Childhood Studies course provides a critical, comprehensive and interdisciplinary preparation for multi-professional work in the early childhood sector.

This course 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, particularly in relation to children with special needs and/or disabilities.
- 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 you will 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 the study 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
- demonstrate knowledge and understanding of strategies to remove barriers to participation for children with special needs and/or disabilities in the early years.

#### 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

## Learning and Teaching

Teaching and learning strategies within the Early Childhood and Special Education courses 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 course work 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

List here the assessment methods that you use. Once again, in order to demonstrate that all learning outcomes are assessed, it might be helpful if you use one of the approaches suggested above. Examples of forms of assessment include coursework, presentations, and case studies.

Knowledge is assessed by

- Course work assignments
- Examinations
- Self reflective assignments
- Presentations
- Individual tutorials

Thinking skills are assessed by

- Course work assignments
- Examinations
- Presentations
- Individual tutorials
- Participation in sessions

Practical skills are assessed by

- Course 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

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.

## Work or Study Placements

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 course there will be several opportunities to observe within fieldwork settings. There may also be the opportunity for students to undertake some of their studies abroad, and there is the opportunity to engage in assessed volunteer work.

## Course Structure

All courses 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 course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this course:

<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit Weighting</b>	<b>Core/Option</b>	<b>Available by Distance Learning? Y/N</b>
4	ED4066	Mental Wealth: Academic and Professional Skills for Life 1.	20	Core	Y
4	ED4064	Exploring Social Worlds	20	Core	Y
4	ED4068	Key Principles for Inclusion	20	Core	Y
4	ED4062	Emerging Research Communities	20	Core	Y
4	ED4072	Practice module Part 1	20	Core	Y
4	ED4073	Practice module Part 2	20	Core	Y
5	ED5076	Mental Wealth: Academic and Professional Skills for Life 2.	20	Core	Y

5	ED5078	Identity and Social Justice	20	Core	Y
5	ED5079	Building Research Communities	20	Core	Y
5	ED5077	Contemporary issues in Education	20	Core	Y
5	ED5083	Practice module Part 3	20	Core	Y
5	ED5084	Practice module Part 4	20	Core	Y
6	ED6075	Mental Wealth: Academic and Professional Skills for Life 3.	20	Core	Y
6	ED6076	Critical and global perspectives on education	20	Core	Y
6	ED6094	Practice module Part 5	20	Core	Y
6	ED6095	Practice module Part 6	20	Core	Y
6	ED6088	Independent Research Project	40	Core	Y

**Additional detail about the course module structure:**

A core module for a course 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 course is a module selected from a range of modules available on the course.

The overall credit-rating of this course is 360 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

None

## 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 our students make use of this flexibility and this may impact on the overall duration of their study period.

The expected duration of this course is three years full-time or six years part-time.

A student cannot normally continue study on a course after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a course in part time mode is 7 years from first enrolment.

## Further Information

More information about this course is available from:

- The UEL web site ([www.uel.ac.uk](http://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
- Early Years Graduate Practitioner Competencies <https://tinyurl.com/y5qlp93o>

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 may be some additional travel costs when studying particular modules which require field trips, observations of learning in the community or volunteering and placement hours. 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.

## Alternative Locations of Delivery

Metropolitan College, Athens and Thessaloniki, Greece