

## Programme Specification

### PG Cert Early Years Foundation Stage Teaching

### Programme Specification



<b>1. Programme title</b>	PG Cert Early Years Foundation Stage Teaching
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Middlesex University
<b>4. Details of accreditation by professional/statutory/regulatory body</b>	Students must demonstrate that they are working within the framework of the current professional requirements described by the Teachers' Standards (Early Years) (DfE, 2013)
<b>5. Final qualification</b>	PG Cert
<b>6. Year of validation</b> <b>Year of amendment</b>	2018/19
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Full time and/or part time

#### 9. Criteria for admission to the programme

Students are required to be eligible for the Early Years ITT graduate training routes and meet the following criteria for admission:

- A standard equivalent to a grade 4 in the GCSE examinations in English, mathematics and a science.
- A degree (Level 6) from a UK HE institution or equivalent qualification.
- A pass in the literacy and numeracy professional skills tests prior to entry\*.
- To have taken part in a selection process designed to assess their suitability to teach by determining that they have:
  - the intellectual and academic capabilities to meet the required standards.
  - the health and physical capacity to teach.
  - the appropriate qualities, attitudes and values expected of an early years teacher.
  - the Disclosure and Barring Service (DBS) criminal records checks including a check of the children's barred list.

Additional admission criteria for Graduate Entry applicants accessing the full-time mode of study:

- To have spent a minimum of 10 days volunteering in an early years setting/school with children under the age of 5 years prior to the start of the programme.

Additional admission criteria for Graduate Employment Based applicants accessing the part-time mode of study:

- To be employed in an early years setting/school delivering the Early Years Foundation Stage.
- To have experience in a practice role with children under the age of 5 years.
- To have support from their employer to embark on the training programme.

(\* Students who started a training programme and who have achieved Early Years Professional Status or Early Years Teacher Status prior to August 2014 can access the PG Cert without having passed the professional skills tests.)

An RPL claim can be made for Module 1.

Modules 2 and 3 may be taken as CPD.

## **10. Aims of the programme**

The programme aims to equip students to:

- Develop as critically reflective early years practitioners capable of teaching young children from birth to the end of the Early Years Foundation Stage (EYFS) and who can adapt and modify approaches in the light of changing needs and demands within the framework of the Teachers' Standards (Early Years).
- Develop a deep and systematic knowledge and understanding of early years pedagogy, current research and advanced scholarship in early years education and care and its interrelationship with other relevant disciplines.
- Develop competence and expertise in critically evaluating the needs of all babies and young children based on their knowledge and understanding of children's holistic development, interests and dispositions, health and wellbeing.
- Demonstrate an understanding of current theoretical frameworks and methodological approaches to promote a culture of cooperative working between colleagues, parents/carers and other professionals in order to lead, shape and support setting policies and practices.
- Develop a critical ethical dimension to their practice, in order to reflect and report on sensitive issues including safeguarding and promoting the welfare of children.
- Critically reflect on their professional strengths and areas for development and the impact of their professional practice on children's outcomes and the professional development of other practitioners.

<b>11. Programme outcomes</b>	
<p><b>A. Knowledge and understanding</b></p> <p>On completion of this programme the successful student will have knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. All aspects of professional practice described by the Teachers' Standards (Early Years)</li> <li>2. The key policies and practices relating to teaching and leading practice in early years settings/schools, linking these to wider theoretical perspectives, and emerging policy and practice initiatives in the early years sector.</li> <li>3. Effective early years pedagogy and strategies to improve outcomes for all children in partnership with parents/carers and other professionals.</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students gain knowledge and understanding through a variety of methods including reading, discussion, listening, practical activities, accessing ICT and self-directed scholarly activity.</p> <p><b>Assessment methods</b></p> <p>Students' knowledge and understanding is assessed by coursework; scrutiny of their Professional portfolios; observation of the students' teaching and professional discussions with university tutors and workplace/placement mentors and other professionals.</p>
<p><b>B. Cognitive (thinking) skills</b></p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically reflect on their performance as an early years teacher within the framework of the Teachers' Standards (Early Years), using personal reflection and feedback to inform subsequent learning and professional practice.</li> <li>2. Critically evaluate perspectives on current debates in early years education and care using theoretical understanding and practical experience of teaching the EYFS in early years settings/schools.</li> <li>3. Examine and reflect on the relationship between theory and professional practice as a means of adapting and improving education and care practices to promote the development and learning of babies and young children.</li> </ol>	<p><b>Teaching/learning methods</b></p> <p>Students learn cognitive skills through regularly undertaking focused evaluative observation tasks and through professional discussion with tutors, peers and workplace/placement mentors.</p> <p><b>Assessment methods</b></p> <p>Students' cognitive skills are assessed by written coursework assignments and presentations; scrutiny of their Professional Portfolios; on-going self-evaluation and collaborative evaluation of workplace and/or placement experience.</p>
<p><b>C. Practical skills</b></p> <p>On completion of the programme the</p>	<p><b>Teaching/learning methods</b></p> <p>Students learn practical skills through</p>

<p>successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Display expected confidence and expertise in all aspects of teaching performance as described in the Teachers' Standards (Early Years).</li> <li>2. Design, implement and evaluate enquiry based research relating to leading and improving an aspect of early years practice in the workplace or placement setting.</li> <li>3. Systematically manage ideas and information on the impact of enquiry based early years research and effectively communicate this to a professional and/or academic audiences.</li> </ol>	<p>regular teaching practice and feedback on these skills and critical reflection on their skills acquisition.</p> <p><b>Assessment methods</b></p> <p>Students' practical skills are assessed by the scrutiny of their Professional Portfolios; observation of the students' teaching and professional discussions with university tutors and workplace/placement mentors and other professionals; termly assessment reviews; Coursework assignments arising from practice based enquiry.</p>
--	--

## **12. Programme structure (levels, modules, credits and progression requirements)**

### **12. 1 Overall structure of the programme**

The PG Cert Early Years Foundation Stage Teaching comprises three modules to support students undertaking sustained experience in an early years setting/school.

Students on the EYITT Graduate Employment based route are enrolled on the PG Cert as part time students. They are employed as early years teacher trainees who during training spend 90% of their time engaging in their workplace roles. In addition they spend up to 30 days in a 2<sup>nd</sup> setting placement and spend 10 days in a school placement in key stage 1.

Students on the EYITT Graduate Entry route are enrolled on the PG Cert as full time students. They spend a minimum of 120 days on placement in three early years settings/schools.

20 credits, at Level 6, are awarded for the evidence held within regular assessment of the Teachers' Standard (Early Years) reviews and a Professional Portfolio which will demonstrate that they have met or exceeded the Teachers' Standards (Early Years). This will be documented across the training year and will run from September until July (for a September assessment board).

20 credits, at Level 7, are awarded for completing a Practice Based Enquiry module. This module will run from September until May (for a June assessment board).

20 credits, at Level 7, are awarded for completing a module on Early Years Pedagogy and Wider Professional Practice. The assignments for this module, which focus on reflective practice and the professional application of their learning from the assessment process for the Teachers' Standards (Early Years) and the Practice Based Enquiry, runs parallel to Module 1 from September to July (for a September assessment board).

**Module 1: Professional Knowledge and Skills for Early Years Teaching (20 credits: L6)**

September July  


**Module 2: Early Years Practice Based Enquiry (20 credits: L7)**

September May  


**Module 3: Early Years Pedagogy and Wider Professional Practice (20 credits: L7)**

September July  


12.2 Levels and modules		
Level 6 (1)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following:  Professional Knowledge and Skills for Early Years Teaching (20 credits)	Students must also choose at least XX from the following:	
Level 7 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following:  Early Years Practice Based Enquiry (20 credits)  Early Years Pedagogy and Wider Professional Practice (20 credits)	Students must also choose at least XX from the following:	

**12.3 Non-compensatable modules** (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
--------------	-------------

6	Professional Knowledge and Skills for Early Years Teaching
7	Early Years Practice Based Enquiry
7	Early Years Pedagogy and Wider Professional Practice

### 13. Curriculum map

See attached.

### 14. Information about assessment regulations

To gain the award of PG Cert Early Years Foundation Stage Teaching, students must pass all assignments.

### 15. Placement opportunities, requirements and support (if applicable)

Students on the EYITT Graduate Entry route are required to spend 120 days on placement in at least 2 early years settings/schools which includes a minimum of 10 days in a school in key stage 1.

Students on the EYITT Graduate Employment Based route are employed as early years teacher trainees who, during training, spend 90% of their time engaging in their workplace roles. In addition, they spend up to 30 days in a 2<sup>nd</sup> setting placement and spend 10 days in a school placement in key stage 1.

### 16. Future careers (if applicable)

The programme is directly linked to the knowledge and skills required by early years teachers with EYTS who teach and lead practice in the private, voluntary and independent early years sectors and as nursery and reception class teachers in Academies and Free Schools.

Following completion of the PG Cert, students can access additional modules at Level 7 to progress towards a Masters degree.

### 17. Particular support for learning (if applicable)

Students are able to access support for academic writing and for literacy and numeracy, provided by LET.

Students can access wellbeing services including disability and dyslexic support and counselling and mental health services.

<b>18. JACS code (or other relevant coding system)</b>	X1/X3
<b>19. Relevant QAA subject benchmark group(s)</b>	<p>Teachers' Standards (Early Years) (DfE, 2013)</p> <p>Early Years Initial Teacher Training Requirements and Supporting Advice (NCTL, 2017)</p> <p>Quality Assurance Agency (2014) Framework for Higher Qualifications, London, QAA</p> <p>SEEC Level Descriptors 2016</p>

<b>20. Reference points</b>
<p>The following reference points were used in designing the programme:</p> <p>All ITT providers are required to comply with the financial memorandum and funding manuals received from the National College for Teaching and Leadership (NCTL), and will all relevant legislation.</p> <p>The Teachers' Standards (Early Years) (DfE, 2013) guide the professional and academic content of the modules for the PG Cert.</p> <p>The Early Years Initial Teacher Training Requirements and Supporting Advice (NCTL, 2017) provide guidance on the structure of the training programme and the management and quality assurance requirements for training providers and those who make recommendations for the award of Early Years Teacher Status (EYTS).</p>

<b>21. Other information</b>

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.