

## 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 / Part time

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

Applicants are required to meet the Early Years ITT entry requirements for the Graduate Entry and the Graduate employment Based training routes set out by the Department for Education <https://www.gov.uk/government/publications/early-years-itt-requirements-supporting-advice>

## 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><b>Teaching/learning methods</b></p>

<p>On completion of the programme the 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>Students learn practical skills through 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)**

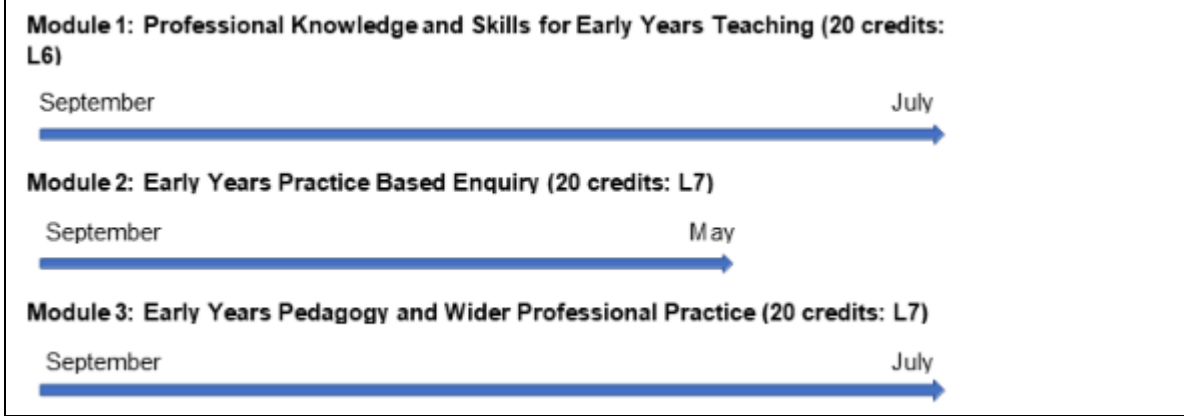
**12. 1 Overall structure of the programme**

The programme complements the current DfE requirements for Early Years Initial Teacher Training

<https://www.gov.uk/government/publications/early-years-itt-requirements-supporting-advice>

The PG Cert Early Years Foundation Stage Teaching comprises three modules to support students undertaking sustained teaching experience in early years settings/schools across the 0-5 age range Students also engage with the expectations of Key Stages 1 and 2

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 the Teachers' Standards (Early Years). 20 credits, at Level 7, are awarded for completing a Practice Based Enquiry module. 20 credits, at Level 7, are awarded for completing a module on Early Years Pedagogy and Wider Professional Practice.



<b>12.2 Levels and modules</b>		
Level 6 (1)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>Professional Knowledge and Skills for Early Years Teaching (20 credits)</p>		
Level 7 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>Early Years Practice Based Enquiry (20 credits)</p> <p>Early Years Pedagogy and Wider Professional Practice (20 credits)</p>		

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

Module level	Module code
6	EDG3002 Professional Knowledge and Skills for Early Years Teaching
7	EDG4003 Early Years Practice Based Enquiry
7	EDG4004 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)

Early Years setting/school-based training is a requirement for all students on an early years teacher training programme leading to Early Years Teacher Status (EYTS).

Students on the EYITT Graduate Entry route will gain teaching experience across the 0-5 age range (EYFS) in placement settings and engage with the expectations of Key Stages 1 and 2.

Students on the EYITT Graduate Employment Based route will train to teach across the 0-5 age range and engage with the expectations of Key Stages 1 and 2 in their workplace and placement settings.

### 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>	Teachers' Standards (Early Years) (DfE, 2013) Early Years Initial Teacher Training Requirements and Supporting Advice (NCTL, 2017) Quality Assurance Agency (2014) Framework for Higher Qualifications, London, QAA SEEC Level Descriptors 2016

## 20. Reference points

The following reference points were used in designing the programme:

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.

The Teachers' Standards (Early Years) (DfE, 2013) guide the professional and academic content of the modules for the PG Cert.

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).

## 21. Other information

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.