

Programme Specification

PG Cert Early Years Foundation Stage Teaching

Programme Specification



1. Programme title	PG Cert Early Years Foundation Stage Teaching
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	Students must demonstrate that they are working within the framework of the current professional requirements described by the Teachers' Standards (Early Years) (DfE, 2013)
5. Final qualification	PG Cert
6. Year of validation	2018/19
Year of amendment	2020/21
7. Language of study	English
8. Mode of study	Full time and/or part time

9. Criteria for admission to the programme

Students 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>

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.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

1. All aspects of professional practice described by the Teachers' Standards (Early Years)
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.
3. Effective early years pedagogy and strategies to improve outcomes for all children in partnership with parents/carers and other professionals.

Teaching/learning methods

Students gain knowledge and understanding through a variety of methods including reading, discussion, listening, practical activities, accessing ICT and self-directed scholarly activity.

Assessment methods

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.

B. Cognitive (thinking) skills

On completion of this programme the successful student will be able to:

1. Critically reflect on their performance as an early years teacher within the

Teaching/learning methods

Students learn cognitive skills through regularly undertaking focused evaluative observation tasks and through professional

<p>framework of the Teachers' Standards (Early Years), using personal reflection and feedback to inform subsequent learning and professional practice.</p> <ol style="list-style-type: none"> 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. 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. 	<p>discussion with tutors, peers and workplace/placement mentors.</p> <p>Assessment methods</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>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> Display expected confidence and expertise in all aspects of teaching performance as described in the Teachers' Standards (Early Years). Design, implement and evaluate enquiry based research relating to leading and improving an aspect of early years practice in the workplace or placement setting. 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. 	<p>Teaching/learning methods</p> <p>Students learn practical skills through regular teaching practice and feedback on these skills and critical reflection on their skills acquisition.</p> <p>Assessment methods</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 teaching experience in early years settings across the 0-5 age range and the transition from the Early Years Foundation Stage (EYFS) to Key Stage 1.

Students on the EYITT Graduate Employment based route are enrolled on the PG Cert as part time students. They are employed in early years setting/schools offering the EYFS.

Students on the EYITT Graduate Entry route are enrolled on the PG Cert as full time students and train to teach children from 0-5 years in placement settings.

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 demonstrates how they meet the Teachers' Standards (Early Years). This is documented across the training year and runs 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 runs 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 focuses on reflective practice and the professional application of their learning from their teaching experience and the assessment process for the Teachers' Standards (Early Years). This module runs parallel to Module 1 from September to July (for a September assessment board).

EDG3002: Professional Knowledge and Skills for Early Years Teaching (20 credits: L6)



EDG4003: Early Years Practice Based Enquiry (20 credits: L7)



EDG4004: Early Years Pedagogy and Wider Professional Practice (20 credits: L7)



12.2 Levels and modules

Level 6 (1)

COMPULSORY

OPTIONAL

PROGRESSION
REQUIREMENTS

Students must take all of the following: EDG3002 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: EDG4003 Early Years Practice Based Enquiry (20 credits) EDG4004 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	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 and Graduate Employment Based routes are required to gain teaching experience across the 0-5 age range and to engage with the educational continuum of expectations, curricula and teaching in Key Stage 1 and 2. Guidance for placements and work-based training for each training route is set out The Early Years Initial Teacher Training Requirements and Supporting Advice

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

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.

18. JACS code (or other relevant coding system)

X1/X3

19. Relevant QAA subject benchmark group(s)

Teachers' Standards (Early Years) (DfE, 2013)

Early Years Initial Teacher Training Requirements and Supporting Advice
<https://www.gov.uk/government/publications/early-years-itt-requirements-supporting-advice>

Quality Assurance Agency (2014) Framework for Higher Qualifications, London, QAA

20. Reference points

The following reference points were used in designing the programme:

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