

**PG Certificate Early Years Practice (full-time)
For students entering in 2015/6**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	1 year
Date of specification:	25/Aug/2015
Programme Director:	Dr Geoff Taggart
Programme Advisor:	
Board of Studies:	Board of Studies for the Children and Young
People's Workforce	
Accreditation:	The status of Early Years Teacher (EYT) is accredited by the Department for Education (DfE) and delivered and awarded by the Institute of Education on behalf of the DfE. This accreditation is provided following successful completion of the work-based element of the programme.

Summary of programme aims

- To provide an accredited qualification for graduates with non-relevant degrees wishing to work in the field of early childhood education and care or for those already working in the sector.
- To equip students with the experience, knowledge and skills necessary to function as a leader in this sector.
- To enable students to develop a theoretical framework within which they can critically analyse contemporary early years issues and develop their own professional practice.
- To enable students to reflect upon their learning gained from placements.

Transferable skills

- Develop leadership knowledge, skills and attitudes
- Present information and arguments clearly and concisely
- Communicate fluently in writing and in speech
- Combine an understanding of theory and practice
- Work effectively, both in a team and independently, on given tasks and projects.

Programme content

All modules are compulsory

Code	Title	Credits	Level
EDM148	The Professional Self in Early Years Leadership	20	7
EDM090	The Early Years Foundation Stage	20	7
EDM104	Child Development and Education	20	7

Students enter on either the Graduate Entry (Mainstream) (GEM) pathway or the Graduate Entry Employment Based (GEEB) pathway to Early Years Teacher Status; the only difference in the pathways is in the entry route to the programme.

Students will undertake placements in early years settings, either within the private, voluntary, independent or maintained sector, linking theory to practice through their daily working lives and using reflection to develop a deeper understanding of their role.

Teaching is delivered through a series of lectures, workshops, tutor and student led seminars, feedback on individual and group research, presentation, work-based learning and practical work. Preparation days are included so that students are fully prepared for each stage of formative and summative assessment. Expert teachers are employed, both from within the existing University staff and by invitation to eminent speakers. Twice termly meetings with work-based mentors will take place in the setting. Trainees also communicate and reflect with their peers and tutors via the VLE. The teaching for the programme is developed around a group of eight national Standards, which all have detailed individual scope that Early Years Teacher trainees have to meet in order to gain Early Years Teacher Status.

Part-time or modular arrangements

The PGCert EYP is available only as a full-time programme.

Modules EDM148 and EDM104 are also currently offered within the MA in Education, which is available as a part-time programme.

Progression requirements

If a trainee does not demonstrate the appropriate level of progress towards meeting the standards at any setting visit they will be permitted to resit the placement through a three-month extension to the programme. The visits include interviews, observations and assessment of trainees practice.

Summary of Teaching and Assessment

PGCert Early Years Practice

Teaching of the level 7 modules is by a variety of methods, including lectures, seminars, workshops, individual feedback on written work and individual supervisions. The programme provides opportunities for a high proportion of work/institutionally based research and students are encouraged to review how they will take advantage of these opportunities over the course of the programme.

Because of the vocational nature of the programme, it is not possible for a student to gain the PGCert EYP without also achieving EYT status.

Assessment for Early Years Teacher Status

Achievement of the EYTS standards is assessed through work based assessment and focuses on personal practice and leadership and support of others. The national Standards form the basis of the final assessments for Early Years Teacher Status. Final assessment is on the basis of:

- a series of written assignments submitted and assessed against the standards;
- a portfolio of practice submitted by the trainee ;
- Each termly setting visit must demonstrate the appropriate level of progress towards meeting the standards; trainees must have met the Standards by the end of the programme.

Outcomes for EYTS

There are 2 possible outcomes:

1. the trainee can be judged to have Met the Standards with a recommendation that the Status is awarded;
2. the trainee can be judged to have Not Met the Standards, where 1 or more Standards have not been achieved.

In a Not Met outcome, trainees will have the option to complete the assessment only pathway which will not be funded by the DfE.

Assessors' decisions are sampled through internal moderation. Consistency and standardisation is measured through an external examiner model. The Early Years Teacher Status is awarded by the DfE.

Classification

Mark	Interpretation
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

Further information on the classification conventions, including borderline criteria, are available at <http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx>

PGCert Early Years Practice

For the award of PGCert Early Years Practice (EYP), students must:

- Achieve all the Early Years Teacher Standards
- Follow the Graduate Entry (Mainstream) or Graduate Entry Employment Based programme of professional preparation for work-based assessment
- gain an overall average of 50 or more over 60 credits and have no mark below 40.

PGCert Education

In cases where a student achieves an overall average of 50 or more over 60 credits with no modules marked below 40 but does not achieve Early Years Teacher Status, the student will be recommended for the award of

PGCert Education.

In the case of a student failing to achieve the Postgraduate Certificate, s/he **may** be recommended for the award of Early Years Teacher Status. The DfE will formally award Early Years Teacher Status.

Early Years Teacher Status

It is not possible to simply opt for Early Years Teacher Status on the PGCert EYP programme. Applying for, and being accepted onto, the PGCert EYP programme is taken as an agreement on both sides to work towards achievement of PGCert EYP. EYTS is available as an exit award for students who fail to meet the requirements for PGCert EYP.

For the award of EYT status, students must:

- Achieve all the Early Years Teacher Standards
- Complete the Graduate Entry Mainstream or Graduate Entry Employment Based programme of professional preparation for work-based assessment

Admission requirements

Entrants to this programme are normally required to have obtained an Honours degree and obtained a pass at upper second class or above or its equivalent. Entrants who do not meet this requirement will be assessed on a case by case basis and practical experience may be taken into account where appropriate.

The DfE may award bursaries to trainees on the Graduate Entry Mainstream pathway who have a UK degree with a first or 2:1 degree classification.

Trainees entering onto the Graduate Entry Employment Based pathway have to be employed in a setting that is delivering the Early Years Foundation Stage curriculum

In addition entrants must meet the DfE requirements of:

- Maths, Science and English Language Grade C or above at GCSE or equivalent
- DfE skills tests in literacy and numeracy

Admissions Tutor: Dr Geoff Taggart

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers, Placement and Experience Centre (CPEC), In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing, academic issues (eg problems with module selection) and exam related queries. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

The Institute of Education has two Disability Representatives and their details are provided in the programme handbook.

The two elements of the programme (University-based and work-based) are integrated as much as possible to ensure that the workload is manageable.

Career prospects

The main aims of the programme are to provide an accredited qualification for both graduates with non-relevant degrees wishing to work in the field of early childhood education and care and graduates already employed in the sector and to equip them with the experience, knowledge and skills necessary to function as a leader in this sector.

Opportunities for study abroad or for placements

Trainees undertaking the Graduate Entry Mainstream pathway will undertake a minimum of 3 contrasting placements in early years settings and maintained primary schools. The period of time in placement is incremental: 2 days per week during the autumn and spring terms and 5 days per week in the summer term. The organisation of placements follows QCA guidance.

Trainees undertaking the Graduate Entry Employment Based pathway will be required to undertake a minimum of one placement in a Primary school. The Institute has close links with employers and with Local Authorities across Berkshire. Students are visited regularly by their link tutor as part of the assessment process.

Trainees receive written and verbal formative feedback during their placements: these provide the practical context to underpin and inform their academic studies and meet learning outcomes. The assessment for Early Years Teacher Status is carried out in the placement by an assessor approved by the Institute of Education. Due to the work-based nature of this programme, study abroad is not appropriate.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

1. theory and research literature relating to a wide range of early childhood issues and their relevance to the role of the EYT
2. how children learn and develop and how this can be affected by individual circumstances
3. the significance of attachment for young children and how effectively to promote it
4. the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of children
5. the important influence of parents and carers
6. theories of professionalism and the multi-professional context of leadership
7. the implications of relevant legislation, statutory frameworks, including the Early Years Foundation Stage, and policy for early years settings

Teaching/learning methods and strategies

Tutors employ a blended learning approach, incorporating both face to face and VLE-based teaching. In taught sessions, tutors offer interactive workshops and presentations to the whole group, often using group or pair work and initiating closely-guided discussion. Teaching sessions are structured to promote collaborative learning and student autonomy. There is a strong emphasis upon self-review and reflection. Sessions are structured to take account of student availability whilst on placement.

Assessment

- 1- in all modules
- 2- EDM104 assignment
- 3- EDM148 assignment
- 4- EDM090 assignment
- 5- EDM090 assignment
- 6- EDM148 presentation
- 7- EDM090 assignment

Skills and other attributes

B. Intellectual skills - *able to*:

1. Evaluate current research and advanced scholarship critically
2. Apply models of child development critically to practice
3. Reflect critically upon professional practice
4. Make systematic and comprehensive use of theoretical models of reflection
5. Demonstrate a critical awareness of current problems in early years
6. Reflect upon one's own values and visions as a leader and to place these within the context of current research

Teaching/learning methods and strategies

Tutors employ a blended learning approach, incorporating both face to face and VLE-based teaching. In taught sessions, tutors offer interactive workshops and presentations to the whole group, often using group or pair work and initiating closely-guided discussion. Teaching sessions are structured to promote collaborative learning and student autonomy. There is a strong emphasis upon self-review and reflection. Sessions are structured to take account of student availability whilst on placement.

Assessment

- 1 - all modules
- 2 - EDM104 assignment
- 3,4 - EDM090 assignment
- 5 - EDM148 assignment
- 6 - EDM 148 presentation

C. Practical skills - *able to*:

Teaching/learning methods and strategies

- Work effectively with children and colleagues in placement
- Show leadership, dealing with complex issues both systematically and creatively, making sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- Show leadership, demonstrating self-direction and originality in tackling and solving problems, and acting autonomously in planning and implementing tasks at a professional level

D. Transferable skills - able to:

1. Contribute effectively in a work context
2. Conduct presentations clearly and concisely
3. Understand the close relationship between theory and practice
4. Communicate fluently and persuasively in writing
5. Provide evidence of competence in a work context

Students are provided with local placements in early years settings. They have an appointed mentor from within the staff of the setting. They are instructed in formal ways of reflecting on practice and are visited regularly by members of the programme teaching team who provide formative feedback on progress, as measured against the professional competency standards

Assessment

Work-based assessment for EYT status

Teaching/learning methods and strategies

Tutors employ a blended learning approach, incorporating both face to face and VLE-based teaching. In taught sessions, tutors offer interactive workshops and presentations to the whole group, often using group or pair work and initiating closely-guided discussion.

Teaching sessions are structured to promote collaborative learning and student autonomy. There is a strong emphasis upon self-review and reflection. Sessions are structured to take account of student availability whilst on placement.

Assessment

All points are addressed through the modules. 1, 3 and 5 are addressed specifically in work-based assessment.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.