

Programme Specification

PG Certificate Early Years Practice (full-time)

PFTZEYPRACHC

For students entering in 2020/21

This document sets out key information about your Programme and forms part of your Terms and Conditions with the University of Reading.

Awarding Institution	University of Reading
Teaching Institution	University of Reading
Length of Programme	PG Certificate Early Years Practice (full-time) - 1 years
Accreditation	Department of Education
Programme Start Dates	September

Programme information and content

- 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.

Module information

The programme comprises of 60 compulsory credits

Compulsory modules

Module	Name	Credits	Level
EDM148	The Professional Self in Early Years Leadership	20	M
EDM182	Professional Studies: The Reflective Early Years Teacher	40	M

Both modules are compulsory

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

Part-time or flexible modular arrangements

The PG Cert EYP is available only as a full time programme. Module EDM148 is also currently offered within the MA in Education which is available as a part-time programme.

Additional costs of the programme

Students are expected to meet their own costs of travel to placements and to London Rd campus.

Optional modules

There are no optional modules on this programme

Placement opportunities

Graduate entry 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. Both graduate entry students and students already employed in the sector will need to undertake placements in a school (key stage 1) and in a setting which enables them to widen their experience across the 0-5 age group.

Teaching and learning delivery

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.

Total study hours for your programme will be 1800 hours. The contact hours for your programme will depend upon your module combination; an average for a typical set of modules on this programme is 600 hours. In addition to your scheduled contact hours, you will be expected to undertake work-based learning and guided independent study. Information about module contact hours and the amount of independent study which a student is normally expected to undertake for a module is indicated in the relevant module description.

Accreditation details

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.

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.

Progression

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.

Classification

The University's taught postgraduate marks classification is as follows:

Mark Interpretation

70 - 100% Distinction

60 - 69% Merit

50 - 59% Good standard (Pass)

Failing categories:

40 - 49% Work below threshold standard

0 - 39% Unsatisfactory Work

For further information about your Programme please refer to the Programme Handbook and the relevant module descriptions, which are available at <http://www.reading.ac.uk/module/>. The Programme Handbook and the relevant module descriptions do not form part of your Terms and Conditions with the University of Reading.

PG Certificate Early Years Practice (full-time) for students entering in session 2020/21
27 September 2019

© The University of Reading 2019