Carnegie Faculty
School of Events, Tourism and Hospitality

Award and programme title: PGCE Early Childhood Care & Education (0-5 years) with recommendation for Early Years Teacher Status (EYTS)

Level of qualification: Level 7

Interim awards available: PGCE Early Childhood Care & Education (0-5 years) – Level 7; Professional Graduate Certificate in Early Childhood Care & Education (0-5 years) with recommendation for Early Years Teacher Status (EYTS) – Level 6; Professional Graduate Certificate in Early Childhood Care & Education (0-5 years) – Level 6;

Length and status of programme and mode of study

<table>
<thead>
<tr>
<th>Programme</th>
<th>Length (years) Status (FT/PT/SW)</th>
<th>Mode (campus-based / DL or other)</th>
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<tbody>
<tr>
<td>PGECC</td>
<td>FT – 1 year</td>
<td>Headingley Campus</td>
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Course Specification

Overview and Aims

The PGCE in Early Childhood Care and Education (0-5) seeks to attract people with a strong desire to become specialist early years teachers, capable of leading and developing best practice from their first teaching posts in private day care settings, children’s centres and Sure Start centres. The vision behind this to produce excellent early years teachers whose practice is:

a. grounded in best practice and firm subject knowledge
b. shaped by a deep understanding of the lives and experiences of the children, their families and communities, and
c. informed by enquiry, critical knowledge of current research, relevant theory, current policy and leading practice in the field.

Trainees experience the teaching of the Early Years Foundation Stage (EYFS) curriculum across the birth – five age-range. They develop subject knowledge across both curricula and examine the challenges of supporting children as they experience key transitions within this curriculum.

Trainees study at the University as well as receiving substantial training and support from a selection of lead partnership settings. The PGCE Early Childhood Care and Education course puts great emphasis on examining how the theory is put into practice and provides trainees with ample opportunity to do this by observing and practising in setting situations. Guidance is given to trainees from teachers and practitioners working within our partnership settings, through University set Focused Activities. The course has 3 phases of professional practice experience. The assessments of the Early Years Teachers’ Standards are inbuilt within the course structure and are addressed in a variety of ways which may include: course work, assignments, presentations and professional practice experience.

The trainees study three credit bearing modules covering academic knowledge and understanding, professional roles and responsibilities and professional skills in relation to the Early Years Teachers’ Standards. In addition to the three academic modules trainees are required to complete 120 days of placement to support and demonstrate the development of the standards required for Early Years Teacher Status. Emphasis is placed upon enhancing the employability of trainees by equipping them with the skills required develop into creative, inspirational, authoritative specialist teachers, through awareness of and reflection around the qualities and skills expected of teachers.

The course aims to:

1. Provide a graduate course of study, leading to Early Years Teacher Status, that is academically rigorous and challenging and that is vocationally relevant to the range of professional contexts in which early years teachers operate.
2. Develop a critical, theoretically-informed understanding the role of playful, creative and independent learning experiences across the age range in engaging and challenging children across the EYFS.
3. Facilitate the development of critical awareness of the impact of policy and practice in early childhood education on the diverse lives of children, families and communities and an understanding of the professional, legal and ethical frameworks within which early years teachers operate across the EYFS.
4. Develop informed and reflective professionals who are critically aware of the values, ethics and principles underpinning practice and who are able to make a positive
contribution to enhance professional practice in early years education settings and in multi-professional contexts.

5. Develop knowledge and conceptual understanding of early years education (birth-five) with particular reference to interrogation of:

   i. the Early Years Foundation Stage curriculum that children experience;

   ii. developing pedagogies that promote progression and address issues of diversity and inclusion in young children’s learning.

6. Develop key transferable academic, employability skills and professional standards required for gaining Early Years Teacher Status and ability to articulate and demonstrate anti-oppressive values, beliefs, attitudes and practice.

Course Learning Outcomes

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<tr>
<th>The PGCE Early Childhood Care and Education (0-5) with recommendation for EYTS is awarded to trainees who have demonstrated:</th>
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<tbody>
<tr>
<td>1 a systematic understanding of key aspects of early years education, including the acquisition of coherent and detailed knowledge, informed by research and practice in 0-5 education and an ability to interpret these within the professional context</td>
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<tr>
<td>2 an ability to deploy accurately established techniques of analysis and enquiry within education</td>
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<td>3 conceptual understanding that enables the student:</td>
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<td>• to devise and sustain arguments, and/or to solve problems, using ideas/and techniques, some of which are at the forefront of early years education, educational research and professional knowledge;</td>
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<tr>
<td>• to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in professional education;</td>
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<td>• to demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge; and the ability to manage their own learning and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to primary education).</td>
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<td>4 an ability to apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects</td>
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knowledge and critical understanding of the relevant curricula and how these can be adapted and differentiated to meet the needs of individuals and groups

an ability to reflect critically on personal beliefs and attitudes and their significance to the study of the early years curriculum

an ability to critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem

a conceptual understanding of legal and ethical issues and their implications for interpersonal, academic and professional contexts and an approach which is anti-discriminatory and anti-oppressive

an ability to communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences

qualities and transferable skills necessary for continuing professional development requiring:
- the exercise of initiative and personal responsibility;
- decision-making in complex and unpredictable contexts; and
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Course Structure

The PGCE consists of three Level 7 Masters level modules, which in total constitute the required 60 credit points for the award of PGCE. These three modules promote both the importance of and the necessity for teacher-led enquiry, and professional engagement with the vocation, and allow the trainee to develop an academic understanding of teaching and pedagogy.

These three academic modules are supported by two complementary frameworks (AP1 and AP2), which in synergy with the PGCE modules, develop the practical knowledge and application of the trainee, and facilitate the trainee achieving their Teachers’ Standards.

The dichotomy between the Level 7 modules, and the supporting practice frameworks shall be discussed below.

The PGCE Early Childhood Care and Education with recommendation for Early Years Teacher Status will comprise:

- 60 Level 7 credit points, made up of three 20 credit point modules
- 120 days of placement

Trainees unable to achieve successful outcomes of the relevant modules at level 7 will be given the option of their work being assessed at level 6. Successful achievement of these will
contribute to the requirements of a Professional Graduate Certificate in Education with recommendation for EYTS (contained award).

a. Professional Graduate Certificate in Education, leading to EYTS for those who pass all of the EYTS Standard requirements but achieve less than 60 credit points at level 7 to qualify for the target award of Postgraduate Certificate of Education.

Trainees who do not meet the EYTS element of the course will be eligible for the Post Graduate Certificate of Education in Early Childhood Care & Education (a contained award that does not lead to EYTS).

b. Post Graduate Certificate (3 x 20 credit points at level 7) for those who do not meet EYTS Standard requirements

Trainees who do not achieve a successful outcome in the modules at Level 7, but achieve a pass in all modules at Level 6, and who do not meet the EYTS element of the course will be eligible for the Professional Graduate Certificate of Education in Early Childhood Care & Education (a contained award that does not lead to EYTS).

The programme consists of 3 modules covering academic knowledge, understanding and professional skills in relation to the Early Years Teachers’ Standards (2013). The Professional Practitioner module requires trainees to spend 120 days (a statutory requirement for PG ITE courses from Sept 2013) on placement in our partnership early years settings to support the development of the standards required for Early Years Teacher Status. The programme is taken over a period of one academic year; the intensive nature of the course also requires that the majority of modules are delivered across semesters 1 and 2.

These level 7 modules are supported by two complementary frameworks, named Applied Pedagogy 1 (AP1) and Applied Pedagogy 2 (AP2).

The AP1 framework uses lectures, workshops and seminar discussions to introduce the trainee to key concepts and requirements in their chosen curriculum, such as the ethos of the curriculum, planning, assessment and safeguarding the wellbeing of children. For School Direct, these sessions may take place in a partner school or setting. All trainees will undertake audits of their curriculum competence and use this information to put together an action plan which will be reviewed periodically at the end of each Phase of teaching. The AP1 sessions will facilitate the trainee’s progress towards meeting the Teachers’ Standards.

The AP2 framework requires trainees to complete a series of ‘Focused Activities’ which will be supported through age-phase specific sessions either in university (in the case of Core trainees), or in the School Alliance setting. Once completed, the Focused Activities will provide evidence, to be collected in the trainee’s teaching file, towards the Teachers’ Standards.
Taken together, the 3 level 7 modules and the AP1 and AP2 frameworks create an integrated approach to the PGCE programme, in which learning in and through school contexts and learning in and through the university context are intertwined and mutually developmental.

The mutually supportive AP1 and AP2 frameworks provide the praxis backbone of the PGCE programme, and enable the trainee to build evidence towards meeting the Teachers’ Standards. However, they are not university modules in the traditional sense, and as such do not carry CATS points.

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<thead>
<tr>
<th>Semester 1 and 2</th>
<th>Core Y/N</th>
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<tr>
<td>Child Development: Assessment, Pedagogy and Curriculum 20 Level 7 credits</td>
<td>Y</td>
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<tr>
<td>Practitioner Enquiry - PG 20 Level 7 credits</td>
<td>Y</td>
</tr>
<tr>
<td>The Professional Practitioner 20 Level 7 Credits</td>
<td>Y</td>
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Learning and Teaching

Details relating to contact hours and other key information sets (KIS) are available on the course page of our Online Prospectus on our website.

Learning and Teaching Approaches

The learning and teaching on the PGCE Early Childhood Care and Education (0-5) places the student at the centre of the experience by fostering an inclusive, supportive and challenging environment. Through a curriculum which is informed by research and professional practice trainees will develop the required skills, knowledge and experience. The learning approaches will develop trainees’ independent learning capability and critical thinking skills as well as prepare them for employment.

Learning and teaching approaches will be continually improved using feedback from mid and end of module evaluations, peer review, focus groups, enhancement and development days and module development days. This will ensure that the trainees’ learning experience is continually enhanced by supporting the professional development needs of the academic members of staff who will facilitate the learning experience.

Trainees will be engaged through a variety of teaching and learning approaches whilst studying the PGCE Early Childhood Care and Education degree. Challenging and authentic
tasks will be used to stretch the trainees’ capabilities in real world learning and assessment resulting in a deeper approach to learning.

The following learning and teaching strategies will used across the modules;

- Trainees will attend interactive lectures where they will be expected to contribute having done some preparatory reading / research in advance and be prepared to share this work with their peers;
- Trainees will participate in tutorials this may include working in small groups to engage with learning activities;
- Trainees will engage and contribute to practical sessions;
- Trainees will work independently to research the relevant literature including the use of electronic databases and search engines;
- Trainees will complete focused activities which form part of the preparation for placement experience within an early years setting; these tasks are part of our formative assessments which will inform the content and engagement of scheduled sessions, providing opportunities for feedback;
- Trainees will participate in 120 days experience within our partnership Early Years settings to develop the skills and experience required.

The blend of learning approaches will involve a combination of face-to-face facilitated learning, online learning and self-study which will differ by module. The dominant learning and teaching approach during University based teaching times will be seminar groups where academic staff will be able to practice we expect trainees to use in Early Years teaching. To ensure deep learning, these seminar groups will involve group work and discussion rather than a dependence upon teacher talk and a transmission style of delivery.

All modules will foster a student centred learning approach and the continued development of self-directed learning in support of independent and reflective learners. Learning and teaching methods will reflect the particular characteristics of each module combining in-depth theoretical and practical approaches that in turn integrate with the experience in schools and with children and prior knowledge from their degree or professional experience. A range of information and communications technologies will be utilised to reflect a diversity of learning styles and provide access to contemporary international contributions in the field of study. Peer interaction will facilitate cross-cultural and contextual understanding and lead to the potential for idea generation, modification, development and implementation. Independence of learning will be facilitated through inductive and deductive approaches designed to empower trainees when interacting with technology and learning resources and to identify a range of solutions to their individual needs. The sequencing of modules and range of modules has been carefully considered to help support and enhance student learning.

Additionally, due to the strong working relationship between the course and our partnership settings we have a programme of Focused Activities, which are the basis of Applied Pedagogy 2 (AP2), allows a sizable amount of theory into practice to be carried out in settings in line with the Government’s stance on ITE courses.
These *Focused Activities* are delivered throughout the 3 Phases of setting experience and are made up of:

- **AP2 Focus Tasks** – these will be sets of tasks identified to be carried out in school. There is a minimum expectation of what the partnership settings must input; these are University led directed tasks.

- **AP2 Focus Days** – these will focus on issues identified by the University but ultimately their delivery is setting-led and will focus upon current educational issues. For example, behaviour management; assessment of children’s work; working with children with Special Educational Needs; working with parents and preparing for job application/interview.

- **Conferences** – Themed conferences using ASTs / lead teachers and outstanding staff from our partnership settings. Key issues can be covered through such events.

- **AP2 Focus weeks** – Here trainees spend time in different educational age-phases, e.g. Key Stage 1, gaining experience of how practitioners and children operate outside the birth - 5 age-range.

The core modules for the PGCE Early Childhood Care and Education (0-5) are Child Development: Assessment, Pedagogy and Curriculum, Practitioner Enquiry, and The Professional Practitioner. Trainees will also follow the new Teachers’ Standards for EYTS as outlined in the Department for Education (2013) documentation for qualifying to teach.

**Learning and Teaching Activities**

Independence of learning will be facilitated through interactive workshops and student-led seminars based on debating ideas introduced in key readings and via focussed tasks undertaken on placement and during focus weeks in school. These are designed to empower trainees by giving them responsibility for developing and articulating their own understanding and professional practice and for communicating and debating that understanding and approach to practice with others.

Leeds Beckett University is a diverse and inclusive University with a strong tradition of providing access to education to a wide range of trainees. We are committed to:

1. Putting our trainees at the centre of our activities and providing a flexible and relevant curriculum with excellent teaching and learning.
2. Providing a welcoming, inclusive, supportive and caring environment and preparing our trainees for employment and life.
3. Engaging, valuing and developing our diverse community of colleagues.
4. Ensuring that teaching is informed by research and/or expert professional practice with contributions from our Professors, Readers and expert professionals. We will do this by:
5. Promoting our trainees’ vocational and academic success and developing their employability;
6. Involving trainees and employers in course developments;
7. Continually enhancing our trainees' learning experiences;
8. Ensuring all learning and teaching initiatives are evaluated and impact assessed;
9. Supporting the continual professional development of our colleagues;

Graduate Attributes (UG only)

N/A

Use of the Virtual Learning Environment

The Virtual Learning Environment (VLE) MyBeckett allows access to relevant subject databases, discussion areas, resource banks and teaching materials linked to specific modules. The Course Leader, Module Leaders and course tutors use this facility to allow trainees to access lesson and session content and additional supportive materials (e.g. specific readings and video materials for trainees to access before or after specific taught sessions). Discussion areas on the VLE are used to facilitate an online peer-support service, bespoke to each module on the course. This is particularly useful whilst trainees are undertaking their block placements; at this time they can be away from university for a month at a time. Turnitin is used via the VLE as a development tool for trainees in relation to academic practice formatively, and also as a plagiarism checking tool summatively.

Trainees also are also required to complete an electronic portfolio (e-portfolio) with which they compile evidence of their meeting of the Teachers’ Standards set out by the Department for Education. They then also reflect critically in this evidence, identifying areas of strength and areas for development, and establishing personal targets to help them to gain EYTS, aiming for good and outstanding grades against the Standards. This e-portfolio forms part of the summative assessment of the Early Years Teaching Standards and it can also be presented to potential employers at interview.

Use of Blended-Learning

The course will use a blended learning approach across the academic credit bearing modules. The approach will involve a combination of face-to-face facilitated learning, online learning and self-study which will differ by module. The remaining hours will then be made up of a mixture of online learning and self-study. It is expected that trainees would be provided with readings and directed activities to support their learning within the classroom. The blend of these approaches will differ by module.
Additionally resources for trainees include the
- Library Online
- The library ‘discovery’ tool
- Skills for Learning resources e.g. ‘Quote Unquote’
- Online journals
- Learning & Teaching resources on services for example YouTube and the TES website.

Whilst module materials and resources are held online, no aspect of this course is delivered wholly online.
Assessment Strategy

The teaching and learning strategy for the award has been developed within the University’s Teaching and Learning Strategy. Assessment, learning and teaching on the award have been designed to ensure that:

- appropriate teaching methods are engaged, enabling trainees to achieve the specified learning outcomes of each module;
- learning takes place in an informed and supportive environment that is conducive to developing reflective practitioners;
- trainees are encouraged to understand the relationship between learning outcomes and the assessment, enabling trainees to achieve those learning outcomes;
- assessments are designed which accurately test the learning outcomes;
- assessment methods are varied and require trainees to demonstrate deep learning and critical thinking;
- the assessment journey is designed to support the trainees, with formative and summative assessments spaced through the course that are coherent and progressive;
- assignment briefings and tutorials are built into the taught programme to scaffold and support trainees through the assessment process;
- assessments link together and to professional practice experiences, enabling trainees to develop their thinking and to reflect on their learning journey on the course.

Feedback on Assessed Coursework

Assessment embraces both formative and summative approaches.

Assessments are marked and appropriate feedback is given, helping the trainees to understand how their performance has been evaluated and how they can improve future performance.

Summative feedback will be provided as soon as possible, but no later than four working weeks after the assessment deadline.

Module Assessment Methods

N/A

Employability and Professional Context

Having met the Teachers’ Standards set by the Secretary of State for Education, it is the intention that trainees on the PGCE Early Childhood Care and Education (0-5) will go directly into the teaching profession. Our trainees will be trained to be specialist early years teachers...
capable of leading and developing practice in a range of early years settings; a highly desirable attribute for employability in the sector.

The course is designed to meet the government’s current objective of professionalising the teaching workforce in the Early Years sector.

**Work-Related Activities**

**N/A**

**Reference Points used in course design and delivery**

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website at [http://www.qaa.ac.uk/reviews-and-reports](http://www.qaa.ac.uk/reviews-and-reports)

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the FHEQ (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.