



Programme Specification

Early Years with Early Years Teacher Status [Frenchay]

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Section 1: Key Programme Details

Part A: Programme Information

Programme title: Early Years with Early Years Teacher Status [Frenchay]

Highest award: PGCE Early Years with Early Years Teacher Status

Interim award: PGCert Studies in Education

Awarding institution: UWE Bristol

Affiliated institutions: Sheffield Hallam University

Teaching institutions: UWE Bristol

Study abroad: Yes

Year abroad: No

Sandwich year: No

Credit recognition: No

School responsible for the programme: CHSS School of Education and Childhood, College of Health, Science & Society

Professional, statutory or regulatory bodies: Not applicable

Modes of delivery: Full-time, Part-time

Entry requirements:

For implementation from: 01 September 2024

Programme code: X04C12

Section 2: Programme Overview, Aims and Learning Outcomes

Part A: Programme Overview, Aims and Learning Outcomes

Overview: The PGCert Early Years (EYTS) is designed to prepare trainee teachers for a rewarding career in education. This course is designed to develop the skills and confidence needed to achieve Early Years Teacher Status and teach children aged 0-5 years.

The course is embedded in practice and is designed around a set of key principles based on promoting active learning and stimulating integration, exploration, and innovation. The overall approach is trainee centred and based on the assumption that individuals choosing to study at postgraduate level are highly motivated.

Tutors on the programme are specialists in their fields bringing significant, research-based early years teaching experience.

Features of the programme: This PGCert programme enables graduates to train and qualify as Early Years teachers. Sheffield Hallam University are UWE's accreditation partner for the elements of the course that comprise the formal requirements for EYTS.

Employment based route:

Applicants will have an employed role in an early years setting that will enable them to undertake the required teaching practice as specified by the DfE, and in agreement with UWE in advance of starting the course. This will need to include some time spent in an alternative placement setting to ensure a variety of teaching experience. The schools and settings involved will need to be fully supportive of your engagement with and progression through the programme in agreement with UWE.

Direct entry route:

Trainees are not employed in an early years setting and all placements are sourced by the University that will enable them to undertake the required teaching practice as specified by the DfE.

Both routes require full attendance on campus in order to meet the requirements of the taught elements of the programme.

Educational Aims: The programme aims to:

Enable trainees to develop and apply a critical and evidence-based understanding of theories and practices of learning and teaching children aged 0 to 5 years, to enable all children to thrive and progress.

Support trainees to engage with critical reflection on the English Early Years Foundation Stage, and the transition to KS1 National Primary curriculum, and to be able to develop these to devise effective, creative plans to meet all children's needs.

Facilitate trainees to understand key features of child development, the impact of the contexts of their lives, and, diverse needs, and how to use this to support children's development.

Provide structured support for trainees to develop leadership competencies to enable them to take a lead on the design and implementation of programmes of education, as required by teachers with Early Years Teacher Status (EYTS).

Develop trainees' awareness of values positions, including their own, support trainees to develop effective strategies for managing the learning environment, developing good communication skills, the ability to build respectful, positive, relationships with children and adults, and an understanding of the importance of these for engaging, values-based teaching and leadership.

Support trainees' understanding of professional and legal requirements of Early Years Teachers status, and development of professional behaviours, skills, and responsibilities of teachers, including issues around safeguarding, children's wellbeing, equality, information sharing, and working with other adults, as well as managing their time, their own wellbeing, resilience and agency, and identifying their ongoing development needs and how to meet these.

Enable trainees to apply their knowledge, understanding, skills and empathy to their own practice as reflective, creative, future-facing Early Years Teachers and to critically evaluate the educational impact of their pedagogic choices on children.

Encourage trainees to develop and sustain a research-informed approach to current political, cultural, social, and educational issues and debates pertinent to early years.

Enable trainees to meet all the statutory requirements to become an Early Years Teacher.

Programme Learning Outcomes:

On successful completion of this programme graduates will achieve the following learning outcomes.

Programme Learning Outcomes

- PO1. Evidence all the statutory requirements to gain Early Years Teacher Status in England and understand the importance of continuing professional development.
- PO2. Evidence a systematic knowledge and critical understanding of the professional requirements of an Early Years Teacher, acting within statutory frameworks and legal responsibilities, including as these apply to safeguarding, children's wellbeing, equality, information sharing, and working with other adults, including parents and carers, and apply professional behaviours and skills including independence, initiative and personal responsibility.
- PO3. Demonstrate an understanding of the importance of, and how to achieve effective management and organisation of the Early Years environment, and respectful, ethical, and positive relationships with children and adults, underpinned by a critical exploration of communication approaches, value positions and their impact.
- PO4. Understand and apply key concepts of child development and the Early Years Foundation Stage (EYFS), and use these to devise effective, creative plans to meet all children's needs and to make connections beyond the curriculum.
- PO5. Evidence critical engagement with issues relating to diverse needs, the contexts of children's lives and the impact these have and use this to support children's development.
- PO6. Critically evaluate theories, research and practices underpinning a range of Early Years pedagogical approaches, including, evaluating individual children's needs and learning opportunities, creative teaching and support for young children (0-5) in their learning and development, and developing inclusive strategies, to support all children to thrive and to inform evidence-based practice.

- PO7. Apply their knowledge, understanding, skills and empathy to their own practice as reflective, creative, future-facing Early Years Teachers and critically evaluate the educational impact of their pedagogic choices on all children in specific setting contexts.
- PO8. Evidence and reflect on teamwork and leadership skills to enable them to take responsibility and leading on the implementation of educational programmes.

Assessment strategy: Programmatic by Design

Trainees are assessed through a variety of methodologies, including both formative and summative assessment. The assessment process is underpinned by a spiral curriculum enabling skills and knowledge to be reflected upon and deepened. Skills and knowledge taught on academic modules are put into practice during professional placements - assessment evaluates the trainees' level of competencies in translating pedagogical, learning and leadership theories in practice.

Practice-led and research-informed

Assessments are designed to enable trainees to critically reflect on their early years teaching approaches, including on core areas of the children's learning and development. This is aligned to current educational research in the early years, in areas requiring particular focus, alongside the core focus on early literacy and maths. Trainees are required to demonstrate their progress by drawing on their professional placements explicitly, including feedback from key stakeholders, in their assessments.

Scholarly and evidence-based

Assessments are designed to evaluate a range of professional skills and knowledge to reflect the demands of an Early Years Teacher. Critical self-reflection on one's development as a trainee EYT and the impact this has on the learning and development of the children is core to the process. Learning enables trainees to develop their written and presentation skills, research skills and professional reflection.

Inclusive and sustainable

Inclusivity and sustainability is at the heart of the approach that an EYT takes to teach young children. This is reflected in the programme's approach to teaching and assessment. The variety of assessment methods is aimed at appealing to and developing the learning attributes of the trainees. One-to-one tutor and setting mentor support scaffolds the assessment process. There is an emphasis on individual formative feedback and regular target-setting. Assessment includes a focus on values and beliefs and a critical awareness of how this impacts teaching practice.

Graduate attribute enabling

Professional teaching placements provide significant opportunity for trainees to demonstrate their work-based skills and competencies. As EYTs are responsible for leading on the development and implementation of educational programmes, adapted to the needs of individual children, trainees are able to evidence these skills through their observed teaching practices and their professional portfolios and viva.

Student support: Trainees may be eligible for financial assistance for travel to their placement (not employed work settings).

Additional professional training opportunities will be offered as appropriate. Further details will be included in the programme handbook.

Part B: Programme Structure

Year 1

The student must take 90 credits from the modules in Year 1.

Year 1 Compulsory Modules (Full time and Part time)

The student must take 90 credits from the modules in Compulsory Modules (Full time and Part time).

Module Code	Module Title	Credit
UTTGYM-30-M	Curriculum, Pedagogy and Practice (Early Years 0-5) 2025-26	30

UTTGY-30-3	Professional Practice (EYTS) 2025-26	30
UTTGYN-30-M	Teaching and Leadership in the Early Years 2025-26	30

Part C: Higher Education Achievement Record (HEAR) Synopsis

The programme is designed to prepare trainee early years teachers for a rewarding career in education. This course is designed to develop the skills and confidence needed to achieve Early Years Teacher Status (EYTS) and teach children aged 0-5 years across a range of Early Years settings.

Our graduates leave the programme as reflective, creative early years teachers. A core part of achieving the EYTS is the ability to be champions of inclusive, equitable, just practices, where all children have the opportunity to thrive. EYTs are charged with the responsibility to be 'agents of change', working in partnership with parents, colleagues and the children themselves.

Part D: External Reference Points and Benchmarks

This programme has been designed to meet the requirements of Early Years Teacher Status and makes explicit reference to the Teachers' Standards (Early Years).

Successful completion of the programme leads to recommendation for Early Years Teacher Status. Sheffield Hallam University is UWE's accreditation partner for the elements of the course that comprise the formal requirements for EYTS.

This programme is also informed by the QAA benchmarks for Education Studies as part of the broader aims of the programme.

Programme delivery will also be informed by the Sustainable Development Goals.

This programme is subject to inspection by Ofsted.

Part E: Regulations

Approved to University Regulations and Procedures: Academic regulations and procedures - Academic information | UWE Bristol