



SECTION 1: KEY PROGRAMME DETAILS

This section provides students with key details about their programme.

PROGRAMME INFORMATION	
Final Award Title	Post Graduate Certificate in Education International Early Years
Default Award Title (Exit Award)	Post Graduate Certificate in Education International Early Years
Interim Award Titles (Exit Awards)	N/A
Awarding Institution	UWE Bristol
Teaching Institutions	UWE Bristol
Partner Institutions	Affiliated institutions: None
Delivery Locations	Online
Study Abroad / Exchange / Credit Recognition	N/A
Faculty Responsible For Programme	Arts, Cultural Industries and Education
Department Responsible For Programme	Education and Childhood
Professional Statutory or Regulatory Body (PSRB) Links	None
Apprenticeship	Not applicable
Mode of Delivery	FT (online learning)
Entry Requirements	<p>The University's Standard Entry Requirements apply. Students need to have:</p> <ul style="list-style-type: none"> • An undergraduate degree or equivalent • For those without a first degree in the medium of English, a minimum of 6.0 IELTS score (with no element being lower than 5.5) • Some experience of teaching and supporting learning, and be in work and teaching regularly. • The student's school/kindergarten needs to agree to their engagement on the programme for the amount of time required, and be able to confirm that the student has any safeguarding clearance required in that education system/context.

PROGRAMME INFORMATION	
For Implementation From	April 2020
Programme Codes	<i>FOR QUALITY ENHANCEMENT TEAM TO COMPLETE QET to add ISIS, UCAS, JACS/HECOS, SLC codes</i>

PART B: FOR STUDENT AND ACADEMIC SERVICES COMPLETION ONLY	
First UVP Approval Date	<i>19th November 2019</i>
Date of Last Revalidation (through Programme Enhancement Review)	<i>Dates of subsequent PERs and revalidations</i>
Next Programme Enhancement Review Date	<i>Academic year in which next Programme Enhancement Review due (6 years from initial approval or last PER)</i>

SECTION 2: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

1. Programme Overview

This full-time Post Graduate Certificate in Education International Early Years (iPGCE (EY)) is a one year programme for existing Early Years teachers and for those with some experience of teaching and supporting learning who are currently in post, and who wish to learn about best practice pedagogical approaches used internationally, and how to apply these effectively in their practice. You will reflect on the curriculum used in your school and develop a robust understanding of the English Early Years Foundation Stage (EYFS) curriculum. You will learn at a distance, supported by UWE tutors and you will also have opportunities to form communities of practice and learn from each other. You will be assessed through a variety of assignments and you will be assessed on your teaching from UWE tutors against the English Teachers' Standards.

The programme is underpinned by a commitment to developing students to become outstanding, transformational teachers, who will have the potential to make a significant difference to the life chances of children. You will develop your knowledge, understanding and professional skills and use reflection to think critically about your practice. You will engage with a range of educational literature, research and other evidence to inform your development as a teacher. You will be supported to set high expectations and to inspire, motivate and challenge all learners, whilst reducing barriers to learning.

The programme aims to develop teachers into professionals who can demonstrate high levels of confidence, competence and creativity in their teaching, and who meet the high standards of personal and professional conduct expected of teachers throughout their careers.

The programme will be delivered in a clear sequence to support clarity for online learners. This will usually be as follows:

1. Early Years Learning and Teaching
2. Professional Practice – initial
3. Contextual Inquiry in the Early Years
4. Professional practice – continued

2. Educational Aims

- Develop students' understanding of theories underpinning a range of best practice Early Years pedagogical approaches and frameworks used internationally, including the Early Years Foundation Stage, and their application to practice
- Develop students' understanding of early learner development and students' ability to critically assess individual learners' needs and learning opportunities and to use this to plan and teach creatively and inclusively to support all pupils in their learning.
- Provide students with the skills to evaluate the educational impact of their pedagogic choices on all learners in their contexts
- Provide opportunities for students to develop a reflective approach to enable them to understand the impact of teachers' values, beliefs and experiences on their practice
- Develop students' understanding of Early Years curriculum as a frame for education and as a cultural construct.
- Develop students' professional understanding, skills and attributes including keeping children safe and building positive relationships
- Support students to understand the importance and potential impact of the policy, cultural and social contexts of young children's lives and how they can respond to these as educators.
- Promote the use of evidence-based practice, and develop students as Early Years teachers who are open to new ways of working.
- Support students in understanding the requirements of the English Teachers' Standards.

3. Programme Learning Outcomes	
Programme (Learning) Outcomes (POs)	
No.	PO Text
PO1	Critically evaluate Early Years pedagogical theories underpinning a range of best practice Early Years pedagogical approaches and frameworks, including the Early Years Foundation Stage, to inform effective evidence-based classroom practice.
PO2	Assess learners' diverse needs and plan and implement appropriate Early Years teaching strategies to support all pupils in their learning
PO3	Critically evaluate the educational impact of their pedagogic choices on learners and identify continuing professional development need
PO4	Critically explore the ways in which their values, beliefs and experiences impact on themselves and their role as practitioner
PO5	Critically evaluate the forms and impact of Early Years curriculum.
PO6	Apply, critique and adapt professional understanding, skills and attributes relevant to a range of contexts, including keeping children safe and building positive relationships.
PO7	Critically engage with the policy, cultural and social contexts of young children's lives and respond to these in practice as appropriate.
PO8	Critically engage with relevant research and current debates in Early Years education to inform and develop their practice.
PO9	Evidence their professional competencies against the English Teachers' Standards.

4. Programme (Learning) Outcomes (POs) Mapping

<p><i>ALL modules are compulsory</i></p> <p><i>Programme Outcomes:</i></p>	<p>Module No: 1 Early Years Learning and Teaching</p>	<p>Module No:2 Contextual Inquiry in the Early Years</p>	<p>Module No: 3 Professional Practice</p>
<p>PO1: Critically evaluate Early Years pedagogical theories underpinning a range of best practice Early Years pedagogical approaches and frameworks, including the Early Years Foundation Stage, to inform effective evidence-based classroom practice.</p>	<p>x</p>	<p>x</p>	<p>x</p>
<p>PO2: Assess learners' diverse needs and plan and implement appropriate Early Years teaching strategies to support all pupils in their learning</p>	<p>x</p>	<p>x</p>	<p>x</p>
<p>PO3: Critically evaluate the educational impact of their pedagogic choices on learners and identify continuing professional development need</p>		<p>x</p>	<p>x</p>
<p>PO4: Critically explore the ways in which their values, beliefs and experiences impact on themselves and their role as practitioner</p>	<p>x</p>		<p>x</p>
<p>PO5: Critically evaluate the forms and impact of Early Years curriculum.</p>	<p>x</p>	<p>x</p>	

4. Programme (Learning) Outcomes (POs) Mapping						
	PO6: Apply, critique and adapt professional understanding, skills and attributes relevant to a range of contexts, including keeping children safe and building positive relationships.				x	
	PO7: Critically engage with the policy, cultural and social contexts of young children's lives and respond to these in practice as appropriate.	x		x		
	PO8: Critically engage with relevant research and current debates in Early Years education to inform and develop their practice.	x		x	x	
	PO9: Evidence their professional competencies against the English Teachers' Standards.				x	

PART B: PROGRAMME STRUCTURE**1. Structure (Full-time)**

This structure diagram demonstrates the student journey from entry through to Graduation for a typical **full time student** including:

- level and credit requirements
- interim award titles
- compulsory and optional modules

Year One: This is a one year programme

Interim award: N/A

Compulsory modules

Module Code	Module Title	Level	Credit
UTLGVR-30-M	Early Years Learning and Teaching	7	30
UTLGVS-30-M	Contextual Inquiry in the Early Years	7	30
UTLGVT-30-3	Professional Practice	6	30

Optional modules – none.

Module Code	Module title	Level	Credit

2. Structure (part-time)

N/A

PART C: HIGHER EDUCATION ACHIEVEMENT RECORD (HEAR) SYNOPSIS

Students successfully achieving this Award will have had an opportunity to become outstanding and transformational Early Years teachers, who are knowledgeable about the Early Years Foundation Stage (EYFS), who will continue to develop advanced knowledge, understanding and professional skills, and who will have the potential to make a significant difference to the life chances of children. These professionals will be able to use reflection and critical analysis to develop their specialist practice, and have notable impact on the quality of learning. Their practice will have been assessed against the English Teachers' Standards.

PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

This programme has been designed with reference to the Teachers' Standards and makes explicit reference to them. However it is important to note that this programme is not able to lead to recommendation for Qualified Teacher Status in the UK as the UK requirements for this would not be able to be met by the school context of most students on the programme.

This programme is also informed by the QAA benchmarks for Education Studies as part of the broader aims of the programme. This programme has been designed to embed the principles, knowledge, application and skills outlined in the UK Quality Code for Higher Education's subject benchmark statement for Education Studies.

PART E: REGULATIONS

A: Approved to [University Regulations and Procedures](#)

Students will need to complete 90 credits to achieve the Post Graduate Certificate in Education International Early Years, as opposed to the 120 credits required for a UK-based Post Graduate Certificate in Education currently approved within the UWE regulations. This programme is for new and existing Early Years teachers who are currently working. The students will be in a range of international curriculum contexts and so prescribed subject knowledge module/s would not be appropriate. They will not achieve a formal teaching qualification through this programme; the requirements for this are set by the government of each country and cannot be represented here. The Contextual Inquiry module will instead require them to explore an aspect of their practice relevant to their context.

[Updated 18/11/19. Note: This variant to the UWE regulations is due to come to Academic Board for approval on 10th December 2019].