



SECTION 1: KEY PROGRAMME DETAILS

PART A: PROGRAMME INFORMATION	
Highest Award	PGCE International Early Years

Awarding Institution	UWE Bristol
Teaching Institution	UWE Bristol
Delivery Location	Frenchay Campus
Study Abroad / Exchange / Credit Recognition	Placement X Sandwich Year X Credit Recognition X Year Abroad X
Faculty Responsible For Programme	Faculty of Arts Creative Industries & Education
Department Responsible For Programme	ACE Dept of Education and Childhood
Apprenticeships	
Mode of Delivery	Distance without attendance

ENTRY REQUIREMENTS	UCAS Tariff Points: For the current entry requirements see the UWE public website.
For Implementation From	20 Apr 2020
ISIS Code/s	Programme Code X71A62-SEP-DL-FR-X71A62 Other codes: JACS Academic studies in nursery education HECoS 100463: Early Years Education UCAS SLC

SECTION 2: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

1. (Programme) Overview (c. 400 words)

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 gather, reflect on and receive feedback on evidence relating to your teaching against the appropriate 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 will be delivered in a clear sequence to support clarity for online learners. This will usually be as follows:

Early Years Learning and Teaching

Professional Practice – initial

Contextual Inquiry in the Early Years

Professional practice – continued

2. Educational Aims (c. 4-6 aims)

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.

More specifically the programme aims to:

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.

PART A: PROGRAMME OVERVIEW, AIMS and LEARNING OUTCOMES

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 critically reflecting on and demonstrating their professional competencies, usually against the relevant English Teachers' Standards with reference to national and local contexts.

3. Programme and Stage Learning Outcomes (c. 6-8 outcomes)

Programme (Learning) Outcomes (POs)

Programme Learning Outcomes

PO1	Critically evaluate Early Years pedagogical theories underpinning a range of best practice, 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 and critically reflect on their professional competencies, usually against the relevant English Teachers' Standards, with reference to national and local contexts.

PART B: Programme Structure**1. Structure****Year 1****Year 1 Compulsory Modules**

Code	Module Title	Credit	Type
UTLGVS-30-M	Contextual Inquiry in the Early Years 2020-21	30	Compulsory
UTLGVR-30-M	Early Years Learning and Teaching 2020-21	30	Compulsory
UTLGVT-30-3	Professional Practice 2020-21	30	Compulsory

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. They will have gathered, reflected on and gained feedback on evidence of their teaching against the English Teachers' Standards.

PART D: EXTERNAL REFERENCE POINTS AND BENCHMARKS

This programme has been designed with reference to the English Teachers' Standards and makes explicit reference to them. However it is important to note that this programme does not lead to recommendation for Qualified Teacher Status in the UK.

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

Approved Variant to University Regulations and Procedures

Approved by Academic Board 10/12/2019.

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. Students need to be working in an appropriate education setting to enrol on the programme. 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.