

## Nottingham Trent University Course Specification

<b>Basic Course Information</b>		
1.	Awarding Institution:	Nottingham Trent University
2.	School/Campus:	Social Sciences / Clifton Campus
3.	Final Award, Course Title and Modes of Study:	NTU Postgraduate Certificate in Education (Early Years Initial Teacher Training) (Part time)
4.	Normal Duration:	One Academic Year
5.	UCAS Code:	N/a

### 6. **Overview and general educational aims of the course**

This one year part-time Postgraduate Certificate in Education (Early Years Initial Teacher Training) is a course delivered at Levels 6 and 7, entitles you, as a successful student, to gain the EYITT recognition. A vital part of this course includes the completion of a portfolio that enables you to demonstrate that you have met the Teachers' Standards (Early Years).

The Postgraduate Certificate in Education (Early Years Initial Teacher Training) will enable you to specialise in working with children from 0 to 5.

The course aims to:

- Provide you with the opportunity to meet the Teachers' Standards (Early Years).
- Provide you with opportunities to explore related pedagogy that enables you to teach across the whole range of 0 to 5.
- Develop your understanding of the key importance of the holistic nature of the development of children aged 0-5.
- Enable you to contribute to the development of young children by widening your understanding of leading practice and of high quality Early Years provision, and the impact this can have on improving outcomes for young children.

At the centre of the course delivery is the development and maintenance of a strong collaborative partnership with Early Years settings, schools and other relevant professional organisations. These partnerships play a crucial role in supporting you to develop your teaching practices in the Early Years setting; and developing a strong network of professional colleagues across the sector.

You will be able to apply critical reflection and critical analysis of your own practice relating to the Teachers' Standards (Early Years) and engage with a wide range of literature, research and policy to develop your practice and improve outcomes for children. As part of your reflections, you will develop the necessary leadership and management skills to support the continuous improvement of Early Years provision. You will have an understanding of inclusive education and are able to take responsibility of your own professional development.

You will need to demonstrate the knowledge and skills to teach across 0 to five in different age groups allowing you to gain experience with children aged 0-3, 3-5 and through to Key Stage 1 and 2. This allows you to develop

<p>your knowledge, understanding and ability to observe, assess, plan and teach across 0 to 5 with a holistic approach across the Early Years Foundation Stage (EYFS). You will be required to spend a minimum of 2 weeks engaging with Key Stage 1 and 30 days with children aged 0-3 years.</p> <p>This course will enable you to apply your learning to your work place setting. University tutors and workplace tutors will play a key role in supporting you to reflect and develop your teaching practice to demonstrate the Teachers' Standards (Early Years).</p> <p>A distinctive feature of the EYITT at NTU is that you will be given the opportunity to gain a QCF Level 1 Forest School award.</p>
<p>7. <b>Course outcomes</b> The course outcomes describe what you should know and be able to do by the end of your course if you take advantage of the opportunities for learning that we provide.</p>
<p><b>Knowledge and understanding</b> By the end of the course you should be able to:</p>
<ol style="list-style-type: none"> <li>1. Demonstrate comprehensive knowledge and awareness of specific issues in Early Years education;</li> <li>2. Explore, understand and critically evaluate the pedagogic approaches for working with young children and families and their wider professional responsibilities;</li> <li>3. Critically review aspects of leadership and management in Early Years and have a critical awareness of associated theories;</li> <li>4. Demonstrate a critical understanding of national perspectives on approaches to effective Early Years pedagogy;</li> <li>5. Synthesise aspects of leadership and management in Early Years education and apply to personal and professional development;</li> <li>6. Evaluate complex aspects of quality provision for young children and their families, and apply to the Early Year's context.</li> </ol>
<p><b>Skills, qualities and attributes</b> By the end of the course you should be able to:</p>
<ol style="list-style-type: none"> <li>1. Accept accountability and perform with a high level of professionalism, independence and responsibility;</li> <li>2. Draw on a comprehensive range of insights in order to demonstrate the ability to communicate a clear and explicit vision for Early Years education;</li> <li>3. Develop and promote your personal and professional values and leadership, and use them to inform and shape your practice and the experience of babies and young children;</li> <li>4. Deploy effective transferable skills appropriate to Early Years settings including: <ul style="list-style-type: none"> <li>- Verbal and written communication;</li> <li>- Leadership;</li> <li>- Collaboration with professional colleagues;</li> <li>- Use of literacy, numeracy and ICT.</li> </ul> </li> </ol>
<p>8. <b>Teaching and learning methods</b></p>
<p>The course is committed to enhancing the quality of your practice by recognising your strengths and scaffolding your learning to support you as an independent and lifelong learner.</p>

You will be taught predominantly in small groups as pedagogically this leads to a positive student experience where ideas can be shared, developed and discussed. The learning strategy is rooted in a concern to encourage you to become an autonomous and reflective learner as you progress through the course.

The design of this course very much reflects the approach we would take with very young children aged 0-5 to recognise strengths and scaffold the future development of higher order competence. The use of literature from a variety of sources will enable you to develop a critical understanding of early years.

Teaching and learning activities include:

- Workshops;
- Seminars;
- External visits;
- Guest speakers;
- Individual and group tutorials;
- Peer support groups;
- Individual supervision;
- Directed learning tasks;
- Independent learning;
- Placement Observation; and
- Work based learning/placements.

Modules will generally run for either a half or full year. The course will be delivered to support you as a graduate who is in employment by utilising a range of delivery models, including evening and weekend face-to-face delivery, Skype tutorials, email communication and technology driven learning.

The course will make extensive use of the University's Virtual Learning Environment (NOW) facility, including e-learning, recognising that you will also learn outside of the university campus, particularly as you are working within an Early Years setting.

**9. Assessment methods**

Throughout the course you will be asked to undertake a series of assessments. This provides a maximum opportunity for you to demonstrate your knowledge, skills and abilities of the Teachers' Standards (Early Years).

By building a portfolio you will be able to gather information, organise ideas and evaluate approaches to Early Years teaching, learning, leadership and management, through reflection and discussion.

A presentation assessment will allow you to demonstrate key skills of professionalism.

By developing academic essays and case study you will be able to explore critically the work of yourself and other; and evidence your ability to synthesise, select and justify data sources.

	Level	Credit Weighting	Assessment Type	Assessment Activity
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Early Years Professional Practice	6	0	100% coursework	Portfolio
Education Policy and Practice in Early Years	6	20	100% coursework	Written assignment: 3, 500 words
Responding to the Strengths and Needs of all Children	6	40	100% coursework	Presentation
Professional Leadership in Early Years	7	20	100% coursework	Case Study
Knowledge of Early Learning and EYFS	7	40	100% coursework	Essay: 5, 000 words
Forest School (Optional)	NQF Level 1	0	100% coursework	Portfolio

**10. Course structure and curriculum**

This Postgraduate Certificate in Education (Early Years Initial Teacher Training) is a one-year academic course. It has been designed to meet the needs of the Early Years workforce by enabling you to meet the Teachers' Standards (Early Years). The course design offers you specialist training to develop your knowledge, understanding and appropriate pedagogy to teach across 0 to 5, in both Early Years settings and Key Stage 1 and 2.

	Term	Module overview
Early Years Professional Practice	1-3	This module is delivered over three terms and allows you to gather a portfolio of evidence to demonstrate you have met the Teachers' Standards (Early Years) by the end of your course. The module is designed to equip you with the necessary skills to reflect and develop your practice when teaching young children, 0-5. This module requires you to engage in self-reflection, and to share practices with other professionals. The focus of the module will be tailored around the Teachers' Standards (Early Years). You will be required to demonstrate how you implement each of the standards effectively across the whole age range of 0-5 years. You will be expected to demonstrate you have gained work experience across a minimum of 2 Early Years setting, including Key Stage 1, to widen your teaching experience and share practices. You will build upon personal and academic experiences of early child development, exploring current issues with regards to Early Years pedagogy.
Education Policy	1-2	The focus of this module will be on policy

	and Practice in Early Years		analysis and processes of policy formulation, implementation and evaluation. It also explores the various influences on these processes at global, national, regional and local levels. You will explore contemporary education reforms within the UK and internationally in terms of their origins, orientations and consequences for Early Years settings. The governance of Early Years settings and the power of the state is a central element of this module and the issues which arise from international bodies such as the United Nations Organisation. Political, social, economic, technological and ethical issues around educational policy-making are examined.
	Responding to the Strengths and Needs of all Children	1-3	This module aims to enable you to respond to the strengths and needs of all children. The module will consider the broad areas of observation, planning and assessment. It will take account of how your knowledge of children informs planning of education and care; and how to adapt such programmes to take account of the needs of all children, 0-5. The module considers partnership working with parents and carers, alongside other professionals, to support children's learning and provide environments and activities which offer opportunities for children to develop their existing skills and competencies within the Early Years. The module will further consider children's transitions and how a range of factors can contribute to children's learning and development.
	Professional Leadership in Early Years	1-2	This module seeks to enable you to critically explore, examine, use and apply a range of leadership and management skills through an interrogation of the appropriate academic literature, and of practice experiences. This module aims to enable you to reflect on your professional practice when leading quality within their organisation. You will consider the pedagogical, environmental and the interpersonal skill set required to lead and manage Early Years care and education. This module will further provide you with the opportunity to develop a critical understanding of effective leadership and management models and strategies. The module will explore change within practice from a leadership perspective, and critically analyse the impact of such change on Early Years settings, from practitioner, parent and child perspectives; as well as wider stakeholders.

Knowledge of Early Learning and EYFS	1-3	As part of this module you will explore and reflect on how young children learn, grow and develop. You will build upon personal and academic experiences of early child development, and consider these in the light of well-established theoretical perspectives, current national and international research, as well as media perspectives. You will investigate all aspects of child development and the non-linear, individual emergence of skills, concepts, moral and spiritual awareness, language, self-esteem and social attributes of very young children; exploring how to promote good progress and outcomes for children. Within this module you will be required to demonstrate a good knowledge of a range of statutory and non-statutory Early Years Frameworks, and consider how to apply these in practice to set high expectations which inspire, motivate and challenge all children.
Forest Schools (optional)	3	This module will allow you to develop an understanding of the Forest School ethos and approach to learning, including analysing the risks, the impact to the environment and the activities involved.
<b>11. Admission to the course</b>		
<p><b>Entry requirements.</b></p> <p>For current information regarding all entry requirements for this course, please see the 'Applying' tab on the NTU course information web page.</p>		
<b>12. Support for learning</b>		
<p>The University Student Support Services offer you a comprehensive support system for a wide range of issues which you may face during your period of study. For example support in managing your finances or managing your time. There is also extensive web based study skills support.</p> <p>The Nottingham Institute of Education has a strong partnership with Early Years settings and schools. We will support you to access your second work placement experience to ensure you meet the requirements of the Teachers' Standards (Early Years).</p> <p>Your employer will receive up to a maximum of £7,000 to support you in completing the course. This can be used for staffing costs to release you from your employed duties to enable you to undertake relevant work placement and continuous professional development.</p> <p>The practice element of your course will be supported by your highly experienced tutor team in the form of tutor visits and regular visits with your university tutor.</p>		
<b>13. Graduate destinations/employability</b>		

<p>The design of the course draws heavily on the input of colleagues from our partnership schools and Early Years settings to ensure it meets the needs of employers across this sector in terms of the attributes you would expect from an Early Years Teacher. As such there has been a collaborative approach to the development and overall design of this course.</p> <p>As a graduate with this qualification you will be amongst the highest qualification group working in this sector; obtaining the only teaching qualification available for this age-range. Additionally, the achievement of a Postgraduate Certificate in Education (EYITT) provides you with the opportunity to continue with your studies and achieve a full Masters award in Early Years.</p>										
<p><b>14. Course standards and quality</b></p>										
<p>The academic standards of NTU courses are rigorous. Each Course Leader evaluates their module and writes a report to inform the annual course quality report. You, as a student play a crucial role in this process. You are invited to provide feedback on your learning experiences to inform this report through module evaluations. There is also a Staff Student Consultative Committee and a School Forum which meet termly. As a student you are also invited to participate in Course Committee.</p> <p>All evaluations feed into the annual Course Standards and Quality Report (CSQR). This draft report is then scrutinised by the Course Committee. The final report is then submitted to the School Academic Standards and Quality Committee (SASQC) who make recommendations to the Course Committee for future action.</p> <p>The course also has an External Examiner who will report on the quality of the assessment process, and also provide a formal report to the university.</p> <p>The course is also subject to regular inspections by Ofsted.</p>										
<p><b>15. Assessment regulations</b></p>										
<p>This course is subject to the University's Common Assessment Regulations for PGCE awards which are available on request.</p>										
<p><b>16. Additional Information</b></p> <table border="0"> <tr> <td>Collaborative partner(s):</td> <td></td> </tr> <tr> <td>Course referenced to national QAA Benchmark Statements:</td> <td>Yes – QAA Masters Characteristics; Education Studies</td> </tr> <tr> <td>Course recognised by:</td> <td>NCTL</td> </tr> <tr> <td>Date this course specification approved:</td> <td>May 2015, revisited October 2016</td> </tr> <tr> <td>Any additional information:</td> <td></td> </tr> </table>	Collaborative partner(s):		Course referenced to national QAA Benchmark Statements:	Yes – QAA Masters Characteristics; Education Studies	Course recognised by:	NCTL	Date this course specification approved:	May 2015, revisited October 2016	Any additional information:	
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