



UNIVERSITY OF
PORTSMOUTH

COURSE SPECIFICATION

Graduate Certificate

Early Years Initial Teacher Training

**Academic Standards, Quality and Partnerships
Department of Student and Academic Administration**

July 2021

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COURSE SPECIFICATION

Course Title	Graduate Certificate Early Years Initial Teacher Training (EY ITT)
Final Award	<i>Early Years Teacher Status (EYTS)</i>
Exit Awards	<i>Graduate Certificate</i>
Course Code / UCAS code (if applicable)	<i>C2634P, P2634PTC</i>
Mode of study	<i>part time</i>
Mode of delivery	<i>Campus</i>
Normal length of course	<i>1 year</i>
Cohort(s) to which this course specification applies	<i>from September 2019 intake onwards</i>
Awarding Body	<i>University of Portsmouth</i>
Teaching Institution	<i>University of Portsmouth</i>
Faculty	<i>Faculty of Humanities and Social Sciences</i>
PpSchool/Department/Subject Group	<i>School of Education and Sociology (EDSOC)</i>
School/Department/Subject Group webpage	http://www2.port.ac.uk/school-of-education-and-childhood-studies/
Course webpage including entry criteria	https://www.port.ac.uk/study/courses/gradcert-early-years-initial-teacher-training
Professional and/or Statutory Regulatory Body accreditations	<i>Department for Education - DfE</i>
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-early-childhood-studies.pdf	<i>level 6</i>

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Course and Module Catalogue](#) for further information on the course structure and modules.

Educational aims of the course

This programme is designed to provide Early Years trainee teachers the opportunity to study the theory and practice of early years education from the perspective of children, practitioners, teachers and other key stakeholders in early years education. The overarching aim of the graduate certificate Early Years ITT (EYTS) is to provide a programme to train effective practitioners and teachers who will be able to ensure positive outcomes for babies and young children. This will be achieved by:

- Enabling early years' trainees to recognise and apply the principles of equity, inclusion and participation in work with children, families, communities, colleagues and the wider professional team. Global perspectives will be considered in order to frame work in the Early Years Foundation stage (DfE, 2021) which applies only to England.
- Promoting an autonomous, enquiry based approach to the challenging nature of professional learning and the development of pedagogical awareness, subject knowledge and teaching skills.
- Providing a rigorous theoretical and research-based perspective to extend an ability to reflect critically upon personal and professional values and the complex nature of effective learning & teaching.
- Encouraging accountability for personal progress through the planning and completion of study and subsequent professional development.
- Enabling trainee teachers to develop conceptual and analytical methods in educational research and to recognise the complex interrelationship between educational theory, policy and practice
- Enabling trainees to gain advanced knowledge and professional skills as required to meet the standards for Early Years Teacher Status

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment Methods*
A1	<i>The Early Years Foundation Stage (EYFS) and National Curriculum (NC) Programmes of Study for Key Stage 1 and pathways for progression. (England).</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>essays, E portfolio</i>
A2	<i>The values, aims and purposes and the general teaching requirements set out in EYFS and the NC</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson observation, essays, E portfolio</i>
A3	<i>The expectations, typical curricula and teaching arrangements in Early Years and Key Stage 1.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>essays, E portfolio</i>

A4	<i>Relevant research informed and good practice guidelines and inspection evidence relating to pedagogy and professional values and practice drawing upon local and global pedagogy.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, essays, E portfolio</i>
A5	<i>Basic enquiry methods relevant to education.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>essays, E portfolio</i>
A6	<i>Theories of teaching and learning including learning and teaching styles and pedagogical knowledge and practice relevant to both stage and subject.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, essays, E portfolio</i>
A7	<i>Procedures and practice for both formative and summative assessment, their strengths and limitations within Early Years' education.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, essays, E portfolio</i>
A8	<i>A range of strategies for promoting positive values, attitudes and behaviours expected of children and establishing a safe and stimulating learning environment.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, essays, E portfolio</i>
A9	<i>The role and application of technology and media in the wider environment and its value and impact within Early Years' education.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, essays, E portfolio</i>
A10	<i>Respecting the diversity of learners' individual needs and meeting those needs through differentiation. Showing awareness of social justice, children's rights and the impact of global perspectives.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, action research, E portfolio</i>
A11	<i>The role of multi-agency professional teams and partnership with parents and/or carers.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, essays, E portfolio</i>

Learning and teaching pedagogy will offer contributions from guest speakers; involve participatory activities; use real world case studies and critical incidents; experiential learning and co inquiry. Curricular themes embed the notion of education for sustainable development. Trainees will acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future for themselves, their colleagues and the children and families they work with.

B. Cognitive (Intellectual or Thinking) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment Methods*
B1	<i>Within their own professional dialogue and practice to be able to use good practice guidelines and inspection evidence effectively.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, essays, E portfolio</i>

B2	<i>Suggest independent interpretations of data using primary sources.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, essays, E portfolio</i>
B3	<i>Reflect critically upon the relationship between theory and their professional practice</i>	<i>lectures, seminars, group work, simulations and</i>	<i>essays, E portfolio</i>

		<i>work placement</i>	
B4	<i>Consider the effectiveness of a range of teaching and learning strategies used within the field of early years education</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, essays, E portfolio</i>
B5	<i>Use IT and e-learning competently to access, interpret, assess and present information in a range of appropriate formats.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, essays, E portfolio</i>
B6	<i>Deal with educational issues effectively and communicate their conclusions based upon evidence to a range of audiences including mentors, practitioners, teachers, other professionals and senior management within the EY ITT programme.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, essays, E portfolio</i>
B7	<i>Consistently apply professional integrity to their own practice.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, essays, E portfolio</i>
B8	<i>Make recommendations based upon enquiry into practice to justify improved practice.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, essays, E portfolio</i>

C. Practical (Professional or Subject) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment Methods*
C1	<i>Communicate effectively with babies, children, professional colleagues, parents and carers</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, essays, E portfolio</i>
C2	<i>Reflect on and improve their practice and take responsibility for identifying and meeting their professional development needs.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>essays, E portfolio</i>

C3	<i>Be aware and have knowledge and understanding of teaching, learning and the positive values, attitudes and behaviours expected of children including adapting education and care to respond to the strengths and needs of all children to provide an opportunity for all Children to achieve their potential.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, essays, E portfolio</i>
C4	<i>Understand and lead assessment within the framework of the EYFS framework, including statutory assessment requirements (see annex 1 of the Teachers' Standards Early Years).</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, essays, E portfolio</i>
C5	<i>Have secure knowledge of the EYFS areas of learning and development to enable them to teach effectively across the age and ability they are trained to teach. Demonstrate academic, core subject pedagogy as an EYFS practitioner.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>essays, E portfolio</i>
C6	<i>Have secure knowledge of the relevant statutory and non-statutory EYFS and Key Stage 1 curricula frameworks and other relevant initiatives across the age and ability they are trained to teach</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, essays, E portfolio</i>

Professional Learning Outcomes

In addition, trainees will be required to evidence the professional skills and underpinning knowledge required to meet the Teachers' Standards Early Years:

Standard 1: Set high expectations which inspire, motivate and challenge all children.

Standard 2: Promote good progress and outcomes by children.

Standard 3: Demonstrate good knowledge of early learning and EYFS.

Standard 4: Plan education and care taking account of the needs of all children.

Standard 5: Adapt education and care to respond to the strengths and needs of all children.

Standard 6: Make accurate and productive use of assessment.

Standard 7: Safeguard and promote the welfare of children and provide a safe learning environment.

Standard 8: Fulfil wider professional responsibilities.

D. Transferable (Graduate and Employability) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment Methods*
D1	<i>Organise, evaluate and communicate their opinions and arguments in both written and spoken language, showing confident use of specialist vocabulary.</i>		<i>Presentation, Lesson Observation, essays, E portfolio</i>

D2	<i>Use a range of educational IT hardware and software appropriately. To include digital cameras, interactive whiteboard, Early Years Online Learning Journals, Power Point, Microsoft Office and Excel and the internet.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, action research, essays, E portfolio</i>
D3	<i>Process and synthesise empirical and theoretical data, to present and justify arguments</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Presentation, Lesson Observation, action research, essays, E portfolio</i>
D4	<i>Work independently, demonstrating initiative and self-management</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, action research, essays, E portfolio</i>
D5	<i>Interpret and use graphical and tabular presentation of data in a critical and constructive way</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Presentation, Lesson Observation, action research, essays, E portfolio</i>
D6	<i>Articulate on preferred learning strategies, reflect on these in the light of learning theories, and use them to organise an effective work pattern including working to deadlines and targets.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Lesson Observation, action research, essays, E portfolio</i>
D7	<i>Identify and provide credible solutions to complex issues within the field of Early Education that are significant in scope.</i>	<i>lectures, seminars, group work, simulations and work placement</i>	<i>Presentation, lesson Observation, action research, essays, E portfolio</i>

***Assessment Methods** – Trainees receive formative assessment during lesson observations in the setting or on placement (followed by written summative feedback); in professional interviews, tutorials; in class group presentations; lecture Q & A sessions; weekly mentor meetings and reviews of the Professional Development and Training Plan (PDTP).

Academic Regulations

The current University of Portsmouth [Academic Regulations](#) will apply to this course.

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [MyPort](#) student portal.

In addition to these University support services this course also provides...

A Course managed by a Course Leader

Extensive induction programme introduces the trainee to the University and their course

Each trainee has a personal tutor and work-based mentor responsible for pastoral support and guidance

University support services include careers, financial advice, housing and counselling

[The Academic Skills Unit \(ASK\)](#),

Departmental based Learning Development Tutors (LDT)

The Additional Support and Disability Advice Centre (ASDAC)

Excellent library facilities

Trainee course and unit handbooks provide information about the course structure and University regulations

Formative and summative feedback is provided for all assessments

Personal Development & Training Planning (PDTP) for all awards

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information. Reference Points

Reference Points

The course and outcomes have been developed taking account of:

- [University of Portsmouth Curriculum Framework Specification](#)
- [University of Portsmouth Strategy](#)
- [University of Portsmouth Code of Practice for Work-based and Placement Learning](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements REVISIONS](#)
- [Quality Assurance Agency Subject Benchmark Statement for Education 2019](#), Early Childhood Studies, 2019
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- Requirements of Professional and/or Statutory Regulatory Bodies: **DfE & Ofsted - to be recommended for Early Years Teacher (EYTS) trainees need to demonstrate that they meet the Standards set out for Early Years Teachers (Teachers' Standards - Early Years, 2013) as laid out by the DfE.**
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff

Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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