

Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:

Plymouth Marjon University

1.2 Teaching Institution:

Plymouth Marjon University

1.3 Locus of Delivery:

Plymouth Marjon University

1.4 Final Award Title:

PG Dip

1.5 FHEQ Level:

7

1.6 Programme Title:

Early Years Initial Teacher Training
*With Graduate entry and Graduate
employment-based pathways*

1.7 Mode and Duration of Study:

Full Time – one year

1.8 School:

Education

1.9 HECoS Code:

100463

1.10 Collaborative Provision Arrangement:

N/A

1.11 Admission Criteria:

Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.5 or equivalent. Normal University entrance criteria apply (please refer to the website for further details).

International students will be expected to meet the English language requirements of IELTS 6.5 or equivalent.

Entrants must have an honours degree 2:2 or above and a grade C or 5 (or an acceptable equivalent) in the GCSE examination in English and Mathematics, and Science.

Suitability Clearance

You will be required to:

- Provide a satisfactory DBS (Disclosure and Barring Service), Enhanced Disclosure, related to the Rehabilitation of Offenders Act 1974 and the Joint Circular 'Protection of Children'
- Meet the Secretary of State's requirements for physical and mental fitness to teach as detailed in 'Fit to Teach' by completing an on-line medical questionnaire
- Take part in an interview process

1.12 Accrediting Professional Body/PSRB
1.13 QAA Subject Benchmarking Group(s):
1.14 Other External Points of Reference:

- Complete the current national skills tests
Department for Education
Education studies (2015)
 - QAA Master’s Degree Characteristics (2015)
 - Framework for Higher Education
Qualifications (FHEQ)
 - UK Professional Standards Framework
 - Teachers standards (Early Years)
 - Early years initial teacher training Funding
guidance
 - Early years ITT requirements and
supporting advice
 - ITT Compliance standards
 - ITT Framework; BM content for ITT;
National standards for school-based
mentors
 - OFSTED ITT inspection handbook
 - DFE Standards for Teachers professional
development
- English

**1.15 Language of Study (for learning,
teaching and assessment):**

1.16 Work-Based Learning Arrangements:

School based training in line with EY Initial
Teacher Training compliance criteria across
the South West and beyond through module
EYTM51

1.17 Arrangements for Distance Learning:

N/A

1.18 Original Date of Production:

December 2018

1.19 Date of Commencement:

September 2019

1.20 Review Date:

By August 2025

2. Programme Outline

The Post Graduate Diploma Early Years leads to both an academic award and the professional qualification: Early Years Teacher Status (EYTS). This programme engages students in a challenging and high-quality educational experience. Throughout the study period students are able to apply and develop their academic knowledge and understanding to their work practice with babies and young children, families, communities and as part of wider professional networks. Students will through this programme develop knowledge, understanding and skills required to practice effectively and collaboratively as reflective and ethically informed early years educators.

The programme enables students to engage in a process of professional development that informs and shapes their professional identity and equips them to practice in complex and changing Early Years’ environments.

The programme maintains the academic underpinning of educational theory and research but enhances the opportunities for contextualising and reflecting on the theory in practice. It is this fusion of theory and practice that has enabled wider dialogue and sharing of professional practice across the partnership. Not only are the nursery settings the best places for students to develop their teaching skills, there are also centres for action research and reflective practice and for modelling evidence informed practice.

In line with the University Strategy and vision the programme enables students to develop a range of skills, knowledge and understanding empowering them individually and as part of professional/social networks to contribute towards achieving socially just and sustainable communities and environments. The work-based element of the programme provides opportunities for students to develop relevant experience in working with babies and young children, their families and communities as part of the Universities overall contribution to wider sustainable development locally, regionally and beyond.

The programme is available through two routes:

- **Route one:** Postgraduate Diploma in Early Years initial teacher education Graduate employment based (GEB) designed for those already working in an early years setting, this route will work for you. It is also known as the Graduate Entry Employment-based route. Financial support is usually available to employers to release staff to attend this programme.
- **Route two:** Postgraduate diploma in Early Years initial teacher education Graduate entry mainstream (GEM) designed for graduates in any discipline, this route is ideal for those who've decided to change careers, or new graduates with an interest in early years education. The programme is fully funded by the Department for Education and small bursaries to support your day-to-day living may be available for eligible candidates. It's also known as the Graduate Entry Mainstream Route.

Growth Plan

- **Proud to be Marjon** - The EYITT PGDE aims at providing a high quality professional postgraduate experience that students can rightly be proud of for their entire careers and that will enable students to have significant impact within the Early Years community. As a work-based programme the collaboration between the University and different settings across Marjon TEP, generated a collective sense of responsibility and pride amongst all stakeholders.
- **Centred on Student Success** - The programme team are committed to enabling every student to discover and fulfil their potential as an Early Years Teacher with leadership potential. Outstanding student outcomes will be the number one priority of the programme team supported by a friendly and highly supportive culture to empower our students to succeed.
- **Building a Vibrant Future** - The EYITT PGDE is an establish programme with innovative approaches to teaching, learning and professional practice, preparing the next generation of Early Years Teachers to enter the profession across the southwest and have impact on many children, and their families in the future.

Values

Ambition - The EYITT PGDE creates Early Years Teachers with great ambition, ambition for themselves being not just job ready but promotion ready with many taking on leadership responsibility early in their career or establishing their own business; and, ambition for the children they work for striving to ensure that their practice has laid strong foundations to the rest of a child's formal education.

Curiosity - The research informed teaching approach taken by the programme team enables new and innovative ideas to be explored. Students also develop curiosity through their work in the complex multi-agency environment which encourages them to push boundaries, enhance and improve their skills.

Independence – Reflective practice is the thread that holds the programme together and develops independence in the students with a clear sense of personalised learning through

individualised professional development, developing a strong sense of professional identity.

Humanity – The nature of the professional that students are entering requires high levels of humanity, with an overt focus on developing inclusive and anti-oppressive practice in meeting the current and future needs of babies, young children and communities.

3. Distinctive Features

The EYITT PGDE is distinctive as it is based around Heutagogy, the study of self-determined learning, in self-determined learning, it is important that learners acquire both competencies and capabilities (Stephenson, 1994 as cited in McAuliffe et al., 2008, p. 3; Hase & Kenyon, 2000, 2007). Competency can be understood as proven ability in acquiring knowledge and skills, while capability is characterized by learner confidence in his or her competency and, as a result, the ability “to take appropriate and effective action to formulate and solve problems in both familiar and unfamiliar and changing settings” (Cairns, 2000, p. 1, as cited in Gardner, Hase, Gardner, Dunn, & Carryer, 2007, p. 252).

Underpinning this is a focus on reflective practice that weaves its way through all modules and acts as a thread to hold learning together, EYITT students are encouraged to become a reflective practitioner fusing personal beliefs and values into a professional identity (Larrivee, 2000).

A range of learning and teaching methods are utilised across the programme to support the needs of individual students, recognising that each student will have different strengths, abilities and preferred ways of learning. The varied assessment methods also recognise the individuality of students on the programme and further recognising that different students will excel in different modes of assessment.

The EYITT PGDE offers a higher level of academic engagement and qualification than other postgraduate routes do not do, providing an easy stepping stone to full masters but also focuses on action enquiry supporting leadership development, which in turn support rapid career development.

Staff working on the programme come from a range of backgrounds, including Children’s Centres, maintained nursery schools, schools and the private, voluntary and independent childcare and education sector. The staff have a range of research interests in Early Years including transitions, parent partnership, play, quality and leadership. This range of experience and varying research interests enables them to effectively support students working or in placement in a range of settings, tailoring learning experiences to their individual needs.

4. Programme Aims

The programme is designed to enable students to simultaneously develop their knowledge and skills and provides opportunities to develop their own scholarship through holistic, inter-disciplinary, critical and rigorous enquiry. Students will be enabled to engage in high level reflection, literature-based and practice-based activities. Programme outcomes have been developed in such a way that they emphasise the envisioning and integration of theory and practice; so that students develop as effective, reflective Early Years Teachers.

The programme outcomes are also informed by the Early Years Teacher Standards (2013) with reference to the Master’s Degree Characteristics (2015).

All of the outcomes include aspects of knowledge and understanding; intellectual abilities, practical skills, key and transferable skills and can be categorised as follows:

The programme aims to:

- Develop student’s knowledge, understanding, reflection, analysis, articulation and

ability to learn independently, commensurate with a level 7 award.

- Provide an education to promote knowledge and understanding of Early Years Education and Care; in the context of difference, diversity and inequality and as a method of developing inclusive and anti-oppressive practice in meeting the current and future needs of babies, young children and communities.
- Develop student's systemic and critical awareness of the role of values and ethics in the theory and practice of Early Years Education and Care.
- Develop professional confidence and a strong sense of their own professional identity and ability to engage critically with a range of complex professional dilemmas and contexts.
- To enable students to develop knowledge, understanding and skills so they can meet the requirements of the Teachers' Standards (Early Years) (2013).

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. An in-depth critical evaluation of key concepts and theoretical perspectives and frameworks within and surrounding Early Years Practice.
2. A commitment to the application of the values in Early Years teaching, as well as a critical awareness of them in practice.
3. An in depth understanding of a range of formal and informal educational roles played by Early Years Teachers alongside the different models, approaches and methods of practice.
4. A critical appreciation of the professional role of an Early Years Teacher and their contribution to a range of contexts including multi professional practice, integrated teams and partnerships.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

5. Critical analysis of policies and practices informed by a range of theoretical perspectives.
6. The application of their knowledge and understanding critically to locate and justify their position in relation to their role as an Early Years Teacher.
7. A critical awareness of disadvantage and inequality and ability to critically evaluate a range of anti-oppressive approaches as practice strategies to address such issues.
8. A high level of skill in integrating theory to practice.
9. The ability to engage in practice related enquiry within an ethical research framework to develop and extend professional Early Years practice and provision.

Practical skills:

By the end of this programme students should be able to demonstrate:

10. The ability to confidently adapt and develop skills and/or procedures for new situations, exercising initiative and personal responsibility in making informed judgements.
11. The ability and confidence to articulate an integrated, critical, reflective and effective orientation to their practices and their personal responsibilities in professional practice.
12. the knowledge, understanding and skills so they can meet the requirements of the

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

13. The ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. As a result of this ability, they will demonstrate a caring attitude and concern for the children and their parents/carers.
14. The ability to exercise initiative and personal responsibility, decision making in complex and unpredictable situations. As a result of this ability, they will demonstrate a caring attitude and concern for the children and their parents/carers.
15. The independent learning ability required for continuing professional development.
16. The ability to communicate in a variety of media effectively and sensitively with a wide range of professionals and non-professionals including colleagues, children, parents/carers and colleagues.
17. The ability to locate, use effectively and evaluate the full range of learning resources, including ICT, applying a critical and confident approach.

6. Learning and Teaching Methods

Method	Description
Coaching and mentoring	Structured, sustained process for supporting professional learners through significant career transitions and development of a specific aspect of a professional learner's practice.
Directed Study & Reading	Time set aside by the teacher for learners to study a particular subject.
Distance learning	Students are expected to critically engage with a wide range of resources available through the internet and other forms of electronic media.
e- learning	Utilisation of electronic media, normally via the university's virtual learning environment to support learning in a variety of ways. Examples include providing direct access to relevant reading, the development of blogs and interactive discussions, for notices and updates.
Group-work	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the module or wider trainee community. It can include exercises, activities, debates, and discussion.
Lectures	Subject introduced and delivered in a specific time which transmits information.
Master Class	Learning delivered by a highly regarded practitioner sometimes in the form of a lecture demonstration and sometimes using students as subjects. Examples include; a trained Mental Health practitioner supporting children in nursery setting or a Forest School Workshops.

Peer observation	Trainees observe peers'/colleagues' presentations in order to provide critical, constructive feedback.
Practice-based, informal learning communities	Learning 'conversations' initiated by, and to other trainees either through their professional community/ies or informal social media such as Twitter and Facebook.
Professional development planning	Trainees take part in activities that contribute towards the creation of either an individual learning plan or study or research plan, depending on their stage in the PGDE.
Seminar	A session or class in which a topic is discussed by a tutor and a small group of trainees.
Supported, independent study	Activities where a trainee conducts research or another identified learning activity either on their own and/or with tutor support (face-to-face or otherwise).
Tutorials	Individual one to one or group tutorials with a nominated university tutor.
Workshops	A group learning experience offered in a variety of formats appropriate to the topic e.g. input and discussion, writing and/or participatory exercises, demonstrations, presentations

6.1 Learning Enhancement

We place a strong emphasis on teaching quality, ensuring that teaching and learning methods provide an appropriate level of contact, stimulation and challenge, and which encourages student engagement and effort. To this end a range of learning and teaching approaches is utilized on this programme to enable flexible, student-centred learning. Considerable emphasis is placed on critical enquiry and dialogue in relation to learning and development through practice and for advanced scholarship. The programme seeks a balance between teaching and learning methods that include, working in small seminar groups, lecture inputs, independent study, and individual supervision. As the new programme develops there will be increasing emphasis on blended learning via the University Virtual Learning Environment. There will also be opportunities for students to enhance their learning outside of the formal programme through participation in Forest School workshops.

Students' academic experiences are tailored to the individual, maximising rates of retention, attainment and progression, this is achieved through the learning and teaching approaches employed. These approaches contribute directly to the development of key and transferable skills and professional practice skills. Students are encouraged to develop confidence in using their practice as a site of analysis and to enable discussion and enhance their and others' learning. Practice-based learning is central to the programme and this is integrated into the programme. Tutors are central to student's learning and professional development in their role as practice supervisors where they assist the students' task of relating and integrating theory and practice. In addition to the module leader students are assigned a University Tutor who will provide tutorial support teaching practice. The University Tutor role contributes to ensuring a holistic approach to professional development supported by module specific support and learning resources. Throughout the programme students are encouraged to identify and engage in independent reading to supplement and consolidate teaching and learning and to broaden individual knowledge and understanding of their subject area/s. University tutors play a significant role in supporting this dimension of the learning experience.

6.2 e-Learning

In line with the University Learning and Teaching Strategy the teaching team are committed to

engaging with and developing further new approaches to teaching and learning, including the full and active use of the VLE, the use of open learning resources and audio capture of lectures where appropriate.

E-learning and digital literacy development will be a central component of the programme. However, the relationship with e-learning and digital literacy will differ depending on the pedagogy of the module. All modules will provide information and links to literature and other resources on the University's virtual learning environment. The modules will utilise a blended learning approach via the Virtual Learning Environment in which e-learning activities support the face to face interaction and learning environment as well as providing the trainees with opportunities to further enhance and apply their knowledge and practice.

Many students elect to form their own informal learning and support community through their workplaces and utilise social media such as Twitter to share research progress. E survey tools are used for partnership quality assurance and collection for trainee's voice such as Survey Monkey. As university tutors continue to develop their own digital scholarship competence through training, trainees will have opportunities to engage with a range of digital learning experiences, e.g. Mahara, BlueSky, Google docs.

7. Modes of Assessment

Method	Description
Action Enquiry Project	An individually conducted and practice-driven project, which aims to inform and enhance practice.
Conference presentation	Students orally and visually present proposals or project activities undertaken using a conference style
Coursework	A written, evaluative report or essay based on critical and analytic reflections on any given research topic or situations in work, work-related setting/s or of professional interest
EYTS Evidence base	Ongoing generation of evidence through practice-based learning, including records of progress against the EYTS over time
Online Blog	A journal, diary or blog/ Vlog of students' learning based on critical and analytic reflections on any given situation/s in the work setting/s or area of professional interest.
Portfolio	Students are required to submit a portfolio of work, normally containing a mixture of work, such as reflections, critical analysis and evidence, related to work, placements or areas of professional interest

Supporting teaching quality, the effectiveness of course design, assessment and feedback, in developing students' knowledge, skills and understanding underpin the student experience. Assessment follows normal University regulations and policies and is undertaken through students submitting work for marking, moderation and external examination, typically utilising a range of assessment modes. In all modules, the titles and focus of assessments are drawn from and informed by students' professional development needs and discussed and approved with University Tutors. The purpose of assessment is to demonstrate to staff and students the achievement of individuals in specific areas of work. Assessment is viewed as an aid to learning and as a means of professional and academic self-evaluation. Moderation by an External Examiner enables a wider reference point of the standards attained. There are a wide range of assessment opportunities throughout the programme designed to develop the students' abilities to be critically reflective and to engage in critical discourse. Formative assessment is used

throughout the programme, with clear target setting, sharing of objects, use of feedback, peer review and structured questioning. Academic work will be produced, submitted and marked in accordance with the university's assessment requirements as specified in the Student Handbook.

The following table indicates the summative assessment outcomes for this Masters Level Programme in line with the University's published M Level descriptors.

Distinction	70 to 100
Merit	60 to 69
Pass	50 to 59
Fail	1 to 49

Assessment in Settings for EYTS

Trainees must meet all the Teachers' Standards (Early Years) at a minimum level in order to achieve the award of EYTS and the entry into early teacher career development; the majority exceed these at a good or outstanding level. Trainees are assessed against the Teachers' Standards (Early Years). Setting-based mentors and University tutors assess students' competency against the Teachers' Standards (Early Years) through observing them teach, scrutinising files and assessing their EYTS evidence base. The activities and tasks the students are expected to carry out while on placement link directly to their work in the University, thereby explicitly linking theory and practical application. This is in line with the University's Placement Learning Policy.

Professional assessment is carried out in line with the ITT compliance criteria and current OFSTED inspection framework for ITT. All trainees will follow the Plymouth Marjon University's assessment structure for assessing trainee progress. This is an electronic document that allows mentor and trainees to track their progress and training and to set realistic and achievable targets throughout their training year. This is used at key review points during mentor meetings and allows trainees to focus on their progress linked clearly to the Teachers' Standards. It is a formative document that allows both the trainee and mentor to track training and progress towards the award of EYTS. Both the trainee and mentor will need to decide on the BRAG rating at the stage the trainee is at against the Teachers' Standards: 1 (Blue), 2 (green), 3 (amber) or 4 (red), culminating in a summative judgement based on trainee outcome of attainment, according to current OFSTED criteria in teaching terms, Grade 1 being 'Outstanding', grade 2 being 'Good', grade 3 being 'meeting the minimum requirements but requiring improvement' grade 4 being 'failing to meet the minimum requirements'. Moderation by External Moderator and internal quality assurance processes enables a wider reference point of the standards attained and accuracy of judgements made.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

The EYITT programme is a work-based learning programme. The focus of each level of placement is intrinsically linked to the associated taught modules at that stage to support trainees to apply their academic learning to their practice. Students who are on the graduate entry pathway are expected to be in an early year setting for 110 days of the school year, this includes 10 days undertaking visits to a range of Early Year Settings and placements in at least two early years settings. Students on the graduate entry pathway are expected to be in a school for 10 days of the school year. This comprises 120 days on placement. Students who are on the employment-based pathway must complete a 10-day placement in a school and are encouraged to attend

other settings. They may also be required to undertake a placement in another early years setting if their place of employment does not cover all 3 ages ranges (babies, toddler and young children). The length of this placement is negotiable between the student, placement and University Link Tutor, but must ensure that the student can evidence their practice and leadership with that age group.

The programme is designed around formal and structured work-based learning meeting DFE compliance criteria; though this work-based learning students achieve their educational and professional goals, in particular progression to further study or highly skilled employment. The two pathways of the programme enable employment and non-employment routes through the program which enables student to acquire knowledge, skills and attributes that are valued by employers and that enhance their personal and/or professional lives. The different routes through this programme also support the aspirations and achievement of students from a diversity of backgrounds.

Placements are managed in accordance with the university's Placement Learning Policy and are supported by the Placement Co-ordinator and in accordance with DFE compliance criteria for ITT (Initial Teacher Training). Plymouth Marjon University Teacher Education Partnership makes excellent use of the quality and range of placements, the engagement of nursery settings or schools, is outstanding enabling individual needs of students to be met. The diverse range of schools and early years settings within the partnership enables opportunities for students to gain practical experience of working successfully in different schools, and/or settings including those in challenging socio-economic circumstances and those judged as require improvement.

The Marjon Teacher Education Partnership is a values-based collaborative partnership; values underpin the strategic direction and decisions of the Partnership. The Partnership has focused its developments in: co-operative Schools and Trusts; Church Schools; National Teaching School Alliances that have similar values; individual schools with a clear values-based focus and Multi academy trusts.

Setting based training results from a collaborative planning and review process between partnership settings and the University to develop the programme content and mode of delivery. Students are placed in two placement settings allowing for breadth of experience across the sector. Training in setting is a crucial part of the overall learning process. There is a high commitment to working with our partnership to ensure consistent, high standards of training for our students in settings and schools. Comprehensive training for setting based mentors is organised prior to each teaching placement. Mentor training also takes place in locations within the region to enable access for all schools.

Further training also takes place in partnership with settings and schools to develop mentoring and coaching skills, access to M level Coaching and mentoring study is available to mentors across Marjon TEP. Very well-established quality assurance mechanisms ensure that the programme team provide briefings to tutors and instructors who supervise students on placement. The briefing sessions ensure that tutors and instructors have up to date information and support. All placements are preceded with a series of workshops that visit and re-visit professional attributes as well as making sure that students understand current safeguarding practices.

10. Programme Structure

Full Time

Level 7

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
EYTM51	The Early Years Setting	30	100% Coursework	Semester X	Compulsory	Condonable
EYTM52	Notions of Quality in Early Years Practice	30	100% Coursework	Semester X	Compulsory	Condonable
EYTM54	Transforming Early Years Practice	30	100% Coursework	Semester X	Compulsory	Condonable
EYTM56	The Early Years Curriculum	30	100% Coursework	Semester X	Compulsory	Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

Delivery Pattern

Full-time (12 months)

Duration	Taught Input	Module	Assessment
September - April	September/ October (During block week), November (return day), January (during block week), March (return day)	EYTM56	January and April
September - July	September (Block week), November / December return days, January block week, February return day, April block week, May / June return day	EYTM51 EYTM52 EYTM54	EYTM51 – part one submission December, part two submission March, full portfolio submission July EYTM52 monthly blog submission between October and May EYTM54- February and June

The EYITT PGDE is a one year full time programme, involving setting led learning and University based learning. It is a prescribed programme and students are required to take all the specified modules. A module of 30 credits is condonable. The programme is devised so that students gain the Post Graduate Diploma in Education with 120 Masters Level credits (Level 7) as well as EYTS (Early years teacher status). The programme consists of four modules of 30 credit weighting.

Students are required to pass all modules at Masters Level to gain the PGDE with 120 credits. They must meet all the DfE Teachers' Standards (Early Years) necessary to gain the award of EYTS. These two awards can be disaggregated.

Students who fail to meet the criteria required at Masters Level in their academic modules but meet the criteria required at Honours Level can transfer to the Professional Graduate Certificate in Education programme. All candidates achieving a credit-weighted average of at least 70% across their programme shall be awarded distinction. All candidates achieving a credit-weighted average of between 60 and 69% across their programme shall be awarded merit. Students failing all modules but passing the EYTS standards receive the award of EYTS.

The EYITT PGDE involves employment-based practice and M level study delivered through the Marjon Teacher Education Partnership. It is a prescribed programme and students are required to take all the specified modules. Students can exit at the point suggested below.

M Level / Level 7 Credits	H Level / Level 6 Credits	Award
60 with EYTS	0	PGCE EYITT
120 with EYTS	0	PGDE EYITT
60 No EYTS	0	PGC Early Years
120 No EYTS	0	PGD Early Years
0 with EYTS	60 – 120	Professional Graduate Certificate EYITT
0 with EYTS	0	EYTS

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

The Department for Education accredits the Early Years Teacher Status aspect of the Programme. Plymouth Marjon University must register students details with the Department for Education at the beginning of the programme. At the end of the Programme Plymouth Marjon University must notify the Department for Education whether each student has met the Teacher Standards (Early Years). For those students who have met the Teacher Standards (Early Years) the Department for Education will award them with Early Years Teacher Status, and they will receive their Early Years Teacher Number.

12. Professional Advisory Group

The Marjon Teacher Education Partnership Strategic Group is responsible for scrutinising the data, identifying trends and making recommendations that are focused on improving or sustaining high-quality provision and outcomes for students, they use rigorous, accurate and systematic analysis of internal and externally validated data, thorough self-evaluation to generate and evaluate improvement planning. They meet three times a year.

13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MA in Education, MA in Early Years or Professional Enquiry or a MPhil/PhD programme at Plymouth Marjon University, or other institutions.

14. Employability and Career Progression Opportunities

Gaining employment

- Currently, placements are offered (subject to availability) across the southwest, in a variety of types of setting, independent nursery, preschool or child-minders, State funded settings; Forest or outdoor learning settings, Montessori settings and Children's Centres
- Early Years settings comprises large chains, small chains, single ventures, nurseries attached to schools, maintained nursery schools, local authority run full day care settings and settings run by charities
- There are opportunities for the students to meet representatives from recruitment pools, but many gain employment through their placement setting.
- The Partnership supports the students with opportunities for mock interviews and guidance in applying for jobs
- Throughout the programme students are supported and encouraged to secure an Early Years Teaching position. This is achieved through lectures, tutorials, seminars and a careers fair which supports the student in successfully applying for a teaching post
- Marjon Futures team support the programme and provide professional and personal support and guidance for employment activities
- Students award Early Years Teacher Status by the DfE are able to apply for Early Years Teacher jobs in a range of settings including the private, voluntary and independent sectors and children's centres.

Newly Early Years Teacher (NEYT) support

- This is a vocational and academic route into early years teaching. The training year is the pathway to Early Years teacher status (EYTS) and early teacher career development.
- All students on qualifying, therefore, are eligible for and should gain employment as an Early Years teacher.
- An emphasis is placed on peer-led support through the use of current Newly qualified Early Years teachers recently qualified alumni and Marjon TEP staff.
- Support for early career development is available through links with employing settings, establishment of a career entry development portfolio and accredited professional development opportunities.

On-going career development

- Certified professional development for setting based mentors working with student teachers provide ongoing career development opportunities for the Partnership
- Projects with Partnership schools and Teaching School Alliances generate opportunities for leadership development
- Accredited Masters level provision for early years teachers in early years settings adds to the suite of opportunities for career development

Other career pathways include continued study for M level or Research degrees, careers in the non-maintained education sector, which provides the majority of early years education and care settings, roles within Sure Start Children's Centres, teaching abroad, careers in education support and ancillary services.

15. Support for Students and for Student Learning

The focus on learning environment emphasises a personalised academic experience which maximises retention, progression and attainment. The extent to which beneficial linkages are

made for students between teaching and learning, and scholarship, research or professional practice.

Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, disabled students and non-disabled students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary. This support, should it be needed, will be provided for employment and graduate entry students.

The University recognises the value of the whole student experience within Higher Education and students have full access to University facilities for academic and pastoral support. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Student Funding Advice
- Out of Hours
- Disability & Inclusion Advice Service (DIAS)
- Dyslexia
- Counselling
- How to Survive Student Life Health & Well-being

Student support and guidance is further promoted by the following:

- Personal tutors for every student in the university
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the university and is used for social gathering, quiet reflection and prayer
- On-campus nursery provision
- Setting based mentors

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication. Feedback from students, external examiners and other stakeholders have considered in the review of the programme.

Participants will be invited to participate in the Postgraduate Taught Experience Survey. In addition, feedback at programme level will be achieved through programme and module evaluation surveys.

The Staff Student Liaison Committee is responsible for feeding student and Newly Qualified Teacher voice into review, evaluation and development of provision both within course and at the end of training. Quality assurance for Initial Teacher Education, involved student feedback 'in year' these include triangulated data collection points where student, mentor and university tutors provide mid setting- based training feedback, SBT evaluations, interim Newly Qualified Teacher survey and Exit surveys. In addition, the university mid module and end of term evaluations are used to garner student opinion.

17. Other Stakeholder Feedback

There is a strong and well-established Partnership Operational Group (POG) for this area. Members consist of employers, headteachers and local authority managers for Early Years Services.

The University recognises the importance of employer engagement through on going partnership with the field in the development of its' Early Years courses. Staff members have extensive links with a range of organisations and groups locally and nationally. The Early Years Operational Group is made up of practitioners and employers in the field. This provides on-going formalised liaison with the field to help ensure the courses remain relevant in terms of current practice and informed by national and regional developments. The POG is also integral to the wider arrangements to ensure the quality of the programme. Student representatives are invited to the POG Meeting. The group meets once a semester, receive External Examiner Reports and Responses and Programme and Placement Reports. Minutes of the meetings are received by the Department and Faculty Leadership teams. Professional Link to the Harmonisation group.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed, and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle. OFSTED inspection cycle demands robust and rigorous scrutiny of data.

The university staff engaged as external moderators at other teacher training partnerships will moderate *grading* and *training* decisions and activities against those in the Plymouth Marjon University Teacher Education Partnership.

The triangulated quality assurance processes between school, the university and students will be utilised to schedule Plymouth Marjon University Education Partnership leadership team observations of grading for Qualified Early Years Teacher Status processes.

