

## Programme Specification

PGCE Early Years (full-time)	PFTZEYEYTSHC
PGCE Early Years (Graduate Entry - employment-based) (full-time)	PFTZEYGEEBHC
PGCE Early Years (Graduate Entry - mainstream) (full-time)	PFTZEYGEMXHC

**For students entering in 2025/26**

**This document sets out key information about your Programme and forms part of your Terms and Conditions with the University of Reading.**

Awarding Institution	University of Reading
Teaching Institution	University of Reading
Length of Programme	PGCE Early Years (full-time) - 10 months PGCE Early Years (Graduate Entry - employment-based) (full-time) - PGCE Early Years (Graduate Entry - mainstream) (full-time) -
Accreditation	Department of Education
Programme Start Dates	September
QAA Subject Benchmarking Group	Level 7 Master's Degree Higher Education Qualification

### Programme information and content

- To provide an accredited qualification for graduates with non-relevant degrees wishing to work in the field of early childhood education and care or for those already working in the sector.
- To equip students with the experience, knowledge and skills necessary to function as a leader in this sector.
- To enable students to develop a theoretical framework within which they can critically analyse contemporary early years issues and develop their own professional practice.
- To enable students to reflect upon their learning gained from placements.

### Programme Learning Outcomes

-PGCE Early Years (full-time)

During the course of the Programme, you will have the opportunity to develop a range of skills, knowledge and attributes (known as learning outcomes) For this programme, these are:

Learning outcomes	
1	To develop evidence informed early years teachers by students drawing on theory and research literature relating to a wide range of early childhood issues and their relevance to the role of the Early Years Teacher.

2	To develop pedagogical skilled practitioners through the engagement with child development to foster an understanding of how children learn and develop and how this can be affected by individual circumstances.
3	Provide detailed knowledge and understanding of the principal features of different educational approaches and apply these to the professional context.
4	Develop skills in critical reflection making systematic and comprehensive use of theoretical models of reflection.
5	Develop an understanding of the implications of relevant legislation and statutory frameworks.
6	Draw on current research to develop leadership and collaboration skills required by an early years teacher.
7	Develop knowledge and skills which student can connect to the real world through authentic teaching, learning and assessment.
8	Ensure students meet the Teachers' Standards Early Years (outlined by the DfE).

You will be expected to engage in learning activities to achieve these Programme learning outcomes. Assessment of your modules will reflect these learning outcomes and test how far you have met the requirements for your degree.

To pass the Programme, you will be required to meet the progression or accreditation and award criteria set out below.

### Module information

The programme comprises 120 Level 6 credits as shown below and 60 Level 7 credits.

### Compulsory modules

Module	Name	Credits	Level
ED3EYG	Guided Implementation (Early Years)	40	6
ED3EYI	Independent Implementation (Early Years)	40	6
ED3EYS	Shared Implementation (Early Years)	40	6
EDM182	Professional Studies: The Reflective Early Years Teacher	40	M
EDM200	Families and Learning	20	M

### PATHWAYS

Students enter on either the Graduate Entry (GE) pathway or the Graduate Employment Based (GEB) pathway to Early Years Teacher Status; the only difference in the pathways is in the entry route to the programme.

### Part-time or flexible modular arrangements

The PGCE Early Years is available only as a full-time programme.

### Placement opportunities

Placements are part of the programme.

### **Study abroad opportunities**

There are no study abroad options for this programme.

### **Optional modules**

There are no optional modules on this programme.

### **Teaching and learning delivery**

Students are taught through a series of lectures, workshops, tutor and student led seminars, feedback on individual and group research, presentation, work-based learning and practical work and through individual consultation with academic staff.

Elements of your programme will be delivered via digital technology.

The scheduled teaching and learning activity hours and amount of technology enhanced learning activity for your programme will depend upon your module combination. In addition, you will undertake some self-scheduled teaching and learning activities, designed by and/or involving staff, which give some flexibility for you to choose when to complete them. You will also be expected to undertake guided independent study. Information about module study hours including contact hours and the amount of independent study which a student is normally expected to undertake for a module is indicated in the relevant module description.

### **Accreditation details**

The PGCE (Post Graduate Certificate in Education) Early Years is awarded by the University of Reading.

The Department for Education awards the EYTS part of the qualification following recommendation from the University.

### **Assessment**

Teaching of the level 7 modules is by a variety of methods, including lectures, seminars, workshops, individual feedback on written work and individual supervisions. The programme provides opportunities for a high proportion of work/institutionally based research and students are encouraged to review how they will take advantage of these opportunities over the course of the programme.

### **Progression**

Students must complete ED3EYS before progressing to ED3EYG. Both these modules must be completed before moving to ED3EYL.

### **Classification**

The University's taught postgraduate marks classification is as follows:

## **Mark Interpretation**

70 - 100% Distinction

60 - 69% Merit

50 - 59% Good standard (Pass)

### **Failing categories:**

40 - 49% Work below threshold standard

0 - 39% Unsatisfactory Work

## **Level 6 modules**

To pass each of the level 6 placement modules, students must meet the curriculum check-point requirements as stipulated per module. These check-point criteria meet DfE requirements and cumulatively lead to recommendation of Qualified Teacher Status.

## **For Postgraduate Certificate**

The following conditions must be satisfied for the award of a Postgraduate Certificate:

### **Award of a Postgraduate Certificate**

(i) an overall weighted average of 50% or more over 60 credits

and to be recommended for EYTS students must:

(ii) pass all level 6 modules

To qualify for the lesser exit award, **Professional Graduate Certificate in Education (with EYTS)**, students must pass all level 6 modules only.

## **Additional costs of the programme**

Travel, accommodation and subsistence: Students are responsible for their own travel costs to University and placement.

Costs are indicative and may vary according to optional modules chosen and are subject to inflation and other price fluctuations. Estimates were calculated in 2024.

**For further information about your Programme please refer to the Programme Handbook and the relevant module descriptions, which are available at <http://www.reading.ac.uk/module/>. The Programme Handbook and the relevant module descriptions do not form part of your Terms and Conditions with the University of Reading.**

PGCE Early Years (full-time) for students entering in session 2025/26

6 May 2025

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