



## Why do PEEP Registration with University Accreditation?

- 1. It gives you a valid certificate from Oxford Brookes University.**

You will be awarded 15 CATS points at Undergraduate level or 20 CATS points at Masters level. This shows others that you have the knowledge and skills to use the PEEP programme competently. PEEP is increasingly recognised throughout the UK as a significant means of supporting parents with their children's early learning. Having a certificate in this work recognises you as a practitioner and indicates to others, such as LEAs, that you have reached this level. Your CATS points could potentially count towards a full degree at both levels.
- 2. It shows that you are a reflective practitioner.**

You think not only about WHAT you do, but WHY, and HOW you make it happen – in depth! It encourages you to *step back and think* about your PEEP practice in the nationwide context – and beyond – of family support and early learning. It is about being part of an initiative that aims to make a difference in the lives of young children at the beginning of the 21<sup>st</sup> century!
- 3. It is designed to be manageable – to extend your good practice.**

You can gain accreditation by recording and reflecting on what *you already do* in PEEP in the light of your background reading. Pre-reading is given out at least a month in advance, and makes up the core of your reference literature.
- 4. It contributes to a learning culture.**

It is in the interests of the support you give to families' and young children's early learning. PEEP practitioners set high expectations, are fully trained and set themselves high expectations too.
- 5. It opens the door to networks with other practitioners.**

You are supported in your study in a variety of ways. These include training, workshops, and group and one-to-one discussions. You become part of a nationwide network of PEEP practitioners, with access to password-protected areas of the PEEP website, and discussion forums. It can lead to further opportunities in working with the PEEP programme.

## How do you gain PEEP Registration with Accreditation?

### Who it is for:

This course is for anyone who has completed the 2-day *PEEP for Practitioners* training and is using PEEP in their work with parents and children, whether as a practitioner or manager. There are no other entry requirements.

### Where it takes place:

Day 3 training events and follow-up workshops will be held around the country, or in Oxford. There is no requirement to attend the University. Support will be offered via workshops, the PEEP website, phone and/or your local support network.

### When to do accreditation and attend the extended training (Day 3):

It is best to attend once your PEEP work is underway. This will enable more effective support for further development of your PEEP work and putting together your accreditation portfolio. You will have 6 months to complete your portfolio after attending the Day 3 training.

### Requirements:

**FOR BOTH LEVELS** you will need to produce a portfolio of work that demonstrates the ways in which you have incorporated the PEEP *Learning Together* Programme content and principles into your work. This should have an appendix containing the examples of your PEEP planning, reflection, observation and summary documents required for PEEP Registration. Details can be found in your *PEEP for Practitioners* training handbook or downloaded from the practitioner log-in area of the PEEP website ([www.peep.org.uk](http://www.peep.org.uk)).

Pre-reading is given out at least a month in advance and makes up the core of your reference literature. In preparation for day 3 you will be expected to read these extracts and make notes about one extract that is of interest or relevance to your work, to discuss with the other participants.

#### Undergraduate (HE1) level –

*PEEP: supporting parents and carers as first educators*

Your portfolio should **also** contain:

1. A 2500 word analysis drawing on your planning, practice and reflections. You choose an aspect of your PEEP work and relevant research literature to discuss how you use PEEP to support parents and carers as first educators, and any implications for your future practice.
2. A self-evaluative 500 word statement highlighting how you have engaged with the 3-day course, and how this relates to your practice and your thinking.

Time commitment - 150 hours: (approx 25 hours training/ tutor contact, 30 hours PEEP delivery/management, 45 hours related planning and review, 50 hours reading, write-up and self-evaluation).

#### Masters (HE3) level –

*Critical perspectives on PEEP*

Your portfolio should **also** contain:  
A 3000-word critical analysis of the ways in which PEEP can be used in partnerships with parents and professionals. It will focus on an aspect of your PEEP work that you are interested in developing, and draw upon relevant research literature. It may take the form of an action research report or a case study.

Time commitment – 200 hours:  
(approx 25 hours training/ tutor contact; 175 hours reading, research and write-up).

### Day 3 - Session summaries:

#### **Undergraduate (HE1) level - PEEP: supporting parents and carers as first educators**

##### **Developing a reflective approach to literature**

This session reviews a range of literature previously circulated. In groups you will be encouraged to discuss the relevance of texts to your PEEP work, and to explain how they may influence aspects of practice and relate to your portfolio for accreditation.

##### **Engagement with families**

This session takes a detailed look at the findings of recent research studies. You will discuss the findings and their implications in relation to the application of the PEEP model in your local context. This will include reference to family recruitment, engagement, retention and responding to local needs of families. You will consider these aspects in reference to PEEP principles and ORIM.

##### **Partnerships in learning**

This session emphasises the importance of tuning in to early communicative musicality to support young children's early learning. It will draw on recent articles and will include practical activities around games, rhymes and songs. You will relate the literature previously reviewed to specific topics in the *Learning Together* PEEP materials that emphasise positive learning dispositions, and discuss implications for practice.

##### **Developing reflective professional partnerships**

This session covers broad aspects of professional practice with reference to national policy frameworks, especially the nature of partnership in early years work. You will discuss observation in your practice, working in partnership with colleagues from other disciplines and organisations, records of practice and how you use your reflections, and your PEEP work in relation to the 'Every Child Matters' framework.

#### **Masters (HE3) level - Critical perspectives on PEEP**

##### **Developing a reflective approach to literature**

This session reviews a range of literature previously circulated. In small groups you will be encouraged to present, discuss and analyse the theoretical relevance of these texts to your PEEP work. You will consider the range of paradigms through which partnership with parents and early learning may be analysed.

##### **The range and role of partnership**

In this session you will consider the role of partnership with other professionals from a range of disciplines. You will focus on what makes for effective partnership in terms of vision, development, delivery and funding. Key challenges will be addressed through review of recent research, and considering your local families' needs and contexts.

##### **Developing professional practice**

This session will review reports from PEEP projects that have been used flexibly according to local needs. It will focus particularly on the role of the practitioner in relation to the challenges and successes, and synthesise the findings in relation to the PEEP principles. Drawing on your understanding from experience, observation and literature you will apply these principles to analyse what makes an effective organisation.

##### **Planning for research**

This session gives you the opportunity to plan for your PEEP research portfolio. It will draw on the literature review, observations you have made about your work, opportunities for case studies and for analysing and reflecting on your work. It will cover principles, methods and ethical issues about action research.