



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Qualifying for Early Years Teacher Status				
Module Code	UTTGHQ-60-M	Level	M	Version	1
Owning Faculty	ACE	Field	Education		
Contributes towards	PGCert. Early Years; PGDip Early Years; MA Early Years				
UWE Credit Rating	60	ECTS Credit Rating	30	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements	Degree; GCSE Grade C in Mathematics, English and a Science; QTS Skills Tests	
Valid From	01.09.2014	Valid to	01.08.2020		

CAP Approval Date	20 May 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • demonstrate a critical awareness of the level of personal responsibility, together with the professional codes of conduct and ethical dimensions of work as an Early Years Professional; Component A, Element 1. • have a deep and systematic knowledge of working practices and the underpinning theoretical frameworks and national standards which relate to such practices; Component A, Elements 1, 2 and 3. • be confident in evaluating critically their own practice, be able to reflect analytically on that practice in the light of recent theoretical analyses and be able to challenge received opinion relating to the work of an Early Years Teacher; Component A, Elements 2 and 3. • be able to work confidently and effectively with a team of staff and/or volunteers, demonstrating proactive leadership, conflict resolution and professional negotiation; Component A, Element 1 • be able to act autonomously as an independent and self-critical learner, with minimal supervision or direction and within agreed guidelines across the three age phases required of Early Years

	professionals. Component A, Element 1.
Syllabus Outline	<p>Candidates will undertake professional placements with three age groups, during the course of which they will be able to demonstrate good practice and leadership within the context of the relevant setting. UWE Visiting Tutors will make placement visits to support students.</p> <p>The taught components of the module will comprise: Child Protection and Safeguarding policy and practice Leadership in theory and practice in the Early Years workplace The new Early Years Foundation Stage and related developments Child health, welfare and Paediatric First Aid The revised Standards for Early Years Professional Status Writing tasks for the EYPS Assessment Planning and carrying out the final EYPS Assessment Individual tutorials with EYPS Mentors Seminars and tutorials on assembling the Portfolio for assessment</p>
Contact Hours	<p>Contact Hours: Students are required to undertake a total of 90 days of placement activity, each day comprising 5 contact hours; under the supervision of staff in Early Years settings and UWE Visiting Tutors. Total placement hours will be a minimum of 450 hours of contact with children. On the taught aspects of the module, the taught sessions will comprise 44 hours of tutor led lectures and seminars, plus 6 hours per student tutorial time; a further 48 hours in total.</p>
Teaching and Learning Methods	<p>Students on this module are registered for the Early Years Teacher Status route with the National College for Teaching and Leadership (a division of the Department for Education in London). The module not only contributes to the UWE academic award, but also qualifies students to move forward to the EYTS National Assessment process run by NCTL. The module runs across the whole year. This enables the students concerned to undertake a total of 90 days of placement in Early Years settings. Formative assessment of practice is provided by UWE Visiting Tutors and evidence of practice is recorded by students for use in preparing the Essays and the Portfolio Tasks which form the Summative Assessment. Alongside the practice element of the module is a taught programme which focuses on the issues in theory, policy and practice relating to the implementation of the revised Early Years Foundation Stage and the EYTS Standards. The taught programme comprises lectures, seminars and tutorials. The content of the portfolio which forms the summative assessment draws both on the student's practice on placement and upon the taught programme, so that written submissions are based on theoretical perspectives, policy issues and associated implications for practice. Practice itself is expected to involve a minimum of 450 hours, to include planning, teaching and evaluating activities in Early Years settings, and to include, also, the collection of other evidence relating to the student's work on placement. The taught programme will comprise 50 hours of lectures, seminars and tutorials. Students will spend a further 100 hours on reading, collecting evidence, writing and assembling the portfolio.</p> <p>For students studying this module as part of a part-time, employment based pathway, the 90 days of placement will normally take place at their place of work. Otherwise, the requirements remain as described above.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may</p>

vary slightly depending on the module choices you make.

Placement learning: may include a practice placement, or other placement.

Key Information Sets Information

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data				
Number of credits for this module				60
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
600	50	100	450	600

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Essential Reading

It is essential that students read a number of the many texts on early years policy and practice, as well as those detailing research into early years issues. The Module Handbook will also reflect the range of reading to be carried out.

Further Reading

Students will be encouraged to monitor the press and the professional (non-refereed) journals for news of new policy announcements relating to the early years sector, child protection and the relevant OfSTED inspection frameworks. Students will be advised to use these sources only as signposts and assignments will, as ever, need to be informed by the reading of academic books and refereed journal articles, which students will be expected to select for themselves. Many sources can be accessed remotely.

Access and skills

The further development of literature searching skills is supported by a Library

	<p>Seminar. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are offered by the Library, also.</p>
Indicative Reading List	<p>Abbot, L. and Langston, A. (2005) <i>Parents matter</i>. London:OUP</p> <p>Allen, G. (2011) <i>Early Intervention: The Next Steps</i>. London: Cabinet Office.</p> <p>Children's Workforce Development Council. (2010) <i>The Common Core of Skills and Knowledge for the Children's Workforce</i>. Leeds: CWDC</p> <p>Fabian, H. and Mould, C. (2009) <i>Development and Learning for Very Young Children</i>. London: SAGE</p> <p>Great Britain, Department for Education (2012). Statutory Framework for the Early Years Foundation Stage. [Online] Available at https://www.education.gov.uk/publications</p> <p>Munro, E. (2011) <i>The Munro Review of Child Protection: Final Report - A Child-Centred System</i>. [Online] Available at http://www.education.gov.uk/munroreview</p> <p>Nutbrown, C. (2012) <i>Review of Early Education and Childcare Qualifications: Interim Report</i>. [Online] Available at http://www.education.gov.uk/publications</p> <p>Siraj-Blatchford, I., Clarke, K. and Needham, M. (2007) <i>The Team Around the Child: Multi-Agency Working in the Early Years</i>. Stoke-on-Trent: Trentham Books.</p> <p>Tickell, C. (2011) <i>The Early Years: Foundations for Health, Life and Learning: An Independent Report on the Early Years Foundation Stage to Her Majesty's Government</i>. [Online] Available at http://www.education.gov.uk</p>

Part 3: Assessment

Assessment Strategy	<p>The assessment strategy is based on the requirements set nationally for entry to the Early Years Teacher Status final assessment. This requires a portfolio of tasks giving accounts of early years practice, supported by evidence from witnesses and observations (with formative assessment feedback) by mentors.</p> <p>In addition, the Portfolio needs to include two written essays which demonstrate that the student has a grasp of policy and theory (and the resulting implications for practice) in relation both to the Early Years Foundation Stage curriculum and to issues of leadership in the early years sector.</p> <p>The summative assessment of the portfolio has three elements, Element 1 being the written tasks and evidence to support them (40%); Element 2 being an essay addressing theoretical and policy matters related to one of the age-related tasks (30%) and Element 3 being an essay addressing policy, theory and practice in Leadership in the sector (30%). This portfolio structure meets the requirements for</p>
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	<p>students to move forward to the national accreditation process for EYPS.</p> <p>Completion of the module placements will be evidenced by an attendance diary, signed off by the relevant setting(s).</p> <p>Formative assessment is provided by both Workplace Mentors in the settings in which placements are undertaken and by UWE EYPS Mentors, who are nationally accredited as assessors for the programme. The latter will provide feedback on three observed teaching activities and this can be used subsequently as part of the evidence provided in the portfolio.</p> <p>The assessment criteria used are generic criteria which are widely used across programmes in the Education Department.</p> <p>Criteria for Assessment</p> <p>ALM Conceptual Domain (Core) The assignment demonstrates that the student can organise and use coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing an ability to transform ideas in the process of developing an argument.</p> <p>BLM Literature Domain The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.</p> <p>CLM Contextual Domain The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political, etc.) influencing the area of study and is able to critically engage with the contextual significance.</p> <p>GLM Action Domain The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes.</p>
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Identify final assessment component and element	Component 1, Element 1 Final
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% weighting between components A and B (Standard modules only)	A:	B:

First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
<p>Element 1 : Final Submission of five written tasks which give a reflective account of the student's work with children across three age groups, together with witness evidence from staff in settings, including evidence from a mentor who observed the student's practice and who has actively monitored the development of the portfolio. This section of the portfolio should approximate to 7,000 words or equivalent. Assessment criteria: ALM, CLM, GLM</p> <p>Element 2. An essay which examines critically the theoretical and policy underpinnings of one of the age-related accounts referred to under Element 1, above. 2,500 words. Title to be agreed with tutor. Assessment criteria: ALM, BLM, CLM</p> <p>Element 3. An essay which provides a critical examination of the policies, theories and practices relating to leadership in the Early Years sector. 2,500 words. Title to be set by tutor. Assessment criteria: ALM, BLM, CLM</p>	<p>40%</p> <p>30%</p> <p>30%</p>
2.(etc)	

Component B Description of each element	Element weighting (as % of component)
1.	
2.(etc)	

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
<p>Element 1 : Final Submission of five written tasks which give a reflective account of the student's work with children across three age groups, together with witness evidence from staff in settings, including evidence from a mentor who observed the student's practice and who has actively monitored the development of the portfolio. This section of the portfolio should approximate to 7,000 words or equivalent. Assessment criteria: ALM, CLM, GLM</p> <p>Element 2. An essay which examines critically the theoretical and policy underpinnings of one of the age-related accounts referred to under Element 1, above. 2,500 words. Title to be agreed with tutor. Assessment criteria: ALM, BLM, CLM</p>	<p>40%</p> <p>30%</p> <p>30%</p>

<p>Element 3.</p> <p>An essay which provides a critical examination of the policies, theories and practices relating to leadership in the Early Years sector. 2,500 words. Title to be set by tutor.</p> <p>Assessment criteria: ALM, BLM, CLM</p>	
<p>2.(etc)</p>	
<p>Component B Description of each element</p>	<p>Element weighting (as % of component)</p>
<p>1.</p>	
<p>2.(etc)</p>	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	