



University of the  
West of England

**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Qualifying for Early Years Teacher Status				
Module Code	UTTGHQ-60-M	Level	M	Version	2
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	Standard
Pre-requisites	<b>UTTGV-30-M</b> Critical perspectives on the Early Years Foundation Stage		Co-requisites		
Excluded Combinations			Module Entry requirements	Degree-level qualification  A successful CRB/DBS check confirmed by Admissions. Students must be fit to work in an EY setting (self-certification)  GCSE English, Maths, Science or equivalent at grade C or above.  Students must have passed Professional Skills Tests in Maths and English.	
Valid From	01.09.2014		Valid to	01.08.2020	

<b>Change CAP Approval Date</b>	24/03/2015
<b>Valid From</b>	September 2015

## Part 2: Learning and Teaching

Learning Outcomes	<p>On successful completion of this module students will:</p> <ul style="list-style-type: none"> <li>• 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 Teacher (A).</li> <li>• have a deep and systematic knowledge of working practices in the Early Years and the underpinning theoretical frameworks and national standards which relate to such practices (A/B)</li> <li>• be confident in critically evaluating their own practice, reflecting analytically on recent pedagogical and theoretical perspectives relating to the work of an early years teacher (B)</li> <li>• be able to work confidently and effectively with a team of staff and/or volunteers, demonstrating proactive leadership, conflict resolution and professional negotiation (B)</li> <li>• 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 Teachers (B)</li> <li>• Be able to identify, plan and conduct an appropriate small-scale empirical research study based on experience of practice and data collection (B)</li> <li>• Understand, address and analyse ethical issues, demonstrating awareness of multiple perspectives (B)</li> <li>• Reflect analytically on the study conducted and the implications for future research and for practice (B)</li> </ul>
Syllabus Outline	<p>The taught components of the module will comprise:</p> <ul style="list-style-type: none"> <li>• Concepts of leadership and management in early years practice.</li> <li>• Child development, attachment and well-being including paediatric first aid (12 hours) and food hygiene (Level 2)</li> <li>• Transitions in children's learning and the KS1 curriculum</li> <li>• Assessment of children's learning and development.</li> <li>• Working and researching ethically with young children</li> <li>• Addressing the Teaching Standards (early years) and gathering evidence</li> </ul>
Contact Hours	<p>Contact Hours:  Taught sessions will comprise:  16 hours paediatric first aid (2 days)  10 hours food hygiene, Level 2 (online)  60 hours of taught seminars/lectures  14 hours small group/individual tutorials</p>
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, seminars, tutorials, practical classes and workshops.</p> <p><b>Independent learning</b> includes hours engaged with essential reading and preparation for seminars; assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p>

Scheduled sessions may vary slightly depending on the module choices you make.

**Key Information Sets Information**

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is 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.

<b>Key Information Set - Module data</b>				
<i>Number of credits for this module</i>				60
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
600	100	500	0	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 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.

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 <a href="https://www.education.gov.uk/publications">https://www.education.gov.uk/publications</a></p> <p>Munro, E. (2011) <i>The Munro Review of Child Protection: Final Report - A Child-Centred System</i>. [Online] Available at <a href="http://www.education.gov.uk/munroreview">http://www.education.gov.uk/munroreview</a></p> <p>Nutbrown, C. (2012) <i>Review of Early Education and Childcare Qualifications: Interim Report</i>. [Online] Available at <a href="http://www.education.gov.uk/publications">http://www.education.gov.uk/publications</a></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 <a href="http://www.education.gov.uk">http://www.education.gov.uk</a></p>
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Part 3: Assessment	
Assessment Strategy	<p><b>Criteria for Assessment</b></p> <p><b>ALM Conceptual Domain (Core)</b> 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><b>BLM Literature Domain</b> 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><b>CLM Contextual Domain</b> 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><b>DLM Research Domain</b> The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes.</p> <p><b>ELM Ethical Domain</b> The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice. In addition, there is exploration of some of the problematics</p>

	<p>arising in relation to ethical dilemmas or decisions</p> <p><b>F LM Values Domain</b> The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study, and critically evaluate associated claims to knowledge.</p> <p><b>GLM Action Domain</b> 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> <p>All students must have completed a UWE Application for ethical review of research involving human participants form (adapted for the Department of Education and Childhood) and had this approved and signed off by their supervisor <i>before</i> beginning their research. If the supervisor has any concerns which cannot be resolved with the tutee then the ethical review will be passed to the Module Leader and then potentially to the Faculty Research Ethics Committee to consider. Any subsequent changes to the project need to appear as amendments to the Ethical Review form and re-submitted to the Supervisor for approval and re-signing. The completed Ethical Review form must be included in the assignment submission.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A: 25%	B: 75%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
<p><b>Presentation</b></p> <p>Individual presentation of 20 minutes per person providing a critical examination of the policies, theories and practices relating to leadership in the early years sector</p> <p>Assessment Criteria: ALM, BLM, CLM, ELM, FLM, GLM</p>	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
<p>A small-scale empirical inquiry relating to an aspect of professional practice – title to be negotiated with tutor (9000) words.</p> <p>The completed Ethical Review form must be included in the assignment submission.</p>	100%	

Assessment Criteria, ALM, BLM, CLM, DLM, ELM, GLM	

**Resit (further attendance at taught classes is not required)**

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
<p><b>Presentation</b></p> <p>20 minutes per person (equivalent to 4,000 words) providing a critical examination of the policies, theories and practices relating to leadership in the early years sector</p>	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
<p>A small-scale empirical inquiry relating to an aspect of professional practice – title to be negotiated with tutor (9000) words.</p> <p>The completed Ethical Review form must be included in the assignment submission.</p> <p>Assessment Criteria, ALM, BLM, CLM, DLM, ELM, GLM</p>	100%

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.

**FOR OFFICE USE ONLY**

First CAP Approval Date	20 May 2014			
Revision CAP Approval Date	24/03/2015	Version	1.1	
Revision CAP Approval Date	31/05/2017	Version	2	<a href="#">RIA 12350</a>