



Module Specification

Qualifying for Early Years Teacher Status

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Part 1: Information

Module title: Qualifying for Early Years Teacher Status

Module code: UTTGHQ-60-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 60

ECTS credit rating: 30

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: Critical Perspectives on the Early Years Foundation Stage 2023-24

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module enables trainees to reflect on their professional development as eventual early years teachers who will lead on implementing education programmes based on the Early Years Foundation Stage.

Features: Not applicable

Educational aims: To provide opportunities for self-reflection on the progress from trainee to early years teacher

To develop a critical understanding of different theoretical approaches to leading on the curriculum in early years settings

To enable reflection on ethical working and/or researching with young children

Outline syllabus: The taught components of the module will comprise:

Concepts of leadership and management in early years practice.

Child development, attachment and well-being including paediatric first aid (12 hours) and food hygiene (Level 2)

Transitions in children's learning and the KS1 curriculum

Assessment of children's learning and development Working and researching ethically with young children

Addressing the Teaching Standards (early years) and gathering evidence

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching and learning will be a blend of scheduled and independent activities.

Scheduled learning includes lectures, seminars, tutorials, practical classes and workshops.

Independent learning includes engagement with essential reading and wider further reading in preparation for taught sessions, assignment preparation and building the professional portfolio (evidencing the Teacher standards Early Years) as appropriate.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate a critical awareness of the level of personal responsibility, together with the professional codes of conduct related to the work as an Early Years Teacher

MO2 Have a working knowledge of practices in the Early Years and the underpinning theoretical frameworks and national standards which relate to such practices

MO3 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

MO4 Be able to identify, plan and conduct an appropriate small-scale enquiry which relates to their role as an Early Years Teacher

MO5 Reflect analytically on the study conducted and the implications for practice.

Hours to be allocated: 600

Contact hours:

Independent study/self-guided study = 500 hours

Face-to-face learning = 100 hours

Total = 600

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link <https://uwe.rl.talis.com/modules/uttghq-60-m.html>

Part 4: Assessment

Assessment strategy: Assessment will have a clear focus on theory into practice to support students to work towards their achieving their Early Years Teacher Status at the end of the programme. There will be the requirement to demonstrate reflection on own professional development and wider evaluation of practice. Reflection will incorporate identifying strengths and areas for development for professional development. Working collaboratively, seeking feedback from others on practice and own performance as a trainee Early Years Teacher, including the voices of young children (for the small-scale inquiry), will be a core element of the assessment. Individual presentation of 20 minutes (with 2 additional minutes for questions) providing a critical examination of the policies, theories and practices relating to leading on an aspect of EY practice as an Early Years Teacher.

The presentation will enable students to demonstrate how they have designed and

implemented a change/enhancement to an aspect of the setting's EY curriculum (EYFS). The proposed change/enhancement needs to have been discussed and agreed with their setting mentor. The change needs to have been informed by theory and national practice standards. Students will be asked to critically reflect on the change/enhancement in terms of their own developing practice as well as the impact of the change/enhancement.

As students will be on a professional placement during the period of the assessment, this will enable formative feedback on their proposed change/enhancement from both from their setting mentor and their UWE tutors.

Assessment Criteria: ALM, BLM, CLM, GLM

A poster (A0 size) with a 15-minute viva (5 minutes presentation, 10 minutes questions) reporting on the design and findings from a small-scale empirical inquiry relating to an aspect of professional practice – title to be negotiated with tutor.

A completed Ethical Review form must be included in the assignment submission.

The poster with viva will provide the opportunity for the student to defend their choice of area for their inquiry, the particular research design and key findings. Implications for practice should be identified. The student will also be asked to reflect on their ethical considerations. Reference to key literature, including main theoretical frameworks and national standards for practice should be part of the poster/viva defence.

As students will be on a professional placement during the period of the assessment, this will enable formative feedback on their enquiry from both from their setting mentor, setting team, including the children (and parents/guardians, if applicable) and their UWE supervisor for their enquiry.

Assessment Criteria, ALM, BLM, DLM, ELM

Assessment tasks:

Presentation (First Sit)

Description: Presentation (Individual, 20 minutes)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Poster (First Sit)

Description: Poster and 15 minute viva (individual)

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO4, MO5

Presentation (Resit)

Description: Presentation (individual, 20 minutes)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Poster (Resit)

Description: Poster and 15 minute viva (individual)

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study: