University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Becoming an Early Years Teacher 2					
Module Code	UTTG7S-30-3		Level	3	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15		WBL module?	YES
Owning Faculty	ACE		Field		Primary, Early Childhood and Education Studies	
Department	Education		Module Type		Professional Practice	
Contributes towards	BA (Hons) Early Childhood					
Pre-requisites	New 15 credit UG EC EYTS Level 2 practice module		Co- requisites			
Excluded Combinations	None		Module Entry requirements		Successful completion of new 15 credit UG EC EYTS Level 2 practice module	
First CAP Approval Date	March 2015		Valid from		September 2015	
Revision CAP Approval Date			Revised with effect from			

Review Date	Sept 2021

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module, students will have accumulated a significant body of evidence towards meeting the professional Teachers' Standards (Early Years) in **TWO** age phases (baby, 0-2; toddler, 18-36 months; pre-school, 30 – 60 months) and will demonstrate evidence that they can maintain the consistently high standards of personal and professional conduct required of teachers. In particular, they will: 1. Attend placement regularly and consistently (A/B) 2. Build professional and respectful relationships with children, parents and setting staff, taking full account of feedback from their schools/settings.(A/B) 3. Set high expectations which inspire, motivate and challenge all children (A/B) 4. Promote good progress and outcomes by children. (A/B) 5. Demonstrate secure knowledge of early years' pedagogy and the Early Years Foundation Stage framework within the age phase covered in each practice. (A/B) 6. Plan education and care taking into account the needs of all children (A/B) 7. Adapt education and care to respond to the strengths and needs of all children. (A/B) 8. Make accurate and productive use of assessment (A/B) 9. Safeguard and promote the welfare of children, and provide a safe learning environment. (A/B)

Syllabus Outline	There will be **TWO 6 week placements** in an early years setting or reception class of a primary school.
	- Students will undertake preparation work within the new UG L3 30 credit EYT Preparation for EYTS module, which will include safeguarding and child protection. - Satisfactory preparation must be demonstrated prior to the start of professional practice. - A range of appropriate experiences in partnership settings. - Formal and informal meetings with a university Professional Tutor to reflect on progress and co-construct targets for on-going professional development - Formal and informal observations of teaching and subsequent feedback
Contact Hours	Contact time for this module will be predominantly practice based with regular individual tutorial support through meetings with a university professional tutor. The supervised work-based learning experiences will be the equivalent of **TWO** separate six week blocks of training in an early years setting or reception classroom. The following structure represents a typical delivery; the precise delivery pattern will vary from year to year. Scheduled Learning; 20 hours Independent Learning: 20 hours Placement Learning: 420 hours.
Teaching and Learning Methods	**Scheduled learning**. Individual tutorials and meetings with Professional tutors both in university and on practice. **Independent learning** There is an expectation that all students engage in additional independent study, including preparation for teaching and assessment of learning as well as gathering evidence to document engagement with the teacher standards (Early Years). **Placement learning**: TWO x 6 week placements – full time attendance required.
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				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	20	20	420	**460**	⊗

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:

Written exam assessment percentage				0%
Coursework assessment percentage				0%
Practical exam assessment percentage				100%
				100%

Reading Strategy	*All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out* *Students are expected to be able to identify and retrieve appropriate reading..* *Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.* Further reading is not essential for this module, but students should be referred to the indicative sources and readings suggested in the new UG L3 30 credit EYT Preparation for EYTS module.
Indicative Reading List	Alexander, R. ed. (2009) Children their World, their Education; Final Report and Recommendations of the Primary Education Review. London: Routledge. Blatchford, R. (2014) *The Restless School*. Woodbridge: John Catt Educational Brodie, K. (2013) *Observation, Assessment and Planning in the EYs: Bringing it all Together*. Maidenhead: OU press Carr, M. (2001) *Assessment in Early Childhood Settings: Learning Stories.* London: Sage Claxton, G. (2008) *What's the Point of School? Rediscovering the Hear of Education*. Oxford: Oneworld Publications Cox, S. (2011) *New Perspectives in Primary Education.* Maidenhead: Open University Press Cunningham, P. (2012) *Politics and the Primary teacher.* Abingdon: Routledge. Dubiel, D, (2014) *Effective Assessment in the Early Years Foundation Stage*. London: Sage Featherstone, S. (2012) *Catching Them at it!: Assessment in the Early Years.* London: Featherstone Press Glazzard, J., Chadwick, D., Webster, A. & Percival, J. (2010) *Assessment for Learning in the Early Years Foundation Stage*. London: Sage Graduate School of Education (2013) *Bristol Guide to Professional Responsibilities and Statutory Frameworks for teachers and others in schools.* Bristol: University of Bristol. http://www.bristol.ac.uk/education/expertiseandresources/bristolguide/ (£6.45, no postage charge) Hayes, D. (2012) *Foundations of Primary Teaching* 5th ed. London:Routledge (2nd and

	4th ed. in library).
	Hutchin, J. (2012) *Assessing and supporting young children's learning: for the Early Years Foundation Stage profile* London: Hodder Education Johnson, J. (2014) *Becoming an Early Years Teacher*. Maidenhead: Open University Press. McGraw-Hill Education
	Knowles, G. (2009) *Ensuring Every Child Matters: A Critical Approach.* London: Sage Publications Ltd.
	Moyles, J. (2010) *Thinking about Play: Developing a Reflective Approach.* Maidenhead: Open University Press. McGraw-Hill Education Moyles, J., Payler, J. & Georgeson, J. (2014) *Early Years Foundations. Critical Issues.* (2nd ed) Maidenhead: Open University Press; McGraw-Hill Education
	Nutbrown, C. (2011) 4th ed. *Threads of Thinking. Schemas and Young Children's Learning.* London: Sage Pardoe, D. (2009) Towards *Successful Learning.* 2nd ed. London: Continuum. Pollard, A., Anderson, J., Maddock, M., Swaffield, S., Warin, J., and Warwick P. (2008) *Reflective Teaching.* 3rd ed. London: Continuum. Whalley, M. and the Pen Green Centre Team (2007) *Involving Parents in their Children's Learning.* 2nd ed. London: Sage Publications Ltd

Part 3: Assessment	
Assessment Strategy	The criteria for assessment of professional placement will comply with the current, relevant professional Teachers' Standards (Early Years). Within this module students must demonstrate the accumulation, assimilation and volume of knowledge, understanding, skills and attitudes acquired during training. Students must demonstrate the positive values and behaviour that they expect from children in all aspects of their professional placements. Students' practice will be underpinned by values that they can articulate and for which they can provide a rationale. The above will manifest itself in high expectations of all children, consistent and respectful treatment and concern for their care, development and learning; sensitive and effective communication with parents/carers and support staff and an understanding of their contribution; the ability to reflect on and improve their own teaching; motivation to take responsibility for their own professional development. Assessment against the Teachers' Standards (Early Years) is undertaken by a suitably qualified university Professional Tutor drawing on discussion with appropriate members of staff in the students' school or setting.

Identify final assessment component and element	**Component B**		
		A:	**B**:
% weighting between components A and B (Standard modules only)		**P/F**	**100%**

<table>
<tr><td colspan="2">First Sit</td></tr>
<tr><td>Component A (controlled conditions)
Description of each element</td><td>Element weighting
(as % of component)</td></tr>
<tr><td>Successful completion of one 6 week block of professional practice covering one of the following age ranges (baby, 0-2; toddler, 18-36 months; pre-school, 30 – 60 months) in which robust evidence against the Teaching Standards (Early Years) is gathered and documented. Students should also demonstrate that they are able to maintain consistent attendance and build professional and respectful relationships with children, parents and setting staff, taking full account of feedback from their schools/settings.</td><td>Pass/Fail</td></tr>
<tr><td>Component B (controlled conditions)
Description of each element</td><td>Element weighting
(as % of component)</td></tr>
<tr><td>Successful completion of one 6 week block of professional practice covering one of the following age ranges (baby, 0-2; toddler, 18-36 months; pre-school, 30 – 60 months) in which robust evidence against the Teaching Standards (Early Years) is gathered, documented and presented during a 20 minute final viva with the university's Professional Tutor. Students should also demonstrate that they are able to maintain consistent attendance and build professional and respectful relationships with children, parents and setting staff, taking full account of feedback from their schools/settings.</td><td>100%</td></tr>
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<tr><td colspan="2">Resits are not automatically granted and are subject to the recommendation of the award board.</td></tr>
<tr><td>Component A (controlled conditions)
Description of each element</td><td>Element weighting
(as % of component)</td></tr>
<tr><td>Successful completion of TWO separate 6 week blocks of professional practice across 2 age ranges (baby, 0-2; toddler, 18-36 months; pre-school, 30 – 60 months) in which robust evidence against the Teaching Standards (Early Years) is documented. Students should also demonstrate that they are able to maintain consistent attendance and build professional and respectful relationships with children, parents and setting staff, taking full account of feedback from their schools/settings.</td><td>Pass/Fail</td></tr>
<tr><td>Component B (controlled conditions)
Description of each element</td><td>Element weighting
(as % of component)</td></tr>
<tr><td>Successful completion of one 6 week block of professional practice covering one of the following age ranges (baby, 0-2; toddler, 18-36 months; pre-school, 30 – 60 months) in which robust evidence against the Teaching Standards (Early Years) is gathered, documented and presented during a 20 minute final viva with the university's Professional Tutor. Students should also demonstrate that they are able to maintain consistent attendance and build professional and respectful relationships with children, parents and setting staff, taking full account of feedback from their schools/settings.</td><td>100%</td></tr>
<tr><td colspan="2">If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</td></tr>
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