

## ACADEMIC SERVICES

## MODULE SPECIFICATION

		Part 1: Bas	ic 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 modu	Ile? YES	
Owning Faculty	ACE		Field	Primary, Early Childhood and Education Studies		
Department	Education		Module Type	Professional Practice		
Contributes towards	BA (Hons) Early	y Childhood				
Pre-requisites	New 15 credit L Level 2 practice		Co- requisites			
Excluded Combinations	None		Module Entry requirements		completion of new G EC EYTS Level 2 odule	
First CAP Approval Date	March 2015		Valid from	September	2015	
Revision CAP Approval Date			Revised with effect from			

Review Date Sept 2021
Review Date Sept 2021

Dert 2. Learning and Teaching				
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 <b>TWO</b> 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:			
	<ol> <li>Attend placement regularly and consistently (A/B)</li> <li>Build professional and respectful relationships with children, parents and setting staff, taking full account of feedback from their schools/settings.(A/B)</li> <li>Set high expectations which inspire, motivate and challenge all children (A/B)</li> <li>Promote good progress and outcomes by children. (A/B)</li> <li>Demonstrate secure knowledge of early years' pedagogy and the Early Years Foundation Stage framework within the age phase covered in each practice. (A/B)</li> </ol>			
	<ol> <li>Plan education and care taking into account the needs of all children (A/B)</li> <li>Adapt education and care to respond to the strengths and needs of all children. (A/B)</li> <li>Make accurate and productive use of assessment (A/B)</li> <li>Safeguard and promote the welfare of children, and provide a safe learning environment. (A/B)</li> </ol>			

a primary school.		acements in a	n early years	setting or re-	ception class c	
		There will be <b>TWO 6 week placements</b> in an early years setting or reception class of a primary school.				
	<ul> <li>Students will undertake preparation work within the new UG L3 30 credit EYT Preparation for EYTS module, which will include safeguarding and child protection.</li> </ul>					
• /	A range of ap	propriate expe	eriences in pa	rtnership set	tings.	
r r	eflect on prog					
		formal observ	ations of teac	hing and sub	osequent	
		ents a typical	delivery; the p	precise delive	ery pattern will	
Scheduled Learn	ing; 20 hours	5				
Independent Lea	Independent Learning: 20 hours					
Placement Learning: 420 hours.						
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Key Inform	ation Set - Mo	odule data				
Number of a	prodits for this	module		30		
		module		30		
allocated	learning and teaching	Independent study hours	Placement study hours	Allocated Hours		
300	20	20	420	460	8	
constitutes a - Written Exam: L	Jnseen writte	n exam, open	book written	exam, In-clas	ss test	
	Contact time for the supervised were separate six weee The following structure for the following structure for the supervised were separate six weee The following structure for year to Scheduled Learn Independent I additional I independent I addi	Satisfactory p professional p A range of ap Formal and in reflect on pro- development Formal and in feedback     Contact time for this module w individual tutorial support throw The supervised work-based lesseparate six week blocks of tr The following structure repressivary from year to year. Scheduled Learning: 20 hours Independent Learning: 20 hours Independent Learning: 10 hours Independent Learning. Individe in university and on practice Independent learning The additional independent study learning as well as gatherin standards (Early Years). Placement learning: TWO Key Information Sets (KIS) and this module contributes to, wh comparable sets of standardis prospective students to compa- interested in applying for. Key Information Sets (KIS) and this module contributes to, wh comparable sets of standardis prospective students to compa- interested in applying for. Key Information Sets (KIS) and this module contributes to, wh comparable sets of standardis prospective students to compa- interested in applying for. The table below indicates as a constitutes a - Written Exam: Unseen written Key Information Sets (KIS) and teaching study hours 300 20 20 10	Satisfactory preparation muprofessional practice.     A range of appropriate experience of the second evelopment ev	Satisfactory preparation must be demons professional practice.     A range of appropriate experiences in pa     Formal and informal meetings with a university reflect on progress and co-construct targed development     Formal and informal observations of teach feedback Contact time for this module will be predominantly practice individual tutorial support through meetings with a universe. The supervised work-based learning experiences will be the separate six week blocks of training in an early years set The following structure represents a typical delivery; the provide the separate six week blocks of training in an early years set the following structure represents a typical delivery; the provide the separate six week blocks of training in an early years set the following structure represents a typical delivery; the provide the separate six week blocks of training in an early years set the following structure represents a typical delivery; the provide the separate six week blocks of training in an early years set the following structure represents a typical delivery; the provide the separate six week blocks of training in an early years set of the separate six week blocks of training in an early years set of the separate	Satisfactory preparation must be demonstrated prior the professional practice.     A range of appropriate experiences in partnership set Formal and informal meetings with a university Profession development     Formal and informal observations of teaching and subfeedback Contact time for this module will be predominantly practice based with individual tutorial support through meetings with a university profession. The supervised work-based learning experiences will be the equivaler separate six week blocks of training in an early years setting or recept. The following structure represents a typical delivery; the precise delivery ary from year to year. Scheduled Learning: 20 hours Independent Learning: 420 hours. Scheduled learning there is an expectation that all stude additional independent signation gradient with and on practice. Independent learning: TWO x 6 week placements – full time attenda (serif) Years). Placement learning: TWO x 6 week placements – full time attenda Key Information Sets (KIS) are produced at programme level for all profise study hours interested in applying for. Key Information Set - Module data Number of credits for this module Independent Placement Allocated Hours	

practical exan Please note the necessarily re	n nat this is th flect the co description Written exa Coursewo	ne total of va mponent ar n: am assessr	nrious types d module w nent percent ent percent	of assessm veightings in tage age		ot
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<ul> <li>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</li> <li>Preparation for EYTS module.</li> <li>Alexander, R. ed. (2009) Children their World, their Education; Final Report and Recommendations of the Primary Education Review. London: Routledge.</li> <li>Blatchford, R. (2014) <i>The Restless School.</i> Woodbridge: John Catt Educational</li> <li>Brodie, K. (2013) <i>Observation, Assessment and Planning in the EYs: Bringing it all Together.</i> Maidenhead: OU press</li> <li>Carr, M. (2001) <i>Assessment in Early Childhood Settings: Learning Stories.</i> London: Sage</li> <li>Claxton, G. (2008) <i>What's the Point of School? Rediscovering the Hear of Education.</i> Oxford: Oneworld Publications</li> <li>Cox, S. (2011) <i>New Perspectives in Primary Education.</i> Maidenhead: Open University Press</li> <li>Cunningham, P. (2012) <i>Politics and the Primary teacher.</i> Abingdon: Routledge.</li> <li>Dubiel, D, (2014) <i>Effective Assessment in the Early Years Foundation Stage.</i> London: Sage</li> <li>Featherstone, S. (2012) <i>Catching Them at it!: Assessment in the Early Years.</i> London: Featherstone Press</li> <li>Glazzard, J., Chadwick, D., Webster, A. &amp; Percival, J. (2010) <i>Assessment for Learning in the Early Years Foundation Stage.</i> Condon: Sage</li> <li>Graduate School of Education (2013) <i>Bristol Guide to Professional Responsibilities and Statutory Frameworks for teachers and others in schools.</i> Bristol: University of</li> </ul>						
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(2008) What? Oxford: Oneworld Publica Cox, S. (2011) New Pers University Press Cunningham, P. (2012) F Dubiel, D, (2014) Effective London: Sage Featherstone, S. (2012) O Featherstone Press Glazzard, J., Chadwick, E in the Early Years Founda Graduate School of Educa and Statutory Framework Bristol. http://www.bristol. no postage charge)	<ul> <li>Please note that this is the total of vanecessarily reflect the component and of this module description:</li> <li>Written exam assessing Coursework assessing Practical exam assessing Practical exam assessing Practical exam assessing Practical exam assessing accessed remotely. Guidance to some the Library will be given in the Module reference lists are expected to be able to in Additional support is available throug interactive tutorials on finding books are ferencing.</li> <li>Further reading is not essential for the indicative sources and readings sugg Preparation for EYTS module.</li> <li>Alexander, R. ed. (2009) Children the Recommendations of the Primary Ed Blatchford, R. (2014) The Restless S</li> <li>Brodie, K. (2013) Observation, Asse Together. Maidenhead: OU press Carr, M. (2001) Assessment in Early Sage</li> <li>Claxton, G. (2008) What's the Point of Oxford: Oneworld Publications</li> <li>Cox, S. (2011) New Perspectives in H University Press</li> <li>Cunningham, P. (2012) Politics and the Dubiel, D, (2014) Effective Assessment in Early Sage</li> <li>Featherstone, S. (2012) Catching The Featherstone Press</li> <li>Glazzard, J., Chadwick, D., Webster, in the Early Years Foundation Stage.</li> <li>Graduate School of Education (2013) and Statutory Frameworks for teacher Bristol. http://www.bristol.ac.uk/education postage charge)</li> </ul>	Please note that this is the total of various types necessarily reflect the component and module w of this module description: Written exam assessment percent Dractical exam assessment percent Practical exam assessment percent Practical exam assessment percent Practical exam assessment percent Dibliographic and full text databases and Interne accessed remotely. Guidance to some key author the Library will be given in the Module Guide and reference lists are expected to reflect the range of Students are expected to be able to identify and Additional support is available through the Librar interactive tutorials on finding books and journals referencing. Further reading is not essential for this module, the indicative sources and readings suggested in the Preparation for EYTS module. Alexander, R. ed. (2009) Children their World, th Recommendations of the Primary Education Rev Blatchford, R. (2014) The Restless School. Wood Brodie, K. (2013) Observation, Assessment and Together. Maidenhead: OU press Carr, M. (2001) Assessment in Early Childhood S age Claxton, G. (2008) What's the Point of School? F Oxford: Oneworld Publications Cox, S. (2011) New Perspectives in Primary Edu University Press Cunningham, P. (2012) Politics and the Primary Dubiel, D, (2014) Effective Assessment in the E London: Sage Featherstone, S. (2012) Catching Them at it!: As Featherstone Press Glazzard, J., Chadwick, D., Webster, A. & Perciv in the Early Years Foundation Stage. London: S Graduate School of Education (2013) Bristol Gui and Statutory Frameworks for teachers and other Bristol. http://www.bristol.ac.uk/education/expert no postage charge)	Please note that this is the total of various types of assessm necessarily reflect the component and module weightings in of this module description: Written exam assessment percentage Practical exam assessment percentage accessed remotely. Guidance to some key authors and journ the Library will be given in the Module Guide and updated al reference lists are expected to reflect the range of reading c Students are expected to be able to identify and retrieve app Additional support is available through the Library Services to interactive tutorials on finding books and journals, evaluating referencing. Further reading is not essential for this module, but students indicative sources and readings suggested in the new UG Lipreparation for EYTS module. Alexander, R. ed. (2009) Children their World, their Educatic Recommendations of the Primary Education Review. Londo Blatchford, R. (2014) The Restless School. Woodbridge: Jo Brodie, K. (2013) Observation, Assessment and Planning in Together. Maidenhead: OU press Carr, M. (2001) Assessment in Early Childhood Settings: Le Sage Claxton, G. (2008) What's the Point of School? Rediscoverin Oxford: Oneworld Publications Cox, S. (2011) New Perspectives in Primary Education. Ma University Press Cunningham, P. (2012) Politics and the Primary teacher. Ab Dubiel, D, (2014) Effective Assessment in the Early Years F London: Sage Featherstone, S. (2012) Catching Them at it!: Assessment if Featherstone Press Glazzard, J., Chadwick, D., Webster, A. & Percival, J. (2010) in the Early Years Foundation Stage. 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Assig reference lists are expected to reflect the range of reading carried out Students are expected to be able to identify and retrieve appropriate read Additional support is available through the Library Services web pages, in interactive tutorials on finding books and journals, evaluating information referencing. Further reading is not essential for this module, but students should be reli- indicative sources and readings suggested in the new UG L3 30 credit EY Preparation for EYTS module. Alexander, R. ed. (2009) Children their World, their Education; Final Repor Recommendations of the Primary Education Review. London: Routledge. Blatchford, R. (2014) <i>The Restless School</i> . Woodbridge: John Catt Education Grade K. (2013) Observation, Assessment and Planning in the EYs: Brit Together. Maidenhead: OU press Carr, M. (2011) <i>New Perspectives in Primary Education</i> . Maidenhead: Op University Press Cunningham, P. (2012) <i>Politics and the Primary teacher</i> . 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4 <sup>th</sup> 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) <i>Becoming an Early Years Teacher</i> . Maidenhead: Open University Press. McGraw-Hill Education
Knowles, G. (2009) Ensuring Every Child Matters: A Critical Approach. London: Sage Publications Ltd.
Moyles, J. (2010) <i>Thinking about Play: Developing a Reflective Approach</i> . Maidenhead: Open University Press. McGraw-Hill Education
Moyles, J., Payler, J. & Georgeson, J. (2014) <i>Early Years Foundations. Critical Issues.</i> (2 <sup>nd</sup> ed) Maidenhead: Open University Press; McGraw-Hill Education
Nutbrown, C. (2011) 4 <sup>th</sup> ed. <i>Threads of Thinking. Schemas and Young Children's Learning.</i> London: Sage
Pardoe, D. (2009) Towards <i>Successful Learning.</i> 2 <sup>nd</sup> ed. London: Continuum.
Pollard, A., Anderson, J., Maddock, M., Swaffield, S., Warin, J., and Warwick P. (2008) <i>Reflective Teaching.</i> 3 <sup>rd</sup> ed. London: Continuum.
Whalley, M. and the Pen Green Centre Team (2007) <i>Involving Parents in their Children's Learning.</i> 2 <sup>nd</sup> 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 (Star	ndard modules only)	P/F	100%

First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
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.	Pass/Fail	
Component B (controlled conditions) Description of each element	Element weighting (as % of component)	
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.	100%	

## Resits are not automatically granted and are subject to the recommendation of the award board.

Component A (controlled conditions)	Element weighting
Description of each element	(as % of component)
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.	Pass/Fail
Component B (controlled conditions)	Element weighting
Description of each element	(as % of component)
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.	100%

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.