



## **Module Specification**

### **Becoming an Early Years Teacher 3 (PG)**

Version: 2023-24, v2.0, 03 Feb 2023

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## Part 1: Information

**Module title:** Becoming an Early Years Teacher 3 (PG)

**Module code:** UTTG3H-30-3

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Education and Childhood

**Partner institutions:** None

**Delivery locations:** Not in use for Modules

**Field:** Primary, Early Childhood and Education Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** On successful completion of this module, students will have accumulated a significant body of evidence towards meeting the professional Teachers' Standards (Early Years) in THREE 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.

**Features:** Module Entry requirements: Students must have a 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.

**Educational aims:** See learning outcomes.

**Outline syllabus:** There will be THREE 6 week placements in an early years setting or reception class of a primary school.

Students will undertake preparation work within the Level M modules, UTTGKV-30-M Critical Perspectives on the EYFS and UTTGHQ-60-M Qualifying for EYT status which will include safeguarding and child protection.

A range of appropriate experiences in partnership and employment 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

### **Part 3: Teaching and learning methods**

**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).

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 THREE 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.

Placement learning: THREE x 6 week placements – full time attendance required.

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

**MO1** Attend placement regularly and consistently

**MO2** Build professional and respectful relationships with children, parents and setting staff, taking full account of feedback from their schools/settings

**MO3** Set high expectations which inspire, motivate and challenge all children

**MO4** Promote good progress and outcomes by children

**MO5** Demonstrate secure knowledge of early years' pedagogy and the Early Years Foundation Stage framework within the age phase covered in each practice

**MO6** Plan education and care taking into account the needs of all children

**MO7** Adapt education and care to respond to the strengths and needs of all children

**MO8** Make accurate and productive use of assessment

**MO9** Safeguard and promote the welfare of children, and provide a safe learning environment

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 30 hours

Placement = 250 hours

Face-to-face learning = 20 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttg3h-30-3.html) via the following link <https://uwe.rl.talis.com/modules/uttg3h-30-3.html>

## Part 4: 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.

### Assessment components:

**Practical Skills Assessment (First Sit)**

Description: 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.

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

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Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

**Practical Skills Assessment (First Sit)**

Description: 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.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

### **Practical Skills Assessment (Resit)**

Description: 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.

Weighting:

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

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Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

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Description: 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.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

**Part 5: Contributes towards**

This module contributes towards the following programmes of study: