



MODULE SPECIFICATION

Part 1: Information			
Module Title	Becoming an Early Years Teacher 2		
Module Code	UTT7S-30-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Arts Creative Industries & Education	Field	Primary, Early Childhood and Education Studies
Department	Education and Childhood		
Module type:	Professional Practice		
Pre-requisites	Becoming an Early Years Teacher 1 2020-21		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Features: Module Entry requirements: Successful completion of UTTG3K-15-2 Becoming an Early Years Teacher 1.</p> <p>Educational Aims: 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 be able to confidently discuss their evidence in response to a range of questions from a UWE professional tutor. They will also demonstrate evidence that they can maintain the consistently high standards of personal and professional conduct required of teachers.</p> <p>Outline Syllabus: There will be TWO 6 week placements in an early years setting or reception class of a primary school.</p> <p>Students will undertake preparation work within the new UG L3 30 credit EYT Preparation for EYTS module, which will include safeguarding and child protection.</p> <p>Satisfactory preparation must be demonstrated prior to the start of professional practice.</p>

STUDENT AND ACADEMIC SERVICES

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.

Teaching and Learning Methods: 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 practices 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; 260 hours

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.

Part 3: Assessment

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.

The Oral examination will take place within the setting on the students' final placement. Assessment against the Teachers' Standards (Early Years) is undertaken by a suitably qualified university Professional Tutor drawing on a professional discussion with the student and where appropriate members of staff in the students' school or setting.

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

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.

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First Sit Components	Final Assessment	Element weighting	Description
Practical Skills Assessment - Component A		0 %	Successful completion of two six week professional practices covering 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
Examination - Component B	✓	100 %	An oral examination. Students will be expected to respond appropriately to questions from a UWE professional Tutor relating to their performance against the Teacher Standards (Early Years), using evidence to support their responses from within their professional practice portfolio.
Resit Components	Final Assessment	Element weighting	Description
Practical Skills Assessment - Component A		0 %	Successful completion of two six week professional practices covering 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
Examination - Component A	✓	100 %	An oral examination. Students will be expected to respond appropriately to questions from a UWE professional Tutor relating to their performance against the Teacher Standards (Early Years), using evidence to support their responses from within their professional practice portfolio.

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	Module Learning Outcomes	Reference
	Attend placement regularly and consistently	MO1
	Build professional and respectful relationships with children, parents and setting staff, taking full account of feedback from their schools/settings	MO2
	Set high expectations which inspire, motivate and challenge all children	MO3
Promote good progress and outcomes by children	MO4	

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	Demonstrate secure knowledge of early years' pedagogy and the Early Years Foundation Stage framework within the age phase covered in each practice	MO5
	Plan education and care taking into account the needs of all children	MO6
	Adapt education and care to respond to the strengths and needs of all children	MO7
	Make accurate and productive use of assessment	MO8
	Safeguard and promote the welfare of children, and provide a safe learning environment	MO9
Contact Hours	Independent Study Hours:	
	Independent study/self-guided study	20
	Total Independent Study Hours:	20
	Placement Study Hours:	
	Placement	260
	Total Placement Study Hours:	260
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	20
	Total Scheduled Learning and Teaching Hours:	20
	Hours to be allocated	300
	Allocated Hours	300
	Reading List	<p>The reading list for this module can be accessed via the following link: https://uwe.rl.talis.com/modules/uttg7s-30-3.html</p>

Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Early Childhood [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19

Early Childhood [Sep][FT][Villa][3yrs] BA (Hons) 2018-19

Early Childhood (Foundation)[Sep][FT][Frenchay][4yrs] BA (Hons) 2018-19

