

Course Specification

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Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Institute of Education		
Course Code(s):	CF017Z31UV	Part-time	1 Years
Course Title:	Graduate Employment Based Route leading to Early Years Teacher Status		
Hierarchy of Awards:	University Statement of Credit Graduate Employment Based Route Early Years Teacher Status		
Language of Study:	English		
Date of DAG approval:	06/Oct/2014		
Last Review:	2016/7		
Course Specification valid from:	2016/7		
Course Specification valid to:	2022/3		

Academic Staff

Course Leader:	Mrs Emma Luckhurst
Head of Department:	Mrs Faye Stanley

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

- have achieved a GCSE grade 4 (previously grade C) or above (or equivalent) in English, mathematics and a science subject. (Please be aware that not all equivalency tests are accepted, if you unsure please contact our Admissions Department at admissions@wlv.ac.uk for clarification).
- hold a first degree from a UK higher education institution or equivalent qualification
- have taken part in a rigorous selection process designed to assess their suitability to teach
- have passed the [professional skills tests](#)

Please view further information regarding [interview preparation](#)

Distinctive Features of the Course:

Why Wolverhampton?

- The University of Wolverhampton is one of the West Midlands' largest providers of teacher education, with many of our graduates going on to work within the conurbation. Our tutors are all experienced teachers who have worked with our partnership and family schools for many years.
- We are proud of our long-standing tradition of training teachers of Early Years, Primary, Secondary and Post Compulsory Education.
- Access to high quality, bespoke subject knowledge enhancement courses,
- Access to free Professional Skills Test Support.
- High quality learning facilities, including well equipped teaching rooms, cutting edge learning spaces, lecture theatres and a social learning environment.
- A clear progression to Master's degree study, with opportunities to build on postgraduate credits to embark upon further study following successful completion of the course, including a fully tailored Newly Qualified Teacher module that can be completed during your induction year.
- Access to leading research in the field of Education that enables trainees to develop as reflective practitioners.

What do Ofsted say?

The University of Wolverhampton provision is particularly effective in developing highly professional teachers with the skills to reflect critically on the quality of their teaching in order to improve it. They are valued highly by the schools, colleges and other settings where they secure employment in the region. The university has an excellent reputation that enables it to build strong partnerships across the region to support high-quality teacher training and educational improvement. Employment rates in all phases are high, with many former trainees working in the region.

Ofsted (2013), *Initial Teacher Education Inspection Report*, London: Ofsted

Educational Aims of the Course:

Early Years Initial Teacher Training is focused on high quality care and education for the birth to five age range and leads to Early Years Teacher Status. To achieve Early Years Teacher Status by the end of the training programme, you will need to be able to demonstrate the Teachers' Standards (Early Years) across the birth to five age range.

The Government is committed to raising the quality of early years provision by encouraging graduate leadership. Research has shown that the quality of provision is higher in settings that employ more graduate trained staff.

Early Years ITT is the only teacher training focussed on the birth to five age range. To be awarded Early Years Teacher Status, trainees must meet robust standards designed specifically for high quality work with this age group. This makes Early Years Teachers ideally placed to fulfil the needs of employers for high quality education and care for babies and young children. The course reflects the specific and precise quality frameworks established by the relevant national government agency, and complies fully with the relevant standards framework.

Early Years Graduate Entry Pathway leading to Early Years Teacher Status (EYTS) is specifically designed to ensure that those who are successful can be recommended to the relevant professional body for the award of Early Years Teacher Status (EYTS) – a professional award designed for those who wish to teach in the early year's sector.

The course has also been designed to develop early years teachers who will be:

- empathetic and committed to children's development and learning;
- critically reflective and reflexive;
- enthusiastic and innovative;
- open-minded and research-aware
- capable of engaging in collaborative inquiry and practitioner research
- flexible and creative decision-maker

The course will also help a trainee to develop as an early year's teacher who understands the link between early year's subject knowledge and pedagogic knowledge. Equally we seek to develop early year's teachers who understand the needs of the individual child and the community of the setting/school in which they will work.

Trainees who are recommended for the award of EYTS will be well-placed to obtain employment in settings/schools.

The 20 credits masters credits gained can be built on, through further study, to gain a Post Graduate Diploma in Education or a Master's Degree in Education.

Intakes:

September

Major Source of Funding:

OTHER FUNDING

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
No related data			

PSRB:

None

Course Structure:

September (Part-time)

Year 1

Module	Title	Credits	Period	Type
7PE016	Professional Standards for Early Years Teachers 1	0	IN YR	Core
7PE015	Professional Learning and Development for Early Years Teachers	20	IN YR	Core
7PE017	Professional Standards for Early Years Teachers 2	0	IN YR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 1.2.3 - Exemption for delivery outside the standard University Academic Calendar in order to enable completion of 120 days on placement.

Section 4.3.3 - Exemption in accordance with the standards required for Qualified Teacher Status (granted by the National College for Teaching and Leadership). There will be no automatic right to a second attempt for any failed assessment components.

Section 4.3.5 - Exemption in accordance with Professional Body (National College for Teaching and Leadership) requirements for Qualified Teacher Status (QTS) with no right to repeat practice modules (repeats will be allowed for theory modules);

- 7PE016 Professional Standards for Early Years Teachers 1 (0 credits)
- 7PE017 Professional Standards for Early Years Teachers 2 (0 credits)

APPROVED by ARFSC on 22/6/2017. Effective date: September 2017.

Reference Points:

Quality Code - [Part A: Setting and Maintaining Academic Standards](#). Including :

[Qualifications Frameworks](#)

[Characteristics Statements](#)

[Credit Frameworks](#)

[Subject Benchmark Statements](#) - *list*

Quality Code - [Part B: Assuring and Enhancing Academic Quality](#)

[University Policies and Regulations](#)

Equality Act (2010)

This course is subject to the National College for Teaching and Leadership (NCTL) statutory guidance and accompanying advice. <https://www.gov.uk/government/publications/early-years-itt-requirements-supporting-advice>

The recommendation of Early Years Teacher Status (EYTS) is subject to meeting the Early Years Teachers' Standards. These standards set the minimum requirements for early years teachers' practice and conduct.

[Early Years Teachers' Standards \(DfE, 2013\)](#)

Initial Teacher Training Courses are subject to inspection by the Office for Standards in Education (OFSTED).

Ofsted Handbook (Ofsted, September 2015) [Ofsted Initial Teacher Education Inspection Handbook](#)

Learning Outcomes:

PG Credits Course Learning Outcome 1 (PCCL01)

Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront in the early years field of study or area of professional practice with a conceptual understanding that enables the student: (a) to evaluate critically current research and advanced scholarship in early years (b) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

PG Credits Course Learning Outcome 2 (PCCL02)

Demonstrate a comprehensive understanding of techniques applicable to early years research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

PG Credits Course Learning Outcome 3 (PCCL03)

Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level relating to early years.

PG Credits Course Learning Outcome 4 (PCCL04)

Demonstrate the qualities and transferable skills necessary for employment in an early years setting requiring: (a) the exercise of initiative and personal responsibility (b) decision-making in complex and unpredictable situations (c) the independent learning ability required for continuing professional development.

Overview of Assessment:

Module	Title	Course Learning Outcomes
7PE015	Professional Learning and Development for Early Years Teachers	PCCL01, PCCL03, PCCL04
7PE016	Professional Standards for Early Years Teachers 1	PCCL01, PCCL03, PCCL04
7PE017	Professional Standards for Early Years Teachers 2	PCCL01, PCCL02, PCCL04

Teaching, Learning and Assessment:

The assessment requirements of the course are based on the need for trainees to demonstrate that they have

reached the standards required for Early Years Teacher Status (EYTS) and the academic standards required to meet Early Years Graduate Entry Pathway leading to Early Years Teacher Status (EYTS) The assessment methods will include;

- Written assignments and presentations to tutors and peers to demonstrate secure subject knowledge and understanding, the ability to undertake research and the ability to reflect critically on their own teaching practice;
- Completion of setting/school-based activities to demonstrate the ability to observe and research into classroom practice;
- Two sustained periods in early years settings/school undertaking the full range of the teacher's duties and taking increasing independent responsibility for organising and managing teaching and learning across all of the specified age groups for which they are being trained.
- Opportunity to develop a comprehensive understanding of progression across, and before and after, the age range for which they are training to teach will be through include enhanced experiences in other age ranges.
- Compilation of evidence files;
- Record of Professional Development.

Early Years Graduate Entry Pathway leading to Early Years Teacher Status (EYTS) employs a wide range of learning and teaching methods, including formal lectures, small group seminars and practical workshop sessions. All will provide examples of good practice in teaching, which allows students to reflect as they develop their own teaching styles. Much of the training will take place in setting/school with teaching practice and regular professional dialogue with a Mentor. Student Teachers will be able to learn from experience and to identify their own needs in this setting

Student Teachers will be expected to participate actively in their own learning and development. Reading is an essential part of the process and students will be given directed reading to inform taught sessions and wider reading to develop knowledge and understanding.

This course requires Student Teachers to develop skills as a *reflective* practitioner. They will be encouraged to think and write reflectively at all times in a focused and disciplined manner. They will be required to keep field notes in school and these will provide a key source of information for assessed assignments.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

General University support:

[University Learning Centres](#) are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

Learning Centres also provide students with academic skills support via the [Skills for Learning programme](#).

Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Course Specific Support

Students will be supported by a university subject tutor during the course. Whilst on placement in school students will also be supported by a school-based mentor and professional tutor.

Employability in the Curriculum:

Successful trainees on the Graduate Employment Based route will already be employed in Early Years. Additional opportunities will be available to use the status to work across a wider range of settings and to develop management and leadership potential.

Trainee teachers recommended for the award of EYTS will be well-placed to obtain employment in schools/settings as early years teachers.



THE UNIVERSITY OF OPPORTUNITY