

**EYITT with  
PGCE Early  
Years  
Programme  
Handbook  
17/18**

Institute for Education  
Department of Teacher Education

## CONTENTS

<b>CONTENTS</b> .....	2
1. INTRODUCTION.....	4
1.1 EYITT with PGCE.....	4
1.2 Philosophy.....	5
1.3 Entry Requirements.....	5
2. COURSE CONTENT.....	5
2.1 PGCE Modules.....	6
2.2 Training Requirements.....	6
2.3 Curriculum Outline and Content.....	7
2.4 Overview of Curriculum.....	7
2.4 Personalised Learning.....	9
3. COURSE AIMS – WHAT WILL YOU LEARN?.....	9
3.1 Main Programme Aims.....	9
3.2 Knowledge.....	10
3.3 Subject-Based Practical Skills.....	10
3.4 Cognitive Skills.....	11
3.5 Skills for Life and Work.....	11
3.6 Principles Underpinning the Programme.....	11
3.7 Learning Outcomes.....	12
4. LEARNING ENVIRONMENT.....	16
4.1 Teaching and Learning.....	16
4.2 University Based Training.....	16
4.3 Virtual Learning Environment (Minerva).....	17
4.4 Library and Learning Services (LLS).....	17
4.5 Individual Study.....	17
4.6 Workplace/Setting-Based Training.....	18
4.7 Quality of Workplace/Setting Training.....	18
5. ASSESSMENT.....	19
5.1 The Award of EYTS.....	19
5.2 Assessment of EYITT Progress.....	19
5.3 Professional Learning and Practice Portfolio (ePLPP).....	19
5.4 Professional Development Review Points.....	20
5.5 The Award of PGCE.....	20
5.6 Assessment Regulations.....	21
5.6.1 Submission of Assignments.....	21
5.6.2 Deferring an Assignment or Negotiating an Extension.....	21
5.7 Examination Boards.....	22
5.8 Marking and Moderating Assignments.....	22
5.9 School/Setting Training.....	22
5.10 Failing a Training Phase.....	23
5.11 Withdrawal of a Placement.....	23
5.12 Retrieval of Failed Training Phase.....	24
5.13 Appeals Procedure.....	24
5.14 Deferring or Extending.....	24
5.15 The Mitigating Circumstances Committee.....	25
5.16 Intercalation or Withdrawal from the Programme.....	25
6. CAREERS.....	26

7. ADDED VALUE .....	26
8. TEACHING QUALITY INFORMATION.....	27
9. HOW WE SUPPORT TRAINEES.....	27
9.1 Roles and Responsibilities.....	27
9.1.1 Management and Quality Assurance Requirements .....	27
9.1.2 Dean of Education.....	28
9.1.3 Head/s of Teacher Education.....	28
9.1.4 EYITT Programme Leader .....	28
9.1.5 Personal Tutors .....	29
9.1.6 Mentor .....	29
10. HOW WE ASSURE THE QUALITY OF THE COURSE.....	29
10.1 Management and Quality Assurance Requirements .....	29
10.2 Programme Approval.....	30
11. HOW WE MONITOR THE QUALITY OF THE COURSE .....	30
12. THE ROLE OF LEARNING PARTNERS.....	31
12.1 Partnership Network.....	31
12.2 External Moderators .....	31
12.3 External Examiners.....	31
13. LISTENING TO THE VIEWS OF STUDENTS.....	32
14. LISTENING TO THE VIEWS OF OTHERS.....	32
14.1 School of Education Board.....	32
14.2 Teacher Education Departmental Board Meetings .....	32
15. HYPERLINKS TO APPROPRIATE REGULATIONS, POLICIES AND GUIDANCE.....	33
16. STAFF PROFILES.....	33
17. EQUAL OPPORTUNITIES STATEMENT .....	33
18. ETHICS IN THE EARLY YEARS .....	33
18.1 Ethical Approval of Research .....	34
18.2 Confidentiality.....	35
18.2 Further Reading: .....	35
APPENDIX 1 – PGCE MODULE DESCRIPTORS.....	36
APPENDIX 2 - DBS CHECKS .....	42
APPENDIX 3 - LIBRARY AND INFORMATION SERVICES .....	48
APPENDIX 4 – RECOMMENDED READING LIST .....	49
APPENDIX 5 - BATH SPA UNIVERSITY RESEARCH ETHICS APPROVAL FORM .....	53

## 1. INTRODUCTION

Major, Joint, Minor or Specialised	N/A
School	Institute for Education
Department	Teacher Education
Campus	Various
Final award	Postgraduate Certificate in Education (PGCE) Early Years Recommendation for the award of Early Years Teacher Status (EYTS)
Intermediate awards available	Professional Graduate Certificate Early Years
UCAS code	N/A
Details of professional body accreditation	National College for Teaching and Leadership (NCTL) Early Years Teacher Status (EYTS)
Relevant QAA Benchmark statements	PGCE Statement from UUK, SCOP, QAA and UCET QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding bodies (2014) QAA Masters Degree Characteristics (2010)

### 1.1 EYITT with PGCE

Welcome to the EYITT with PGCE programme. EYITT is a specialist teacher training programme designed for those already working or seeking to work with babies and children from birth to five years old.

Successful trainees will become an Early Years Teacher and have Early Years Teacher Status (EYTS).

Bath Spa University believes that excellent teachers make a difference to the lives and futures of all children and so demand that our trainees critically engage with the underpinning theories, debates and research pertaining to the care and development of young children.

It is an expectation that all Early Years Teachers will achieve a Postgraduate Certificate in Education (PGCE) Early Years alongside their assessment against the Teachers' Standards (Early Years). This PGCE programme will enable all trainee EYTs to acquire 60 credits at Level 7 (M). Trainees will be encouraged and supported to progress onto the Bath Spa University Professional Masters Programme.

## 1.2 Philosophy

All Teacher Education programmes are underpinned by four key principles. We believe that these are central to the process of becoming an outstanding teacher. They are:

- Effective learning takes place when knowledge is shared and contested with a wide range of learning partners.
- Professional discourse in all educational settings is robust and challenging.
- Professional development is improved through drawing on research evidence and best practice.
- All aspects of developing practice are critiqued and evaluated.

## 1.3 Entry Requirements

The programme is designed to meet the Early Years Initial Teacher Training criteria as specified by the National College for Teaching and Leadership (NCTL) 2013 and will be subject to inspection for compliance.

All accredited ITT providers must ensure:

- That all entrants have achieved a standard equivalent to a grade C in the GCSE examinations in English, mathematics and a science subject
- That, in the case of graduate programmes of early years ITT, all entrants hold a first degree of a UK higher education institution or equivalent qualification.
- That all entrants, as part of the provider's selection procedures, have taken part in a rigorous selection process designed to assess their suitability to teach.
- That all entrants beginning early years ITT have passed the professional skills tests prior to entry.

## 2. COURSE CONTENT

*'Early Years Teachers act with integrity and honesty. They have strong early development knowledge, keep their knowledge and skills up-to-date and are self-critical. Early Years Teachers recognise that the Key Stage 1 and Key Stage 2 curricula follow the Early Years Foundation Stage in a continuum. They forge positive professional relationships and work with parents and/or carers in the best interests of babies and children.'*

National College for Teaching and Leadership, 2013

The programme will enable trainees to acquire the knowledge and skills they need to be able to teach across the 0 to 5 age range and engage them with the educational continuum of expectations, curricula and teaching in key stage 1 and 2. In addition, the PGCE element of the programme will support trainees to develop their critically reflective practice, research skills and engage with the main theoretical concepts of early years practice.

## 2.1 PGCE Modules

The PGCE will be awarded after students have successfully undertaken 60 credits at Level 7 (M). The credits are broken down into 3 modules as outlined below.

Level	Title	Credits	Assessment
7	Supporting Children’s Learning in the Early Years Foundation Stage	15	Critical Analysis and professional practice appendices
7	Building Relationships in the Early Years	15	Critical Analysis and professional practice appendices
7	Reflective Practice as a Catalyst for Change	30	Reflective Commentary and professional practice appendices

## 2.2 Training Requirements

All accredited ITT providers must ensure:

- That the content, structure, delivery and assessment of programmes is designed to:
  - Enable trainee teachers to meet all the Teachers’ Standards (Early Years) across the age range of training.
  - Ensure that no trainee teacher is recommended for the award of EYTS until they have met all of the Teachers’ Standards (Early Years).
- That they prepare all trainee teachers to teach across the 0 to 5 age range (the Early Years Foundation Stage) and engage them with the educational continuum of expectations, curricula, and teaching in key stage 1 and 2.
- That training programmes are designed to provide trainee early years teachers with sufficient time being trained in early years settings or schools to enable them to demonstrate that they have met all the Teachers’ Standards (Early Years). This means they would typically be structured to include at least the following periods of time to be spent in training in early years settings or schools that should include a minimum of 2 weeks in a school in key stage 1:
  - A 4-year undergraduate programme 160 days (32 weeks).
  - A 3-year undergraduate programme 120 days (24 weeks).
  - A graduate (non-employment based) programme 120 days (24 weeks).
  - Employment-based programme – as determined by the training programme.
- That each trainee early years teacher has taught in at least 2 schools or early years settings.

## 2.3 Curriculum Outline and Content

The Teacher Standards' (Early Years) provide the basis for the learning outcomes of the programme and are explored and assessed through all aspects of the programme. They are introduced through practical experience complemented by a programme of Professional Studies and subject training in a range of schools/settings, designed to ensure that theory and practice are interwoven. The programme provides high quality training in schools/settings and the university. Training in all settings has been designed collaboratively by the different stakeholders to provide a coherent training programme. The programme will enable trainees to acquire the knowledge and skills they need to be able to teach across the 0 to 5 age range and engage them with the educational continuum of expectations, curricula and teaching in key stage 1 and 2.

The programme will support trainees in the process of becoming reflective practitioners through evaluating, analysing and acting on both practice and research. They will work with experienced expert teachers and mentors in developing a comprehensive understanding of the relationship between teaching and learning and the environment in which this takes place. Trainees will be expected to be proactive in seeking opportunities to develop their own practice through their experience in the early years or school setting and their developing understanding of relevant research.

## 2.4 Overview of Curriculum

Training Module/Phase	Curriculum Content
<b>Induction</b>	<ul style="list-style-type: none"> <li>• Needs analysis – identifying strengths and development needs</li> <li>• Professional reading</li> <li>• Read and acknowledge policies</li> <li>• The Teachers' Standards (Early Years)</li> <li>• Overview of programme and assessment</li> <li>• The reflective practitioner</li> </ul>
<b>University Training</b>	<ul style="list-style-type: none"> <li>• The Early Years Foundation Stage</li> <li>• Safeguarding - legislative framework, safeguarding policies, strategies and guidance</li> <li>• The unique child (Constructions of childhood, children's rights, attachment)</li> <li>• Child development theory and research</li> <li>• How children develop and learn through play (birth to 5)</li> </ul>

	<ul style="list-style-type: none"> <li>• The enabling environment - planning for learning, observation, documentation and assessment</li> <li>• Early intervention - narrowing the attainment gap in the early years</li> <li>• Positive relationships (Parents and carers) and the role of the key person</li> <li>• Equality and diversity, anti-discriminatory practice</li> <li>• Transitions and continuity</li> <li>• Team building and pedagogical leadership</li> <li>• Early Reading and Early Mathematics</li> <li>• Curricula and teaching in key stage 1 and 2</li> </ul>
<p><b>Workplace/Setting Training</b></p>	<ul style="list-style-type: none"> <li>• Informing, planning and improving practice and provision for babies, toddlers and children in the Early Years Foundation Stage</li> <li>• Understanding of how babies and young children learn</li> <li>• Development of professional leadership skills required of the YET</li> <li>• Observation, documentation and evidence of impact of babies and children’s development and learning</li> <li>• Trainees are required to evidence assessed teaching/leading education and care from at least 2 settings across birth to five</li> <li>• Trainees must have evidence of at least 2 weeks placement in KS1 (within last 3 years)</li> </ul>
<p><b>Professional Development Activities/Directed tasks</b></p>	<ul style="list-style-type: none"> <li>• Completion of a range of directed tasks relevant to the setting placement and to the taught elements of the programme and linked to the Teachers’ Standards (Early Years). Typically to include: <ul style="list-style-type: none"> <li>○ Early years reflective practice</li> <li>○ Responsive planning for learning, observation, documentation and assessment of children’s learning</li> <li>○ Professional roles in the care of young children and child protection</li> <li>○ The enabling environment</li> <li>○ Responding to children’s interests, needs and strengths</li> <li>○ Teaching of early reading and mathematics</li> </ul> </li> </ul>

## **2.4 Personalised Learning**

The programme provides opportunities for effective personalised provision in the following ways:

- Systematic and individualised reviews with mentors and tutors.
- Precise developmental target setting which is focused and challenging, responsive to needs and provides high quality verbal and written feedback.
- Trainees able to explore or develop particular areas of interest or need relating to their practice.
- A rigorous process of professional development in order to evidence practice in relation to the Teachers' Standards (Early Years).

## **3. COURSE AIMS – WHAT WILL YOU LEARN?**

### **3.1 Main Programme Aims**

- Build upon and enhance previous experiences, skills and qualities to develop critically reflective early years professional practice.
- Analyse and make explicit the holistic qualities and needs of the child and how these should be accommodated within early years settings.
- Develop a critical understanding of child development and how to support the developing child.
- Recognise diversity and equality issues and the rights of the child.
- Promote and lead supportive structures and relationships which foster positive interpersonal relationships.
- Where necessary, provide appropriate placement experiences in early years settings with children from birth to five and Key Stages 1 and 2.

The Programme provides a combination of theoretical and practical study to support trainees' development as a reflective and analytical practitioner. They will build on existing knowledge of theory and practice, and trainees will learn to analyse critically their own practice as well as the social and political context within which settings operate.

### **3.2 Knowledge**

The programme is intended to develop a community of competent, powerful and creative learners (trainees, settings-based professionals, mentors, children, parents and tutors). It aims to enable trainees to develop as reflective and competent early years professionals. During the programme trainees will develop and extend:

- a. A systematic understanding of the Early Years Foundation Stage.
- b. A critical understanding of professional values and reflective practice in the early years sector.
- c. A strong theoretical and practical understanding of the development of children from birth to five.
- d. An understanding of the individuality and creativity of children – each child is unique and develops and learns in different ways and at different rates.
- e. Skills and knowledge to develop your own pedagogical leadership to support the delivery of the Early Years Foundation Stage.
- f. A comprehensive understanding of the legislative framework and national policies and guidance in Early Years settings.

### **3.3 Subject-Based Practical Skills**

The programme will enable trainees to develop the following subject-based skills and professional qualities:

- a. The confidence and skills to support children's development and learning in partnership with their families and other professionals.
- b. Respect for the diverse contexts, lives and experiences of children and their families, parents and carers.
- c. The ability to establish and sustain respectful partnerships with other practitioners and professionals.
- d. The ability to teach flexibly, creatively, imaginatively and display an understanding of the active nature of learning.
- e. The ability to draw upon children's experiences and individuality to provide an enabling environment and wider opportunities for learning.
- f. A commitment to continuing professional development through research, reflection, analysis and evaluation.
- g. A constructively critical approach to change.

### **3.4 Cognitive Skills**

The programme will support the development of the following cognitive skills:

- a. The ability to critically reflect on practice in search of improvement.
- b. The ability to be innovative in seeking solutions to problems and to encourage this approach in others.
- c. The capacity to analyse, synthesise and critically appraise complex situations and issues.
- d. The ability to assemble, manage and derive meaning from quantitative and qualitative information through research.

### **3.5 Skills for Life and Work**

- a. The development of your own style of independent learning.
- b. The ability to communicate ideas and experiments to others and to debate relevant issues.
- c. Decision making skills.
- d. IT skills.
- e. Communication skills.
- f. Team work.
- g. Time management.
- h. Confidence.

### **3.6 Principles Underpinning the Programme**

- Young children are competent and powerful learners.
- Children learn through first hand experiences and by making connection.
- Children belong within a family and community setting.
- Children have parents and carers who are their first educators and the partnership between parents/carers and teachers should be central to their development.
- Children develop and learn within an inclusive social and educational context.
- Children can develop and learn successfully only if they feel secure, valued and confident.
- Children have a right to appropriate opportunities for active, independent and exploratory play based learning.

### 3.7 Learning Outcomes

The core learning outcomes of the EYITT programme are mapped to the Teachers’ Standards (Early Years).

*‘Early Years Teacher Status is awarded to graduates who are leading education and care and who have been judged to have met all of the Teacher Standards (Early Years) in practice from birth to the end of the Foundation Stage’*

National College for Teaching and Leadership, 2013

**A** Knowledge and understanding

**B** Practical skills

**C** Cognitive skills

**D** Transferable/key skills

**E** General intellectual, practical, personal and social/interpersonal attributes fostered by the programme

Table 1: EYITT Programmes’ core learning outcomes mapped to the Teachers Standards (Early Years)

Teachers’ Standards (Early Years)	Core learning outcomes
<b>1. Set high expectations which inspire, motivate and challenge all children.</b>	
1.1 Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop. 1.2 Set goals that stretch and challenge children of all backgrounds, abilities and dispositions. 1.3 Demonstrate and model the positive values, attitudes and behaviours expected of children.	A, B, C, D, E
<b>2. Promote good progress and outcomes by children.</b>	
2.1 Be accountable for children’s progress, attainment and outcomes. 2.2 Demonstrate knowledge and understanding of how babies and children learn and develop. 2.3 Know and understand attachment theories, their significance and how effectively to	A, B, C, D, E

<p>promote secure attachments.</p> <p>2.4 Lead and model effective strategies to develop and extend children’s learning and thinking, including sustained shared thinking.</p> <p>2.5 Communicate effectively with children from birth to age five, listening and responding sensitively.</p> <p>2.6 Develop children’s confidence, social and communication skills through group learning.</p> <p>2.7 Understand the important influence of parents and/or carers, working in partnership with them to support the child's wellbeing, learning and development.</p>	
<p><b>3. Demonstrate good knowledge of early learning and EYFS</b></p>	
<p>3.1 Have a secure knowledge of early childhood development and how that leads to successful learning and development at school.</p> <p>3.2 Demonstrate a clear understanding of how to widen children’s experience and raise their expectations.</p> <p>3.3 Demonstrate a critical understanding of the EYFS areas of learning and development and engage with the educational continuum of expectations, curricula and teaching of Key Stage 1 and 2.</p> <p>3.4 Demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading.</p> <p>3.5 Demonstrate a clear understanding of appropriate strategies in the teaching of early mathematics.</p>	<p>A, B,D,E</p>
<p><b>4. Plan education and care taking account of the needs of all children.</b></p>	
<p>4.1 Observe and assess children’s development and learning, using this to plan next steps.</p> <p>4.2 Plan balanced and flexible activities and educational programmes that take into account the stage of development, circumstances and interests of children.</p> <p>4.3 Promote a love of learning and stimulate children’s intellectual curiosity in partnership with parents and/or carers.</p> <p>4.4 Use a variety of teaching approaches to lead group activities appropriate to the age range and ability of children.</p>	<p>A, B, C, E</p>

<p>4.5 Reflect on the effectiveness of teaching activities and educational programmes to support the continuous improvement of provision.</p>	
<p><b>5. Adapt education and care to respond to the strengths and needs of all children.</b></p>	
<p>5.1 Have a secure understanding of how a range of factors can inhibit children’s learning and development and how best to address these.</p> <p>5.2 Demonstrate an awareness of the physical, emotional, social, intellectual development and communication needs of babies and children, and know how to adapt education and care to support children at different stages of development.</p> <p>5.3 Demonstrate a clear understanding of the needs of all children, including those with special educational needs and disabilities, and be able to use and evaluate distinctive approaches to engage and support them.</p> <p>5.4 Support children through a range of transitions.</p> <p>5.5 Know when a child is in need of additional support and how this can be accessed, working in partnership with parents and/or carers and other professionals.</p>	<p>A, B, C, E</p>
<p><b>6. Make accurate and productive use of assessment.</b></p>	
<p>6.1 Understand and lead assessment within the framework of the EYFS framework, including statutory assessment requirements (see annex 1).</p> <p>6.2 Engage effectively with parents and/or carers and other professionals in the on-going assessment and provision for each child.</p> <p>6.3 Give regular feedback to children and parents and/or carers to help children progress towards their goals.</p>	<p>A, B, C, D, E</p>
<p><b>7. Safeguard and promote the welfare of children, and provide a safe learning environment.</b></p>	
<p>7.1 Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child.</p> <p>7.2 Establish and sustain a safe environment and employ practices that promote children’s health and safety.</p>	<p>A, B, C, E</p>

<p>7.3 Know and understand child protection policies and procedures, recognise when a child is in danger or at risk of abuse, and know how to act to protect them.</p>	
<p><b>8. Fulfil wider professional responsibilities.</b></p>	
<p>8.1 Promote equality of opportunity and anti-discriminatory practice.</p> <p>8.2 Make a positive contribution to the wider life and ethos of the setting.</p> <p>8.3 Take a lead in establishing a culture of cooperative working between colleagues, parents and/or carers and other professionals.</p> <p>8.4 Model and implement effective education and care, and support and lead other practitioners including Early Years Educators.</p> <p>8.5 Take responsibility for leading practice through appropriate professional development for self and colleagues.</p> <p>8.6 Reflect on and evaluate the effectiveness of provision, and shape and support good practice.</p> <p>8.7 Understand the importance of and contribute to multi-agency team working.</p>	<p>A, B, C, E</p>

## 4. LEARNING ENVIRONMENT

### 4.1 Teaching and Learning

Teaching and Learning on the EYITT programme takes place in a range of different learning environments appropriate for the developing EYT through a combination of the following:

- Developing professional learning and practice through working with expert trainers and leaders of outstanding practice.
- Group activities and independent learning.
- Professional development opportunities.
- Observation of the practice of teachers, early years practitioners and other professionals.
- Progress Review Point tutorials at key points with support for developing modes of reflection and academic thinking.
- Development of pedagogy and practical skills in a range of contexts.
- Blended learning available through Minerva tailored to the requirements of the Teachers Standards' (Early Years).

### 4.2 University Based Training

Trainees on the programme will be expected to attend all training sessions based at Bath Spa University. All taught elements of the programme address the needs of individual trainees as they move towards the assessment of the Teachers' Standards (Early Years) and provide the theoretical underpinning and tailored assignment support for the PGCE modules. Training will typically include the following

- Sharing previous experience and learning, analysing current practice and identifying targets and goals for improvement or development.
- Developing the role and status of the EYT and gaining an understanding of the Teaching Standards' (Early Years).
- Gathering evidence against the Teaching Standards' (Early Years).
- Professional studies: considering a range of relevant issues, such as:
  - Constructions of childhood and impact on practice.
  - How children develop and learn (birth to 5.)
  - Planning for learning, observation.
  - Documentation and assessment of children's learning.
  - The enabling environment.
  - Positive relationships.

- The Early Years Foundation Stage.
- Equality and diversity and anti-discriminatory practice.
- Children’s rights.
- Legislative framework.
- Parents as partners.
- Team building and pedagogical leadership.
- Early Years reflective practice.
- Curricula and teaching in key stage 1 and 2.

### **4.3 Virtual Learning Environment (Minerva)**

The University Virtual Learning Environment (VLE) is called Minerva. This provides learning and teaching resources and trainees should log in to Minerva each day. Content includes:

- Up-to-date information about your programme.
- Course materials – handbooks, workshop notes, directed study tasks.
- Access on-line resources.
- Online discussion boards.

### **4.4 Library and Learning Services (LLS)**

A central part of the programme, particularly a trainee’s individual study time, will be working with the resources offered by LLS. In addition to books and journals in the library itself, the e-library offers a range of services such as on-line journals. These services can be accessed from home or work setting.

### **4.5 Individual Study**

In addition to university and work-based sessions, trainees are expected to undertake individual study, which may comprise:

- Directed study in preparation for seminars.
- Preparation for setting-based tasks.
- Research and preparation for assignments.
- Completing and compiling evidence against the Teachers’ Standards (Early Years).

#### **4.6 Workplace/Setting-Based Training**

This will depend on assessed needs and previous experience, but may typically include:

- Working with a range of practitioners and children in Early Years settings to broaden the experience and understanding of how young children learn, and to develop the professional leadership skills required of the YET.
- Observation, documentation and support of children's development and learning while working in a professional team of practitioners.
- Completion of a range of directed tasks relevant to the setting placement and to the taught elements of the programme and linked to the Teachers' Standards (Early Years).
- Informing, planning and improving practice and provision for children in the Early Years Foundation Stage.

#### **4.7 Quality of Workplace/Setting Training**

Work-based training represents the vast majority of training time and it is therefore essential that quality is assured and that learning is positive and formative. Bath Spa university has a well-developed quality system including:

- Partnership Agreements between the school/setting and the university that make expectations of roles, responsibilities and the entitlement of the trainees clear.
- Targeted training for mentors in developing skills of observation, coaching and providing formative feedback.
- Joint observations undertaken between the Personal Tutor and mentor of the trainee teaching to make accurate and agreed judgements.
- Assessment of the quality of the setting/schools' support and mentoring of the trainee.
- Employment-based trainees will often need to be released from their employing schools or early years setting to spend time teaching in another school or early years setting. These other schools or early years settings are carefully selected to extend the knowledge, skills and understanding of the trainees and provide opportunities for them to demonstrate, through their teaching, how they meet the Teachers' Standards (Early Years).
- Removal of setting/schools from Partnership Network as required.

## 5. ASSESSMENT

### 5.1 The Award of EYTS

Early Years Teacher Status (EYTS) is awarded by the NCTL, upon successful assessment against the Teachers' Standards (Early Years).

In order to be recommended for the award of Early Years Teacher Status trainees must:

- Pass all assessed professional practice aspects of the programme.
- Evidence practice in relation to Teachers' Standards (Early Years).

### 5.2 Assessment of EYITT Progress

All aspects of assessment are designed to support progress towards achievement of the award of Early Years Teacher Status.

The evidence base for assessment is robust, systematic and organised. It includes:

- Records of reviews of progress including evidence of precise and regular developmental targets.
- Reflection on directed tasks.
- Agreed outcomes arising from professional dialogue.
- Records of professional development activities.
- Records of progress against the Teachers' Standards (Early Years).
- Observations of the trainees practice.
- Accurate and rigorous assessment reports.
- Demonstration of professional practice and thinking against the Teachers' Standards in Weekly Reviews.

### 5.3 Professional Learning and Practice Portfolio (ePLPP)

Throughout the course evidence of professional learning and practice will be systematically identified, collected and organised in the electronic Professional and Learning Practice Portfolio. Trainees are required to provide evidence of their developing knowledge, understanding and achievement against the Teachers' Standards (Early Years) using a range of sources from reports, reviews, planning, case studies, certificates, action plans, feedback from observations, observation undertaken of other professionals, reflections on research or reading, evidence of children's progress and evaluations. At the end of the course trainees will present their ePLPP to be formally assessed by the Personal Tutors and moderators from across the network partnership to agree that the trainee has met the Teachers' Standards (Early Years).

## 5.4 Professional Development Review Points

Each trainee will complete a comprehensive identification and analysis of strengths and learning needs on commencement of the training programme with their Personal Tutor. This process provides an audit of prior experience and generates an individualised learning plan outlining an action plan of targets to be met. These targets are reviewed systematically against the Teachers’ Standards (Early Years) at further Progress Review Points during the programme.

## 5.5 The Award of PGCE

All candidates will be registered for the PGCE Early Years. The following generic assessment criteria are used for the assessment of assignments:

LEVEL 6 CRITERIA	LEVEL 7 CRITERIA
<p style="text-align: center;">6.1</p> <p>Demonstrate a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline</p>	<p style="text-align: center;">7.1</p> <p>Able to 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 of their academic discipline, field of study or area of professional practice</p>
<p style="text-align: center;">6.2</p> <p>Can describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline</p>	
<p style="text-align: center;">6.3</p> <p>Can apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding,</p>	<p style="text-align: center;">7.2</p> <p>Can deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences</p>

6.4	
Can critically evaluate arguments, assumptions, abstract concepts and data to make judgements	
6.5	
Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences	

## 5.6 Assessment Regulations

### 5.6.1 Submission of Assignments

Arrangements for the submission of assignments are made by the Programme Leader(s) and are published in assignment handbooks at the beginning of each academic year.

Assignments must be word-processed and presented according to the guidelines in the assignment handbooks. Assignments must be submitted in an electronic format by the required dates and times. All submissions, including an appropriate cover sheet are submitted through the University’s Virtual Learning Environment (Minerva), where they will be checked for unfair practice through Turnitin.

Where an assignment is not submitted or is submitted late without justification it is treated as a referral (fail) at that attempt. You will be required to submit the assignment by the resubmission deadline. You are required to keep a back-up copy of all work submitted for assessment

### 5.6.2 Deferring an Assignment or Negotiating an Extension

- **Extension up to 1 week:** If a trainee needs to delay the submission or resubmission of an assessment because of illness or other unavoidable circumstances, the Programme Leader should be contacted at least 48 hours before the submission date with a request to grant an extension and agree a new submission date within one week.
- **Extension of more than 1 week:** If a longer extension is required, appropriate documentary evidence, clarifying the reason for the extension, must be presented to the mitigating circumstances committee; a university body which meets monthly. Evidence for this committee should be sent to Student Services (mycourse@bathspa.ac.uk) and copied to the trainee’s Personal Tutor and Programme Leader. For more information on mitigating circumstances please see: <https://thehub.bathspa.ac.uk/services/student-services/student-information-desk>

## 5.7 Examination Boards

Examination Boards are composed of Senior School of Education personnel, Personal Tutors, External Examiners and Moderators, and representatives of the Registrar. They are chaired by a senior member of the University who is independent of the School of Education. There are Examination Boards at key points throughout the academic year. Examination Boards monitor, agree and record progress on the programme. The schedule of Examination Boards is set at the beginning of the academic year and the dates are available on the university website.

## 5.8 Marking and Moderating Assignments

Once the assignment is marked, the marking tutor will complete a feedback form identifying the criteria you have met along with guidance for future submissions. A sample of assignments will be moderated by University staff. Normally, assignments will be marked and moderated within a three week period. If the assignment is a referral (fail) on the first attempt, the examination board will consider whether you will be permitted to make another submission of the assignment and this will be classed as a second attempt. Advice should be taken from the marking tutor concerning the level at which this resubmission should be made. You will be provided with clear guidance regarding the resubmission process.

You must resubmit the assignment in electronic form by the resubmission date. The assignment is then marked and a feedback form completed, indicating whether or not the assignment has met all criteria to pass at the second attempt. Where assignments are failed on resubmission it is at the discretion of the next Examination Board as to whether you will be offered the opportunity for a **final** submission. Where this opportunity is not offered you will be excluded from the PGCE programme by the Examination Board. External moderation of work is carried out by External Examiners. It is essential that you retain all pieces of assessed work since these may be required for scrutiny by the External Examiners. If this is the case, you may be required to present yourself for an interview with the External Examiner.

## 5.9 School/Setting Training

Progress in school/setting training is reviewed against the Teachers' Standards (Early Years). Mentors and tutors will observe trainees in aspects of teaching and learning. Trainees will be given a written report summarising progress. The Partnership Office at the university **MUST** be in possession of **ALL** progress reports for the school/setting element of training before a trainee's progress can be formally recorded by an Examination Board.

## 5.10 Failing a Training Phase

If a trainee is not making the expected progress and may be in danger of failing the PGCE with EYITT programme a formal three-step process commences.

- **Step One: Support Intervention Plan**

This is an initial support process where the trainee is given detailed advice on which standards need to be worked on and an action plan is agreed. A review date is agreed when the action plan will either be signed off by the programme leader or the trainee will move to Step Two: Action Contract.

- **Step Two: Action Contract**

An Action Contract is a signed agreement detailing personalised professional targets which the trainee is required to undertake in order to make the expected progress, as agreed by the trainers. These developmental targets will be mapped to the Teachers' Standards (Early Years). The process will involve the trainee working with trainers to identify specific areas for action and will be time limited. A copy of the Action Contract will be retained by the trainee and a copy will be held by the relevant trainers in addition to the Programme Leader and Partnership office. At the end of the time specified in the Action Contract, the trainee's performance against the targets will be reviewed by trainers. If it is agreed that the requirements of the Action Contract have been met the trainee will be released from the contract and all relevant personnel will be informed. If a subsequent Action Contract is required it will need to be drafted by the trainee's trainers and approved by the Programme Leader. Any reference provided by the university during this time will include a statement referring to the Action Contract.

- **Step Three: Advisory Letter**

If a trainee fails to meet the Action Contract targets and is therefore in danger of failing the training phase an Advisory Letter will normally be issued and the trainee will be required to attend an interview with the Programme Leader. The trainee will be supported through this process by trainers, and where appropriate by the University Student Support service. The trainee may be subject to a visit by an External Examiner or Moderator.

## 5.11 Withdrawal of a Placement

Where a school or setting withdraws a placement because they have serious concerns about the trainee's progress or suitability for the early years teaching profession and these concerns are confirmed by the Examination Board, the trainee will be deemed to have failed the training phase.

In making a final judgement on progress, the Examination Board considers all the available evidence including the observations of trainers, moderators and the External Examiner, where relevant. The Examination Board's decision is final.

## 5.12 Retrieval of Failed Training Phase

If a training phase is failed the Examination Board will recommend one of the following outcomes:

1. Failure confirmed and because of the serious nature of the failure the trainee will not be permitted to re-take the phase. In these cases registration will be terminated and the trainee will be excluded from the EYITT programme.
2. Failure confirmed, but the circumstances of the failure indicate that the trainee is likely to pass at a second attempt. The trainee would be allowed to **refer** (retake) this phase.

If the Examination Board approves the referral the trainee will be required to confirm, in writing to the Programme Leader, an intention to take up this opportunity. All referred training phases will take place, where appropriate, in a school/setting within the University network partnership when an appropriate placement is available and at a time to be agreed between the school and the university. The trainee may be required to pay re-examination fees for **referred** phases beyond the original period of registration (usually one academic year). The level of these fees would be confirmed by Student Services in a letter to the trainee following the Examination Board. Any referred element of the programme must be taken within a period of one year following the end of the programme, at a time to be determined by the school or University.

## 5.13 Appeals Procedure

Appeals against decisions made by the Examination Boards are dealt with in accordance with Bath Spa University Academic Regulations. In normal circumstances, the trainee may continue to attend any university provision and make use of University facilities whilst the appeal is being heard. However, if the trainee has been excluded by a school, further training in school will be delayed until after the outcome of the appeal. If the failure is owing to an alleged breach of professional standards the right to continue on any element of the programme whilst the appeal is being heard may be withdrawn by the Chair of Academic Board. A letter of appeal must either be given by hand to the Registry within 10 working days of the publication of results or training assessment decisions, or bear a post mark dated no more than 10 working days after the publication of results. The receipt of the appeal will be acknowledged within 5 working days. Please follow this link for further information about the Appeals procedure:

<https://thehub.bathspa.ac.uk/reference/student-policies/appeals-procedure>

## 5.14 Deferring or Extending

If illness or other serious circumstances necessitate absence during the programme the trainee **must** inform the school/setting (where appropriate) and the University (Personal Tutor and the Partnership Office). Any absence will be recorded. For absences of more than five days it may be necessary to extend

or defer (postpone studies) the training phase. This decision will be made by the Head of Teacher Education and ratified by the Examination Board. Supporting documentation is always required, covering the period of absence. This must be sent to Student Services ([mycourse@bathspa.ac.uk](mailto:mycourse@bathspa.ac.uk)) and the relevant Programme Leader and Personal Tutor. Any extension or deferral to a training phase must be agreed by the Programme Leader who will present the circumstances to the relevant Examination Board for the decision to be approved. Longer periods of absence will necessitate an application to the Mitigating Circumstances committee. The Exam Board will be guided by the decision of this committee.

If the Examination Board allows deferral of a training phase, where possible, the deferred phase will take place later in the academic year. However, where this impacts on a subsequent phase of the training and/or relevant assignments, training may have to be completed in the following academic year, subject to the availability of a suitable placement (which will usually be from January onwards). This will be decided on an individual basis

### **5.15 The Mitigating Circumstances Committee**

Trainees can apply to the mitigating circumstances committee if they have unforeseen, unpreventable circumstances such as an illness affecting you, a serious illness affecting a close family member, unanticipated or unavoidable events or bereavement that significantly disrupts their academic performance. Independent documentary evidence, such as medical certificates or supporting letters from your GP, must be provided in all cases to verify mitigating circumstances. If an application for Mitigating Circumstances is approved, students are able to submit work at a later point as either, an uncapped second attempt or as a first submission. Mitigating Circumstances is not an extension of a deadline and cannot be used as this. Detail of how to apply can be found at: <https://thehub.bathspa.ac.uk/services/student-services/student-information-desk>

### **5.16 Intercalation or Withdrawal from the Programme**

If a trainee wishes to intercalate (suspend studies for a year) from the course this should be discussed with the Personal Tutor who will contact the Programme Leader. The Programme Leader will discuss the options with the trainee. The application, which should include reasons for your decision, is to be made in writing to the Registrar via the email address [mycourse@bathspa.ac.uk](mailto:mycourse@bathspa.ac.uk), with a copy to the Programme Leader and Head of Professional Services. A decision will be made based on the information provided. If a trainee wishes to withdraw from the programme this must be discussed with the Programme Leader. Following this meeting, any request should be made, including reasons for withdrawal, in writing to the

Registrar via the email address [mycourse@bathspa.ac.uk](mailto:mycourse@bathspa.ac.uk) and copied to the Programme Leader and the Head of Professional Services.

## 6. CAREERS

EYITT is the only teacher training programme focused specifically on the 0-5 specialist age range and is part of the national agenda to raise the quality of early years provision by encouraging graduate leadership in early years settings. Research has shown that quality of provision is higher in settings that employ more graduate trained staff. To be awarded EYTS trainees must meet robust standards designed specifically for high quality work with this age group, making EYTs ideally placed to fulfil the needs of employers for high quality education and care for babies and young children.

The University's Enterprise & Employability Team supports all aspects of graduate career choice, job-hunting, and the pursuit of starting-up a business or freelancing. Topics include:

- Choosing your career.
- Searching for jobs and graduate schemes.
- Writing CVs and job applications.
- Preparing for interviews.
- Networking.
- Using social media for your career.

More information is available at: <http://thehub.bathspa.ac.uk/services/careers>

## 7. ADDED VALUE

- A personalised learning programme.
- Extensive personal support from a Personal Tutor.
- A series of Progress Review Points to monitor and systematically plan the progress of trainees on an individual basis through the year.
- Trainees are provided with careers advice through the university careers department. .

## 8. TEACHING QUALITY INFORMATION

During its latest Ofsted inspection, May 2016 the EYITT provision at Bath Spa University was graded 'Good'. Ofsted noted the following:

- *Trainees understand the importance of meeting children's emotional needs. They build positive relationships and engage children in interesting, enjoyable experiences.*
- *Trainees have a good understanding of potential barriers to learning, including special educational needs, emotional well-being and language delay, and implement successful strategies to help children overcome them.*
- *The training blends theory, up-to-date research and practice very well. Centre-based training, assignments and related tasks enhance and deepen trainees' subject knowledge and their understanding of how young children learn and develop.*
- *Leaders demonstrate strong clarity of purpose and pursue a vision for excellence across ITT provision in the university.*

## 9. HOW WE SUPPORT TRAINEES

Trainees need to know where to go for help and advice should the need arise. All trainees are allocated a Personal Tutor. This should be the first person to approach with any issues or concerns affecting professional progress on the programme. If the issues cannot be resolved by the Personal Tutor then the trainee should contact the Programme Leader. The Programme Leader is available, by appointment, to discuss any matters of concern to trainees. More information regarding University student support services can be found at: <https://thehub.bathspa.ac.uk/services/student-services/student-support>

### 9.1 Roles and Responsibilities

#### 9.1.1 Management and Quality Assurance Requirements

The programme is designed to meet the Early Years Initial Teacher Training (EYITT) criteria as specified by the National College for Teaching and Leadership (NCTL) 2013.

*All accredited ITT providers must ensure:*

*C3.1 That their management structure ensures the effective operation of the training programme.*

*C3.2 That partners establish a partnership agreement setting out the roles and responsibilities of each partner. Provision that is not school or setting-led must assure the significant role of schools and early years settings in recruiting, selecting, training and assessing trainee early years teachers.*

*C3.3 That they monitor, evaluate and moderate all aspects of provision rigorously and demonstrate how these contribute to securing improvements in the quality of training and the assessment of trainees.*

### **9.1.2 Dean of Education**

The Dean of Education is responsible for:

- The identification, development and delivery of an academic business plan, recruitment of students, delivery of academic programmes and the academic leadership for the Institute for Education.
- Strategic management and leadership of Teacher Education partnership and programmes.
- Quality assurance and inspection of all Teacher Education partnership and programmes.

### **9.1.3 Head/s of Teacher Education**

The Head/s of Teacher Education are responsible for:

- Supporting the Dean of Education in:
  - Strategic management and leadership of Teacher Education partnerships and programmes.
  - Quality assurance and inspection of Teacher Education partnerships and programmes.
  - Development of new models of Teacher Education.
- Examination Boards, External Examiners and Independent Verifiers.
- Liaison with School of Education management regarding allocation of staff and other resources.
- Recruitment, selection and retention of trainees.
- Quality assurance of the programme, including programme validation.
- Strategic development of partnership.

### **9.1.4 EYITT Programme Leader**

The EYITT Programme Leader is responsible for:

- Supporting the Heads of TE in:
  - Recruitment, selection and retention of trainees.
  - Quality assurance procedures.
- Leadership and operational management of the programme.
- Accurate assessment of trainees.
- Design, evaluation and review of the programme.
- Reporting of the programme.
- Programme documentation.
- Partnership liaison and academic/professional standards.
- Provision of high quality training and support for school trainers.
- Staffing and timetable requirements.

### **9.1.5 Personal Tutors**

Personal Tutors are responsible for:

- Supporting the Programme Leader in:
  - Provision of high quality training and support for school trainers.
  - Quality assurance procedures and reporting.
  - Accurate assessment of trainee progress and high quality feedback.
- Acting as a Personal Tutor and support for professional development and wellbeing for trainees.
- Issuing Action Contracts and Advisory Letters where required.
- Writing references.
- Contributing to the teaching of the course.
- Contributing to generic developments of the programme.
- School/setting relations and professional standards.

### **9.1.6 Mentor**

The role of the Mentor is to:

- Support the trainee to reflect on their practice in a critically constructive way.
- Help plan the development of the trainee's effective practice in their leadership and support of others.
- Observe the trainee working with children and babies and use these observations as a basis for formative discussion and development.
- Complete assessment documentation as directed.

All roles require sustained engagement with school trainers to ensure consistency, coherence and quality of training and supporting the progress and wellbeing of trainees.

## **10. HOW WE ASSURE THE QUALITY OF THE COURSE**

### **10.1 Management and Quality Assurance Requirements**

The programme is designed to meet the Early Years Initial Teacher Training (EYITT) criteria as specified by the National College for Teaching and Leadership (NCTL) 2013.

All accredited ITT providers must ensure:

*C3.1 That their management structure ensures the effective operation of the training programme.*

*C3.2 That partners establish a partnership agreement setting out the roles and responsibilities of each partner. Provision that is not school or setting-led must assure the significant role of schools and early years settings in recruiting, selecting, training and assessing trainee early years teachers.*

*C3.3 That they monitor, evaluate and moderate all aspects of provision rigorously and demonstrate how these contribute to securing improvements in the quality of training and the assessment of trainees.*

## **10.2 Programme Approval**

In consultation with academic and industry subject experts a process of programme approval has taken place to ensure the following:

- Expert trainers to support progress through the programme.
- Training for school mentors.
- Suitable resources.
- Appropriate overall aims and objectives.
- Content of the course meets the requirements of the NCTL criteria for EYITT.
- The course meets any professional/statutory body requirements.
- Internal quality criteria, such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

## **11. HOW WE MONITOR THE QUALITY OF THE COURSE**

The quality of the course is monitored annually through evaluating:

- Working with school s/settings through the Teacher Education Partnership Network.
- External examiner visits and reports (considering quality and standards).
- Peer observation of teaching and staff development review.
- Trainee feedback.
- School/setting feedback.
- University surveys.
- Statistical information, considering issues such as retention and employment.

The course team use this information to undertake annual monitoring, which, in turn, is monitored by the University's Academic Quality and Standards Committee.

Every six years an in-depth periodic review of the subject area is undertaken by a review panel, which includes at least two external subject (academic and industry) specialists. The panel considers documents,

meets with current/former trainees and staff before drawing its conclusions. This results in a report highlighting good practice and identifying areas where action is needed.

## **12. THE ROLE OF LEARNING PARTNERS**

### **12.1 Partnership Network**

The Partnership Network aims to create a community of practice characterised by its long term relationships, different models of partnership and innovative work with schools/settings and their communities. This sustains the shared thinking between the University and schools and settings. We engage in a range of collaborative work, research and developmental activities with schools and the development of expert school and setting trainers is part of this process.

It is the responsibility of the Partnership Network to secure high quality settings and schools which have the capacity to provide highly effective training.

### **12.2 External Moderators**

External moderators are experienced colleagues recruited from a range of relevant backgrounds. Their function is to ensure consistency of judgements across the partnership. They achieve this by:

- Observing the practice of trainees followed by high quality feedback and discussion.
- Scrutinising documentation in line with the expectations of the programme.
- Consulting with university and school trainers.
- Reporting findings to the exam board.

### **12.3 External Examiners**

External Examiners are selected from Teacher Education providers and local authority advisory staff.

Students will be informed of the name of the External Examiner for this programme as soon as they have been confirmed through university approval processes. The function of the External Examiners is to oversee professional standards on the course in order to ensure their compatibility with national standards for Teacher Education programmes and with those of courses in institutions validated by other bodies. The External Examiners achieve this by undertaking the following:

- Examination of a sample of academic assignments written by trainees.
- Observation of a sample of trainees followed by high quality feedback and discussion.
- Discussion with school trainers regarding their role and the quality of the provision.
- Discussion with trainees regarding their overall views of the course.

- Discussion with University colleagues regarding their findings.
- Submission of a written report to the University.

### **13. LISTENING TO THE VIEWS OF STUDENTS**

Trainees can give feedback to Personal Tutors on specific aspects of the programme at any time. In addition, there are formal mechanisms, including surveys and programme progress meetings, to gather and respond to feedback at different points of the programme. These opportunities will be outlined by the Programme Leader at the start of the programme. The data provided forms the basis of programme reports and informs the development of each of the ITE programmes. All trainees are expected to participate in all evaluation activities.

Trainees will be notified of action taken in response to feedback through the minutes of programme progress meetings, available on Minerva and through discussion at Progress Review Point days.

### **14. LISTENING TO THE VIEWS OF OTHERS**

The views of other interested parties are obtained through a formal committee structure of internal and external partnership meetings. The roles of each of the meetings in this consultative structure are outlined below:

#### **14.1 School of Education Board**

These are held throughout the academic year and facilitate decision making for the School of Education in both strategic and quality assurance matters. The School of Education Board is attended by the Heads of Teacher Education who are responsible for presenting the strategic overview and evaluation of the Department.

#### **14.2 Teacher Education Departmental Board Meetings**

These are held on a regular basis within a cycle of meetings to discuss general Department issues, which are not related to specific courses. These provide opportunities to draw upon a variety of perspectives and consider current issues with Department members and appropriate representatives from other Departments. This meeting includes school, early years employers and university colleagues. The meeting will be chaired by the Heads of Teacher Education.



## **15. HYPERLINKS TO APPROPRIATE REGULATIONS, POLICIES AND GUIDANCE**

Please note the Plagiarism/unfair practice policy: <https://thehub.bathspa.ac.uk/reference/student-policies/unfair-practice-policy>

## **16. STAFF PROFILES**

Staff profiles are available on the School of Education website at:

[https://www.bathspa.ac.uk/search/?collection=bathspa-web&query=!null&f.Section+type%7Csectiontype=profile&f.School%7Cprofileschool=Institute+for+Educati  
on](https://www.bathspa.ac.uk/search/?collection=bathspa-web&query=!null&f.Section+type%7Csectiontype=profile&f.School%7Cprofileschool=Institute+for+Educati<br/>on)

## **17. EQUAL OPPORTUNITIES STATEMENT**

Bath Spa University welcomes diversity amongst its students, staff and visitors, recognising the contributions that can be made by individuals from a wide range of backgrounds and experiences. Our aim is that all staff and students, both existing and potential, should receive equal and fair treatment in all aspects of University life. The University seeks to ensure that a suitable working and studying environment is provided which is free from discrimination and where all members of the University community are treated with dignity and respect and are valued as individuals.

Trainees have the right to be treated with dignity and respect and harassment should never be seen as acceptable. You may feel you are being harassed where there is an abuse of power or behaviour that causes you undue fear or distress. This includes verbal and written/electronically transmitted abuse. If you think you are being harassed, you should contact your Personal Tutor immediately to discuss your circumstances. Where necessary the issue will be escalated to the Programme Leader. Harassment is not always easily identified or easy to deal with. Immediately you identify a problem, it is advisable to keep a precise factual record of relevant conversations or incidents, including time, date, circumstances, names of witnesses and how you felt at the time. This can then be used in any further investigation into the matter, see: <https://thehub.bathspa.ac.uk/services/human-resources/equality-and-diversity>

## **18. ETHICS IN THE EARLY YEARS**

It is essential to demonstrate ethical practice when working and studying with children and families. Candidates should ensure that their practice is transparent at all times, and that due respect is paid to the rights and views of children, their carers and the settings within which they are working.

When working in settings and undertaking observations or any other form of record keeping, please take account of the following points:

- Anonymity for children, carers, the setting and practitioners should be observed at all times when recording for any purpose and when drawing on examples of practice for assignments.
- Permission must be given by the setting and the child's parent/carer before any research or observation is undertaken.
- Parents, carers and settings have the right to view and read any observation or research study concerning them if they wish.
- Photographs may only be taken if permission has been given by the teacher and parent/carer in writing.
- Permission should be sought from the child where possible: reflect on how you would do this, particularly when working with babies.
- Children have a right to see and understand what you are doing if it involves them.

### **18.1 Ethical Approval of Research**

All research which includes human participants must adhere to Bath Spa University Process and Procedure for Ethical Approval of Research Activity.

All research involving human participants must consider the following issues from the inception of the research project. Researchers should be in a position to justify the decisions undertaken as a result of those considerations should it be required:

- The value of the research.
- Informed consent.
- Openness and honesty.
- Right to withdraw without penalty.
- Privacy, confidentiality and anonymity.
- Protection from harm.
- Briefing and debriefing.
- Reimbursements, payments and rewards.
- Suitability/experience of researcher.
- Ethics standards of external bodies and institutions.
- Reporting on ethical issues throughout.
- Research for clients/consultants.

- Intended dissemination.

Approval for research in undergraduate and taught postgraduate programmes is normally dealt with at School level, using the University Research Ethics Approval Form (see Appendix 5) and, where necessary, referred to the School Ethics Sub Committee. For more information on ethical approval can be found at: <https://thehub.bathspa.ac.uk/services/research-and-graduate-affairs/research-support/integrity-and-ethics>

## 18.2 Confidentiality

Confidentiality should be respected at all times. This applies to the settings and all those working in them and to the children and their families and carers. It is important to remember that any discussion about a setting, child, family, or practitioner must not take place outside that setting or outside the confines of the lecture room. Confidentiality and a respectful and ethical approach are also necessary when contributing to the discussion board on the Virtual Learning Environment, Minerva.

Respectful relationships are an important aspect of strong leadership and professional practice in the Early Years. This also applies to respecting the diverse views of student colleagues at University as well as taking into account the need for confidentiality at lectures and seminars.

## 18.3 Further Reading:

- Dahlberg, G. and Moss, P. (2005) *Ethics and Politics in Early Childhood Education*. London: Routledge Falmer.
- Lancaster, Y. P. (2010) *Listening to Young Children: enabling children to be seen and heard*. In: Duffy, B. and Pugh, G. (Eds.) *Contemporary Issues in the Early Years*. London: Sage Publications, pp 79-94.

## APPENDIX 1 – PGCE MODULE DESCRIPTORS

Title	Supporting Children’s Learning in the Early Years Foundation Stage	
Subject area	PGCE Early Years	
Pathway	N/A	
Level	7	
Credits	15	
ECTS*	7.5	
Acceptable for	PGCE Early Years	
Excluded combinations	N/A	
Core/Optional	Core	
Module Co-ordinator	Joe Brown	
<b>Description</b>		
<p>This module will investigate the role of the adult in supporting children’s learning and thinking within the EYFS. It will build students’ understanding of early child development and critical engagement with different theories of how children learn. It will support students in developing their professional practice in observing, assessing and planning for children’s play and learning within the context of the EYFS. In particular the Four Guiding Principles and the Characteristics of Effective Learning will be explored to support students in delivering an appropriate early years curriculum.</p>		
<b>Outline Syllabus &amp; Teaching &amp; Learning Methods</b>		
<p>Child development/learning theories  Children’s play  The EYFS  The environment  The adult role in supporting learning and thinking  Observation, planning and assessment  Documenting children’s learning  Alternative curriculum approaches  Creativity  Teaching &amp; learning methods include: lectures, tutorials, directed study &amp; reading, work-based tasks</p>		
<b>Intended Learning Outcomes</b>		<b>How assessed</b>
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>a. A systematic understanding of the Early Years Foundation Stage</li> <li>c. A strong theoretical and practical understanding of the development of children from birth to five</li> <li>d. An understanding of the individuality and creativity of children – each child is unique and develops and learns in different ways and at different rates</li> <li>e. Skills and knowledge develop your own pedagogical leadership to support the delivery of the Early Years Foundation Stage</li> </ul> <p><b>Subject-based practical skills</b></p> <ul style="list-style-type: none"> <li>a. The confidence and skills to support children’s development and learning</li> <li>d. The ability to teach flexibly, creatively, imaginatively and showing an understanding of the active nature of learning</li> <li>e. The ability to draw upon children’s experiences and individuality to</li> </ul>		<p>Coursework – critical analysis, 100%</p>

<p>provide an enabling environment and opportunities for learning</p> <p><b>Cognitive skills</b></p> <p>a. The ability to critically reflect on practice in search of improvement</p> <p>b. The ability to be innovative in seeking solutions to problems and to encourage this approach in others.</p> <p>c. The capacity to analyse, synthesise and critically appraise complex situations and issues</p>	
<b>Assessment Scheme</b>	<b>Weighting %</b>
<p><b>Formative</b></p> <p>Student reflections on setting practice</p> <p>Reflective writing and planning</p> <p>Minimum of one lecturer observation and feedback</p> <p><b>Summative</b></p> <p>Critical Analysis (2500 words) with professional practice appendices</p>	100%
<b>Reading Lists/Key Texts &amp; Websites</b>	
<p>Broadhead, P. &amp; Burt, A. (2011) <i>Understanding young children's learning through play: building playful pedagogies</i> London: Routledge</p> <p>Colwell, J. et al (2015) <i>Reflective Teaching in Early Education</i>. London: Bloomsbury</p> <p>Department for Education (2013) <i>Early Years Foundation Stage</i>. London: Crown Copyright</p> <p>Johnson, J (2014) <i>Becoming an Early Years Teacher</i>. Maidenhead: McGraw Hill/Open University Press</p> <p>Pugh, G. (ed) (2010) <i>Contemporary Issues in the Early Years</i> (5th ed) London: Sage</p> <p>Rose, J. &amp; Rogers, S. (2012) <i>The Role of the Adult in Early Years Settings</i>. Maidenhead: Macgraw Hill/Open University Press</p> <p>Wood, E. (2013) <i>Play, Learning and the Early Childhood Curriculum</i> (3<sup>rd</sup> ed). London: Paul Chapman Publishing</p>	
<b>Learning Resources</b>	
<p>Minerva</p> <p>e-books</p> <p>Laptops</p> <p>Range of current DVD and relevant multi-media materials</p> <p>Practical play-based materials such as art and craft and construction toys</p> <p>University Library print and electronic resources</p> <p>Visiting speakers</p>	

Title	Building Relationships in the Early Years	
Subject area	PGCE Early Years	
Pathway	N/A	
Level	7	
Credits	15	
ECTS*	7.5	
Acceptable for	PGCE Early Years	
Excluded combinations	N/A	
Core/Optional	Core	
Module Co-ordinator	Joe Brown	
Description		
<p>This module will address the importance of forming key relationships as central to providing the optimum conditions for children to learn and develop. The ideas of attachment and attunement and the key person role will be explored as ways of fostering emotional well-being in young children. The benefits and challenges of working with families will be analysed and students will explore key strategies in the fostering of these relationships. Working with other professionals both internal and external to the setting will be explored and students will critically reflect on the main concepts and theories surrounding effective early years leadership.</p>		
Outline Syllabus & Teaching & Learning Methods		
<p>Attachment &amp; attunement  Emotional well-being  Bronfenbrenner  Working with parents and carers  Supporting transitions  Pedagogical leadership  Identifying and working with additional support for children  Multi-agency working  Legislation and social policy  Teaching &amp; learning methods include: lectures, tutorials, directed study &amp; reading, work-based tasks</p>		
Intended Learning Outcomes		How assessed
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>b. A critical understanding of professional values and reflective practice in the early years sector</li> <li>e. Skills and knowledge develop your own pedagogical leadership to support the delivery of the Early Years Foundation Stage</li> <li>f. A comprehensive understanding of the legislative framework and national policies and guidance in Early Years settings</li> </ul> <p><b>Subject-based practical skills</b></p> <ul style="list-style-type: none"> <li>b. Respect for the diverse contexts, lives and experiences of children and their families, parents and carers</li> <li>c. The ability to establish and sustain respectful partnerships with other practitioners and other professionals</li> <li>g. A constructively critical approach to change</li> </ul> <p><b>Cognitive skills</b></p> <ul style="list-style-type: none"> <li>a. The ability to critically reflect on practice in search of improvement</li> <li>b. The ability to be innovative in seeking solutions to problems and to encourage this approach in others.</li> <li>c. The capacity to analyse, synthesise and critically appraise complex</li> </ul>		<p>Coursework  100%</p>

situations and issues d. The ability to assemble, manage and derive meaning from quantitative and qualitative information through research	
<b>Assessment Scheme</b>	<b>Weighting %</b>
<b>Formative</b> Student reflections on setting practice Reflective writing and planning Minimum of one lecturer observation and feedback <b>Summative</b> Critical Analysis (2500 words) with professional practice appendices	100%
<b>Reading Lists/Key Texts &amp; Websites</b>	
Baldock, P, Fitzgerald, D. and Kay, J. <i>Understanding Early Years Policy</i> (3 <sup>rd</sup> ed). London: Sage Dowling, M. (2010) <i>Children's Personal, Social and Emotional Development</i> (3rd ed) London: Sage Dunlop, A & Fabian, H (eds) (2007) <i>Informing Transitions in the Early Years</i> Maidenhead: OUP Fitzgerald, D (2004) <i>Parent Partnerships in the Early Years</i> London: Continuum MacNaughton, G. & Hughes, P. (2011) <i>Parents and Professionals in Early Childhood Settings</i> Maidenhead: McGraw Hill McDowall Clark, R & Murray, J (2012) <i>Reconceptualising leadership in the Early Years</i> . Maidenhead: Macgraw Hill/Open University Press Miller, L & Cable, C (2010) <i>Professionalization, Leadership and Management in the Early Years (Critical Issues in the Early Years)</i> London: Sage Rose, J, Gilbert, L. and Richards, V. (2016) <i>Health and Wellbeing in Early Childhood</i> . London: Sage Yelland, N. (2010) <i>Contemporary Perspectives on Early Childhood Education</i> . Maidenhead: Macgraw Hill/Open University Press	
<b>Learning Resources</b>	
Minerva e-books Laptops Range of current DVD and relevant multi-media materials University Library print and electronic resources Visiting speakers	

Title	Reflective Practice as a Catalyst for Change	
Subject area	PGCE Early Years	
Pathway	N/A	
Level	7	
Credits	30	
ECTS*	15	
Acceptable for	PGCE Early Years	
Excluded combinations	N/A	
Core/Optional	Core	
Module Co-ordinator	Joe Brown	
Description		
<p>This module is concerned with developing reflective and reflexive practice to enable students to provide creative solutions to professional issues they may face as an early years teacher. Students will link theory to their practice and evaluate different approaches to learning and teaching as a way of improving their own professional practice. Students will be supported to choose significant aspects of their role as an early years teacher and will highlight their use of transformational thinking and the changes they have made as a result of this process.</p>		
Outline Syllabus & Teaching & Learning Methods		
<p>Reflective practice          Developing solutions          Engaging with research in the early years          Professional identity          Leading and managing change          Constructs of quality          Wider professional responsibilities of the early years teacher          Teaching &amp; learning methods include: lectures, tutorials, directed study &amp; reading, work-based tasks</p>		
Intended Learning Outcomes		How assessed
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>a. A systematic understanding of the Early Years Foundation Stage</li> <li>b. A critical understanding of professional values and reflective practice in the early years sector</li> <li>c. A strong theoretical and practical understanding of the development of children from birth to five</li> <li>e. Skills and knowledge develop your own pedagogical leadership to support the delivery of the Early Years Foundation Stage</li> </ul> <p><b>Subject-based practical skills</b></p> <ul style="list-style-type: none"> <li>d. The ability to teach flexibly, creatively, imaginatively and showing an understanding of the active nature of learning</li> <li>f. A commitment to continuing professional development through research, reflection, analysis and evaluation</li> <li>g. A constructively critical approach to change</li> </ul> <p><b>Cognitive skills</b></p> <ul style="list-style-type: none"> <li>a. The ability to critically reflect on practice in search of improvement</li> <li>b. The ability to be innovative in seeking solutions to problems and to encourage this approach in others.</li> <li>c. The capacity to analyse, synthesise and critically appraise complex situations and issues</li> <li>d. The ability to assemble, manage and derive meaning from</li> </ul>		<p>Coursework 100%</p>

quantitative and qualitative information through research	
Assessment Scheme	Weighting %
<b>Formative</b> Student reflections on setting practice Reflective writing and planning Minimum of one lecturer observation and feedback <b>Summative</b> Reflective Commentary (3500 words), including appendices with analysis	100%
Reading Lists/Key Texts & Websites	
Envy, R. and Walters, R. <i>Becoming a Practitioner in the Early Years</i> London: Learning Matters/Sage Colwell, J. et al (2015) <i>Reflective Teaching in Early Education</i> . London: Bloomsbury MacNaughton, G. Rolfe, S. & Siraj-Blatchford, I. (2010) <i>Doing Early Childhood Research: International Perspectives on Theory and Practice</i> . (2nd ed) Maidenhead : McGraw-Hill Open University Press Mukherji, P & Albon, D (2009) <i>Research Methods in Education: An Introductory Guide</i> . London: Sage Paige-Smith, A. and Craft, A. (eds) (2008) <i>Developing Reflective Practice in the Early Years</i> Maidenhead: OUP Penn, H. (2008) <i>Understanding Early Childhood: Issues and Controversies</i> (2nd ed) Maidenhead: McGraw Hill & OUP Whitebread, D. (2008) <i>Teaching and Learning in the Early Years</i> (3 <sup>rd</sup> ed) London: Routledge	
Learning Resources	
Minerva e-books Laptops Range of current DVD and relevant multi-media materials University Library print and electronic resources Visiting speakers	

## **APPENDIX 2 - DBS CHECKS**

Statutory guidance, Safeguarding Children and Safer Recruitment in Education, requires providers to ensure that entrants on all routes have been subject to Disclosure and Barring Service (DBS) barred list and criminal records check, and they should keep records showing that trainees have obtained these.

The DBS will now only issue DBS certificates to applicants and will no longer send a copy to the registered body. Providers will need to ask applicants for sight of their original DBS certificate. Checks are now run distinctly for those working with the child, adult, child and adult or other (not children or adults) workforce. If providers wish they can keep a copy of the certificate, or print a copy of any status checks, if taken with the trainee's permission and kept in line with the DBS policy for the storage and retention of disclosure information, the DBS Code of Practice, and the Data Protection Act.

The DBS now offers an optional update service. Individuals can apply to have their criminal record check kept up to date for a small annual fee and employers can go online and see if the information released on the printed check is still current and valid free of charge. Providers should confirm to schools and settings that a non-salaried trainee's barred list and criminal record checks have been completed. Schools and settings will wish to record this evidence in their single central record. In the case of employment-based routes, the responsibility lies with the employer to ensure the checks have been carried out. A further DBS check should not be undertaken by the training partnership if they have received notification from the employing school or setting that a satisfactory enhanced check has been obtained.

Providers should view barred list and criminal record checks for all non-salaried trainees prior to commencing school or setting-based elements of their training, making decisions on suitability based on the applicant's certificate, which is the only copy the DBS will now issue, and information from the update service where available. Additional information is no longer available for criminal records checks. However, in a very small number of circumstances, the police will still be able to use their common law powers to share such information directly with employers in serious cases. This would only take place if it was necessary to protect the integrity of current police investigations.

The registered body must ensure that its partners do not have access to copies of DBS checks or to any information contained in a trainee's disclosure. It is an offence under the 1997 Police Act, and a breach of the DBS Code of Practice, to share any disclosure information with any person who is not a member, officer or employee of the registered body; this includes revealing the existence of any information. Partners within an early years ITT partnership should not demand access to information to which they have no legal right or

entitlement, nor should partners breach the DBS Code of Practice in order to comply with such a demand: either directly, by providing the information, or indirectly, by implicating trainees. Equally, where an employing school or setting has received the check information, they must not share this information with others, including, for example, a commissioned accredited provider.

Persons guilty of breaching the DBS Code of Practice are liable to deregistration, a fine and imprisonment, and early years ITT providers are likely to face withdrawal of places. Providers will wish to establish a common understanding across the partnership of convictions, offences, cautions and warnings that would not pose a barrier to joining a programme of early years ITT or undertaking practical training in a school or setting. When an employee such as a practitioner, supervisor, teaching assistant, or cover supervisor, who has been in service with schools or settings in England without a break of three months or more since a previous criminal records check, starts an employment-based scheme at the school or setting where they are employed, the school or setting should not require a new check. If the individual is registered with the DBS update service, the school or setting may be able to use the existing certificate and the update service instead of seeking a new check, where the certificate is shown to be current and of the same type (Enhanced Disclosure with Children's Barred List check, for Child Workforce).

Providers have no statutory duty to subject a trainee early years teacher to more than one criminal records check during the course of their programmes, even when these extend beyond 3 years, and providers should refuse requests for repeat disclosures unless a trainee gives cause for concern. Providers should not make additional checks in respect of time spent in separate schools or settings. However, providers may choose to make periodic checks of their trainees on the update service where possible, though specific trainee permission is required. Early years ITT tutors who have only occasional contact with children and are not left unsupervised with children do not require a criminal record check provided they are at all times in the company of individuals that have been checked. Such individuals can include early years ITT trainees. However, should early years ITT tutors carry out any regulated activity with children and young people, the schools or settings will expect them to have obtained barred list and criminal record checks. Providers may wish to reflect a common understanding of whether tutors will carry out regulated activity with children and young people in their partnership agreement(s).

Providers will wish to ensure that trainees treat sensitive data and information with due confidentiality and be careful about who has access to it. Providers may wish to ensure that partnership agreements address the sharing of sensitive data about children and young people. Students from overseas who undertake

school or setting-based experiences in schools and settings in England should be subject to barred list and criminal record checks. Additionally, providers should obtain certificates of good conduct and references in respect of trainees who have spent time living overseas.

An applicant's true identity should be established in a face-to-face session, and the appropriate identity documents validated at the earliest opportunity. This might take place at the interview stage. These details should then be recorded and entered on the check application and forwarded to the counter signatory when a firm offer of a place is accepted, where a new check is required. If a trainee has a suitable existing certificate then the details should be obtained with permission to use them on the update system to check if the certificate is current. Applicants become eligible to apply for a disclosure check when they have a firm offer of a place.

To prevent unnecessary delay in processing checks, providers should make it clear to trainees that they are not volunteers. The "Position applied for" field of the check application has changed to include both lines of 30 characters on the application form. On line 1 providers must write "child workforce", and on line 2 "student teacher"; any other entry in this field, or the inclusion of further details, such as specific course information, may lead to delays in the processing of the application. In the event of a delay in receiving certificates from the DBS, head teachers and setting managers have discretion to allow trainees to start working in a school or setting subject to a satisfactory check of the DBS Children's Barred List and completion of other normal recruitment procedures. The registered body can initiate a barred list check of trainees by email request to TP Online. Providers should keep head teachers and managers fully informed of the progress of applications for checks, since schools and settings may wish to ensure appropriate safeguards are in place, such as maintaining closer supervision, for trainees who have not yet received a criminal record check.

Checks at the recruitment stage must not be the end of the matter. It is crucial that all staff are fully aware of child safety issues, that everyone is able to raise concerns about what seems to be unsafe practice, and that any expressed concerns are taken seriously and acted upon immediately.

### **Other Background Checks**

Providers are responsible for checking that they do not admit applicants to early years ITT who are unsuited to work with children. Barred list and criminal records checks are an essential safeguard, but they will only identify those who have been cautioned or convicted, including those that may be serving prison sentences

during the application and recruitment process, those that have come to the attention of the police, or those that have been barred from working with children. Many individuals who are unsuited to working with children may not have any previous convictions, and providers should be vigilant during the selection process. Providers or employing schools and settings have a duty to ensure that trainees are properly managed and supervised and that, if they have concerns, information is referred to the police and the DBS.

Providers may ask applicants to declare any unspent convictions, cautions, reprimands or warnings, but must not ask them to declare if they have ever been convicted of a criminal offence or received a caution, reprimand or warning. Further information is available below on the filtering process the DBS now use, with which providers should be familiar. If a trainee withholds such information, the provider may consider termination of the training.

In the case of a trainee who is arrested, under investigation, charged with an offence or who receives a conviction, the provider should exercise its professional judgement on a case-by-case basis in considering whether to allow the trainee to continue the programme, to suspend them from the programme, or to terminate their training. Under safeguarding laws, if a provider removes a trainee, or if they would have removed the trainee had they not left, from a programme because that trainee has harmed or poses a risk of harm to children, the provider must refer this case to the DBS.

### **Further Information**

For further information about the Equality Act 2010 and other relevant legislation regarding disability see requirement C3.3.

### **DBS**

In December 2012 the functions of the Independent Safeguarding Authority (ISA) and Criminal Records Bureau (CRB) were merged to form a single new body called the Disclosure and Barring Service (DBS). DBS is responsible for all DBS checks and maintaining the Children's Barred List. CRB-branded certificates should be treated the same as DBS-branded certificates.

DBS provides checking service guidance, including on the handling of DBS certificate information. Any queries about DBS checks should be referred to DBS at [customerservices@dbsgsi.gov.uk](mailto:customerservices@dbsgsi.gov.uk) or on 0870 909 0811.

## **Filtering**

DBS removes certain specified old and minor offences from criminal record certificates issued after 29 May 2013. Information will not be disclosed only if:

- i) A substantial period of time has elapsed (eg 11 years for adult convictions).
- ii) It is not one of the specified offences which must always be disclosed.
- iii) It did not result in a custodial sentence.

If someone has more than 1 conviction, all their convictions will always be disclosed. The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013 identifies a range of offences which are serious, or relate to sexual offending, violent offending or safeguarding and will, therefore, never be filtered.

Question e55 on the DBS application form guidance for a criminal record check has now been amended to reflect these changes. Question e55 asks the applicant 'have you ever been convicted of a criminal offence or received a caution, reprimand or warning?' Applicants should now ignore this question and treat this question as if they were being asked 'do you have any unspent convictions, cautions, reprimands or warnings?' Providers must bring this change to applicants' attention when completing the DBS application form. DBS provides additional guidance on filtering, with which providers should be familiar.

## **Update Service**

Providers wishing to use the update service for applicants with existing criminal record checks on the system will need to secure an applicant's permission to use their certificate number, name and date of birth to access the applicant's online record. Permission is required each time a provider wishes to check the update system for an applicant. The update service will show whether the certificate:

- Did not reveal any information and remains current.
- Remains current.
- Is no longer current, and a new check is required for up-to-date information.

Providers will need to check that the type of certificate the trainee already has is for the relevant workforce and of the right level and type; all trainee checks should be Enhanced Disclosures with Children's Barred List check, for the Child Workforce.

Registration with the update service is voluntary and only individuals obtaining new checks after 17 June 2013 will be able to opt into the service, so not all applicants will be on the system. Providers still need to view an applicant's original certificate to check any information that may be contained on it, and make any

necessary determinations of suitability as a result. The update service and detailed guidance for applicants and providers, including on new form-filling requirements, is available from [www.gov.uk/dbs-update-service](http://www.gov.uk/dbs-update-service).

## **General**

Other relevant information includes:

- Statutory guidance Regulated Activity (children) – supervision of activity with children which is regulated activity when unsupervised.
- Statutory guidance Safeguarding Children and Safer Recruitment in Education.
- The Code of practice for registered persons and other recipients of DBS check information.
- Working together to safeguard children guidance.



## **APPENDIX 3 - LIBRARY AND INFORMATION SERVICES**

### **Users Rights and Responsibilities**

Once you have registered and been issued with a card, you may use the libraries at Newton Park and Sion Hill, the Slide Library and the open access computing facilities. As a member of the library, you may borrow and reserve books and other items providing you do not have any outstanding fines or other debts to the library. You are entitled to spend reasonable time with library staff concerning your information and service needs and to be dealt with seriously and courteously. Your comments and suggestions about library and information services will be welcomed and considered then responded to promptly if required.

You are entitled to expect that information about library services, library developments, changes in policy and new policies will be publicly available.

### **Responsibilities**

You are responsible for making yourself aware of and abiding by current library regulations, including the loans and fines policies. Your card is for your own use only. You are responsible for informing the library if you lose your card. You are responsible for all items issued to your card until they are returned and your record cleared of them. If you lose, deface or otherwise damage any library materials, you will be liable to pay the replacement cost. You are responsible for returning all items you borrow on or before the date due. Non-payment of fines or debts may ultimately result in your award being withheld.

Whilst in the libraries or open access computer rooms, you should behave appropriately and with respect for other users and library staff. You should not smoke, use mobile phones in amber or red zones or make excessive noise at any time.

**TAKING THESE RESPONSIBILITIES SERIOUSLY WILL HELP PRESERVE YOUR RIGHTS**

## APPENDIX 4 – RECOMMENDED READING LIST

- Anning, A. Cullen, J. & Fleer, M (2009) *Early Childhood Education: Society and Culture*. 2<sup>nd</sup> ed London: Sage Publications
- Aubrey, K & Riley, A (2017) *Understanding & Using Challenging Educational Theories*. London: Sage
- Bradford, H. (2011) *Planning and observation of children under three (Supporting children from birth to three)* London: Routledge
- Broadhead, P. & Burt, A. (2011) *Understanding young children's learning through play: building playful pedagogies* London: Routledge
- Broadhead, P., Howard, J. & Wood, E. (2010). eds *Play and Learning in the Early Years*. London: Sage
- Brodie, K (2013) *Observation, Assessment and Planning in the Early Years*. Maidenhead: OUP
- Brooker, L. & Edwards, S. (2010) eds *Engaging Play*. Maidenhead: Open University Press
- Bruce, T. (2015) *Early Childhood Education*. 5th ed London: Hodder Arnold
- Canning, N. (2010) *Play and Practice in the Early Years Foundation Stage*. London: Sage Publications Ltd.
- Carr, M. & Lee, W. (2012) *Learning Stories; Constructing Learner Identity in Early Education*. London: Sage Publications Ltd.
- Carr, M., Smith, A., Duncan, J., Jones, C., Lee, W. & Marshall, W. (2010) *Learning in the Making: Disposition and Design in Early Education*. Rotterdam: Sense Publishers.
- Carr, M (2001) *Assessment in Early Childhood Settings*. London: Paul Chapman
- Colwell, J. & Pollard, A eds (2015) *Reflective Teaching in Early Education*. London: Bloomsbury
- Cowie, H. (2012) *From Birth to Sixteen : Children's Health, Social, Emotional and Linguistic Development* London: Routledge
- Davies, D, Howe, A, Collier, C, Digby, R, Earle, S and McMahon, K (2014) *Teaching Science and Technology in the Early Years (3-7)*. Abingdon: Routledge
- Department for Education (2017) *Early Years Foundation Stage* [online]. Available from: <http://www.education.gov.uk/childrenandyoungpeople/earlylearningandchildcare/delivery/education/a0068102/early-years-foundation-stage-eyfs>
- Drummond, M. (2011) *Assessing Children's Learning (Classic edition)* London: Routledge
- Dowling, M. (2014) *Young children's Personal, Social and Emotional Development*. 4<sup>th</sup> ed London: Sage
- Dubiel, J (2016) *Effective Assessment in the Early Years Foundation Stage*. London: Sage

- Envy, R. and Walters, R. (2013) *Becoming a Practitioner in the Early Years* London: Learning Matters/Sage
- Fitzgerald, D. and Kay, J. (2016) *Understanding Early Years Policy*. 4<sup>th</sup> ed. London: Sage
- Fawcett, M. (2016) *Learning through child observation* 3<sup>rd</sup> ed. London: Jessica Kingsley
- Fisher, J (2016) *Interacting or Interfering? : improving interactions in the early years*. Maidenhead : Open University Press
- Fromberg, D. & Bergen, D. (2015) *Play from Birth to Twelve. Contexts, Perspectives & Meanings*. 3<sup>rd</sup> ed London: Routledge
- Giudicci, C. & Rinaldi, C. eds (2001) *Making Learning Visible Reggio Emilia* Italy: Reggio Children
- Glazzard, J., Chadwick, D., Webster, A. & Percival, J. (2010) *Assessment for Learning in the Early Years Foundation Stage* London: Sage Publications Ltd.
- Gopnik, A., Meltzoff, A. & Kuhl, P. (2001) *How Babies Think* London: Phoenix
- Gray, C & Macblain, S (2015) *Learning Theories in Childhood*. 2<sup>nd</sup> ed. London: Sage
- Haylock, D & Cockburn, A (2017) *Understanding Mathematics for Young Children*. 5<sup>th</sup> ed. London: Sage
- Jarvis, P, George, J, Holland, W & Doherty, J (2016) *The Complete Companion for Teaching and Leading Practice in the Early Years*. Oxon: Routledge
- Johnson, J (2014) *Becoming an Early Years Teacher*. Maidenhead: Macgraw Hill/Open University Press
- Jones, C & Pound, L (2008) *Leadership and Management in the Early Years: From principles to practice*. Maidenhead: OUP
- Kingdon, Z, Gourd, J & Gasper M. (2017) eds. *Flourishing in the Early Years: contexts, practices and futures*. Abingdon : Routledge
- Lindon, J. (2008) *Safeguarding Children and Young People: Child Protection 0-18 Years*. 3rd Ed. London: Hodder Education
- MacNaughton, G. & Hughes, P. (2011) *Parents and Professionals in Early Childhood Settings* Maidenhead: McGraw Hill
- MacNaughton, G. Rolfe, S. & Siraj-Blatchford, I. (2010) *Doing Early Childhood Research: International Perspectives on Theory and Practice*. 2<sup>nd</sup> ed Maidenhead : McGraw-Hill Open University Press
- McDowall Clark, R (2013) *Childhood in Society for the Early Years*. 2<sup>nd</sup> ed London; Learning Matters
- Miller, S (2010) *Supporting Parents*. Maidenhead: McGraw Hill

Miller, L & Cable, C (2010) *Professionalization, Leadership and Management in the Early Years (Critical Issues in the Early Years)* London: Sage

Moyles, J. (2006) *Effective Leadership and Management in the Early Years*: Maidenhead: OUP

Moyles, J. (2015) *The Excellence of Play*. 4<sup>th</sup> ed Milton Keynes: OUP

Moyles, J, Payler, J & Georgeson, J eds (2014) *Early Years Foundations: Critical Issues*. 2<sup>nd</sup> ed Maidenhead: OUP

Moylett, H (2013) *Characteristics of Effective Early Learning*. Maidenhead: OUP

Nutbrown, C. (2011) *Threads of Thinking: schemas and young children's learning*. 4<sup>th</sup> ed London: Sage Publications

Page, J, Clare, A & Nutbrown, C. (2013) *Working with Babies and Children: From Birth to Three*. 2<sup>nd</sup> ed. London: Sage

Paige-Smith, A. and Craft, A. eds (2011) *Developing Reflective Practice in the Early Years*. 2<sup>nd</sup> ed Maidenhead: OUP

Palaiologou, I (2016) *The Early Years Foundation Stage. Theory and Practice*. 3<sup>rd</sup> ed London: Sage

Penn, H. (2014) *Understanding Early Childhood: Issues and Controversies*. 3<sup>rd</sup> ed Maidenhead: McGraw Hill & OUP

Pugh, G. ed (2013) *Contemporary Issues in the Early Years*. 6<sup>th</sup> ed London: Sage

Reed, M. and Canning, N. (2010) *Reflective Practice in the Early Years* London: Sage

Rose, J, Gilbert, L. and Richards, V. (2016) *Health and Wellbeing in Early Childhood*. London: Sage

Rose, J. & Rogers, S. (2012) *The Role of the Adult in Early Years Settings* Maidenhead: Macgraw Hill/Open University Press

Robinson, K. & Diaz, C. (2016) *Diversity and Difference in Early Childhood Education (issues for theory and practice)*. 2<sup>nd</sup> ed Berks: OUP

Rodd, J. (2013) *Leadership in Early Childhood*. 4<sup>th</sup> ed Buckingham: Open University Press

Siraj-Blatchford, I., Clarke, K & Needham, M. eds (2007) *The Team Around the Child: Multi Agency Working in the Early Years* Stoke on Trent: Trentham

Siraj-Blatchford, I. & Manni, L (2007) *Effective Leadership in the Early Years Sector (Issues in Practice)* London: University of London.

Siraj, I & Kingston, D. (2015) *Assessing Quality in Early Childhood Education and Care: Sustained Shared Thinking and Emotional Well-being (SSTEW) Scale for 2–5-year-olds provision*. London: IOE Press

- Stafford, A., Parton, N., Vincent, S, & Smith, C. (2012) *Child Protection Systems in the UK: A Comparative Analysis* London: Jessica Kingsley
- Taylor, K & Price, D (2016) *Gender Diversity and Inclusion in Early Years Education*. Oxon: Routledge
- Underdown, A. (2007) *Young Children's Health and Well-being*. Maidenhead: McGraw Hill & OUP
- Whalley, M. (2011) *Leading Practice in Early Years Settings*. 2<sup>nd</sup> ed Exeter: Learning Matters
- Whitebread, D. (2015) *Teaching and Learning in the Early Years*. 4<sup>th</sup> ed London: Routledge
- Williams-Sieghfredsen, J. (2017) *Understanding the Danish Forest School Approach: early years education in practice*. London: Routledge
- Wood, E. (2013) *Play, Learning and the Early Childhood Curriculum*. 3<sup>rd</sup> ed London: Paul Chapman Publishing
- Woods, A (2017) *Elemental Play and Outdoor Learning: young children's playful connections with people, places and things*. London: Routledge
- Yelland, N. (2010) *Contemporary Perspectives on Early Childhood Education*. Maidenhead: Macgraw Hill/Open University Press

## APPENDIX 5 - BATH SPA UNIVERSITY RESEARCH ETHICS APPROVAL FORM

This form forms part of the University's Process and Procedure for the Approval of Research Activity.

Approval for research in undergraduate and taught postgraduate programmes is normally dealt with at School level, through the research approval form below. Where necessary, the proposal will be referred to the School Ethics Sub-Committee.

Approval for research carried out by BSU employees and PhD students should be approved through School Ethics Sub-Committees, using the University Research Ethics Approval Form.

Where necessary, Research Ethics Approval forms will be referred to the University Research Ethics Sub-Committee for additional consideration.

Where research projects are subject to external approval, such as the NHS or professional bodies, the School responsible must ensure that this approval is sought and given. Where approval for a project has been given by a Research Ethics Committee at another university, as may be the case with a collaborative project, the School Ethics Sub-Committee must be provided with proof of this.

Research that is subject to ethical approval means all research that involves human participants or data (both existing and new) pertaining to human participants as subjects undertaken as a part of formal University activity. The phrase 'human participants' refers to persons used in all types of research. Qualitative based research projects may include personal interviews, questionnaires, interviews, focus groups, observation of groups *etc.* Quantitative and experimental research may include questionnaires, surveys, trials *etc.*

Research activities put forward for formal ethics review:

- Require ethics approval prior to commencement of the research activities.
- Cannot continue if ethics approval has been withdrawn or suspended.
- May have to request review during the course of the research if the research plan alters.
- Must comply with the conditions set by the University or other recognised body.

Decisions made by School and University Ethics Committees are binding, and failure to comply with decisions may be regarded as misconduct in research.

The process to be followed is set out below:

<i>Type of Activity</i>	<i>Process</i>
Undergraduate Student projects	Complete form and checklist and submit to supervising tutor
Postgraduate Student projects (taught programmes)	Complete form and checklist and submit to supervising tutor
Postgraduate Student projects (research programmes)	Complete form and checklist and submit to Director of Studies
All staff engaged in research activities	Complete form and checklist and submit to Director of Research

**Bath Spa University Research Ethics Approval Form**

Student/Staff name		
Programme and/or module		
Title of the proposed research project:		
Number and type of proposed participants		
How is permission being sought from the participants and/or their parents/carers?		
How is participants' anonymity to be preserved?		
Describe the research methods proposed (e.g. interviews, classroom observations)		
List the ethical issues and potential risks associated with the research methods outlined above (e.g. confidentiality) and how you propose to deal with each of these.		
Describe how your findings will be reported or disseminated		
<b><i>I have read the University's Process and Procedure for the Approval of Research</i></b>		

<b>Activity</b>  (please sign and date)		
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### Ethical Review of Research Projects – Checklist

<b><i>Supervising Tutor/ Director of Studies Approval level required</i></b>			
a)	proposals using human participants for research	YES	NO
b)	proposals for research that intends to use undergraduate students as participants	YES	NO
<b><i>School Ethics Sub-Committee approval required</i></b>			
c)	procedures involving any risk to a participant’s health (for example intrusive physiological or psychological procedures	YES	NO
d)	research involving the donation of bodily material, organs and the recently deceased	YES	NO
e)	proposals which involve financial payments or payments in kind to participants above reimbursement of expenses;	YES	NO
f)	proposals wishing to use children under the age of 16 or those over 16 who are unable to give informed consent (e.g. people with learning disabilities; see Mental Capacity Act 2005) as participants	YES	NO
g)	research proposals to be carried out by persons unconnected with the University, but wishing to use staff and/or students as participants	YES	NO
h)	proposals which investigate existing working or professional practices at the researcher’s own place of work (including staff surveys)	YES	NO
i)	research where the safety of the researcher may be in question;	YES	NO
j)	proposals which require participants to take part in the study without their knowledge and consent at the time;	YES	NO
k)	research involving prisoners and young offenders.	YES	NO
<b><i>University Ethics Sub-Committee approval required</i></b>			

l)	research involving access to records of personal or sensitive confidential information, including genetic or other biological information, concerning identifiable individuals;	YES	NO
m)	surveys, questionnaires and any research, the nature of which might be offensive, distressing or deeply personal for the particular target group;	YES	NO

**Supervising Tutor/Director of Studies/Director of Research use only:**

<p>Comments on the ethical issues raised by the proposed research:</p>		
<p>Either:</p>	<p>I am satisfied that the ethical issues raised by the proposed research project have been addressed and give approval for the project to go ahead</p>	
<p>Or:</p>	<p>The ethical issues raised by the proposed research project require referral to the School Ethics Sub-Committee.</p>	
<p>Signature and Date:</p>		