Early Years Education MA
– with Early Years Teacher Status
Course and Partnership Guide: 2023/24

US
UNIVERSITY
OF SUSSEX

THE SUSSEX CONSORTIUM
for Teacher Education and Research

Important Notices for Settings, Schools and Student practitioners

www.sussex.ac.uk/education

All invoices for supply cover and individual travel claims <u>must</u> be received by FRIDAY 5 JULY 2023. Payment of invoices received after this date cannot be guaranteed as this is the end of the University's financial year. We prefer termly invoices.

Please keep us informed if any personal details change. If a mentor assumes a new responsibility or a new mentor is appointed, give us their names and contact details (including email address). Student practitioners are reminded to keep us up to date with any changes to any electronic or postal addresses or telephone numbers.

<u>All correspondence should be posted or emailed to:</u>

Early Years Education MA (with EYTS) Course Coordinator
Room 2, Essex House
University of Sussex
Falmer, Brighton BN1 9QQ
T: 01273 873870
E: MAEYTSadmin@sussex.ac.uk

Materials used in this handbook have been developed by both university and setting-based mentors of the Sussex Consortium of Teacher Education and Research (SCTER). In places documents have been adapted by kind permission or in collaboration with colleagues from the University of Brighton and University of Chichester. In all cases permission must be sought before reproduction of any of the contents of this handbook

Contents

Welcome from the Head of School

It is a great pleasure to welcome you to the School of Education & Social Work at the University of Sussex. The School prides itself on the quality of the research and teaching that takes place in our two well-established departments, which share across all their activities a commitment to tackle the challenges of social inequality, and contribute to social justice at national, international and global levels. The School's research centres are vital hubs of activity, creating a focal point for collaborative work, knowledge exchange and shared learning, and we look forward to welcoming your participation in their activities whilst you study with us.

There are strong links between education and achievement later in life and teachers have an important role to play in ensuring that everyone attains their potential. The very high quality of our partnerships with East Sussex, Brighton and Hove, West Sussex and Portsmouth schools, academies, colleges and local authorities are very well established.

We pride ourselves too on the high quality of support we provide to our students. We're confident you'll find Sussex a stimulating and supportive environment for your professional learning and development; we are here to serve your needs, as well as those of the broader communities that we all engage with. We wish you all the very best for your time with us, and look forward to meeting you, and to hearing about your experiences, ideas and ambition.

Welcome to your School.

Professor Simon Thompson
Head of School of Education & Social Work

Welcome to Your Course

We are really delighted to have you here in the School of Education and Social Work. We hope that while you are with us you will learn new things, build on existing skills, encounter new ideas and experiences, and be inspired, energised and have fun. We are an inclusive and international School and welcome a diverse community of students and staff from all over the world. We are excited to have you here and we are really interested in your input and ideas. The course builds on the academic and professional expertise of the School of Education and Social Work in Early Years Education, and on collaborations with local partnership schools and settings who will host offer professional placements across the degree and make a leading contribution to governance, teaching and assessment.

The purpose of this handbook is to provide you with essential information about the course The first section of this handbook tells you about the people who will teach you and the way the School of Education and Social Work is organised, so that you can find what you need and understand the School you are now part of. It tells you about your course, explains what you can expect from teaching, learning and assessment, and informs you about additional support for your studies. The second section of this handbook contains information that may also be of interest to partnership settings who will be with your on your journey to achieve Early Years Teacher Status. The guidance in this Handbook should also be read in conjunction with the Week-by-Week Guide for the MA in Early Years Education with EYTS available at:
https://www.sussex.ac.uk/education/ite/partners/earlyyears
and other key policies available from https://www.sussex.ac.uk/education/ite.

Please take some time to read the handbook thoroughly. It will help you find your way around in your first week and well beyond. Keep it handy for reference throughout your degree (and as a reminder of your time here when you graduate).

Information about examination and assessment regulations, including mitigating circumstances, can be found on the web pages of the University Academic Office:

http://www.sussex.ac.uk/adqe/standards/examsandassessment

we all hope that you will have an enjoyable and successful time at Sussex. We are responsive to suggestions and welcome your feedback. Please do not hesitate to discuss any questions or problems with me or one of your tutors.

Deborah Brown and Jacqueline Young
Course Leaders and Senior Lecturers in Education

Section 1 - Course Information

Research and Teaching in ESW

The School provides numerous opportunities for your learning and professional development in an environment which encourages intellectual engagement, reflection and debate. A wide range of courses is offered – from first degrees, certificates and diplomas, to Masters level qualifications, post-qualifying training for teachers and social workers, and professional doctorates and PhDs. Our teaching is informed by cutting-edge research on issues of significance in education, childhood and youth and social work and social care. Staff across the School are known for the quality of their teaching and research; locally, nationally and internationally.

In 2023, Ofsted judged the quality of early years education in the School to be outstanding. The most recent UK Research Excellence Framework (conducted in 2021) Sussex was judged 1st in the UK for our research impact in Education in REF 2021 , 15th in the UK for (The Times and Sunday Times Good University Guide 2023).

Research in the School of Education and Social Work at Sussex is organised around research centres, including the cross-University *Centre for Innovation and Research in Childhood and Youth* (CIRCY) as well as the *Centre for Higher Education and Equity Research* (CHEER), the *Centre for International Education* (CIE), the *Centre for Teaching and Learning Research* (CTLR), the *Centre for Research in Adult Wellbeing*, and the *Centre for Social Work Innovation and Research.* The School is also a partner in the University's *Rudd Centre for Adoption Research and Practice*.

You can find out more about our research on childhood and youth via these links:

http://www.sussex.ac.uk/esw/circy/

http://www.sussex.ac.uk/education/ctlr/

http://www.sussex.ac.uk/education/cie/

http://www.sussex.ac.uk/education/cheer/

All the School research groupings host activities such as research seminars which you are very welcome to attend, and you could even write for our blog too. Look out for the Events pages on the website, or for posters in Essex House.

Key Contacts in the School of Education and Social Work

The School of Education and Social Work provides the institutional home for the MA in Early Years Education. The Course is situated within the Department of Education. The focus is upon the provision of an engaging academic and professionally focused degree drawing upon leading scholarship, research, practice and teaching. Further information about the School of Education and Social Work can be found on the website pages:

www.sussex.ac.uk/esw and full staff profiles can also be found at: www.sussex.ac.uk/esw

School and Department Management

	Name and contact details
	Professor Simon Thompson, Head of the Department of Education Room 103, Essex House 01272 (87)2502 E-mail: S.J.Thompson@sussex.ac.uk
	Clare Stenning Head of Initial Teacher Education Essex House Email: C.L.Stenning@sussex.ac.uk

Core Teaching Staff

	Name and contact details
	Mrs Deborah Brown MA in Early Years Education co-course leader Senior Lecturer in Early Years and Primary Education (Education) Room 134, Essex House E-mail: DJ.Brown@sussex.ac.uk
	Mrs Jacqueline Young MA in Early Years Education v Senior Lecturer in Early Years and Primary Education (Education) Room 138, Essex House E-mail: Jacqueline.Young@sussex.ac.uk
	Mrs Fliss Bull Lecturer in Early Years and Primary Education (Education) MA in Early Years Education tutor Module convenor for Exploring Professional Practice Email: fb290@sussex.ac.uk

Key Administrative Contacts:

Professional Service Staff

The Admin Office is located in Essex House Room 02 (ground floor). If you have a query about any of the following, please contact Julie Bailey:

Disclosure and barring checks

ID cards

Timetables

Submissions

Attendance

Placements

Feedback on assessed work

If you are absent or away from university or placement for any reason you must email Julie Bailey k.a.king@sussex.ac.uk

Name and contact details	Role
Course Co-ordinator Room 02, Essex House Phone: 01273 873870	Course Co-ordinator for MA in Early Years Education provides Progress and Assessment support for postgraduate courses in the Department of Education. In addition to the MA in Early Years Education, she is responsible for the MA in Early Years Education with EYTS course.

Other Key Contacts

Jo Tregenza Email : J.Tregenza@susex.ac.uk	Director of Student Experience The DoSE provides oversight for all Engagement Monitoring activities, including seeing students face-to-face where there is cause for concern over engagement or support needs, and Chairing the School Student Progress Committee (SSPC). The DoSE is actively involved in the School Student Experience Group (SSEG) where student reps meet with faculty, has oversight of the Induction week activities, and recruits and selects Student Mentors. The DoSE is also responsible for contacting and supporting all students returning from a break in their studies,and manages the interaction between the Student Support Unit and the School with regards to Reasonable Adjustments.

Welfare and Advice

Your Tutor

You will have a named tutor whose role is to support your progress and offer guidance or to refer you to appropriate specialist professional services as necessary. Your tutor oversees your progress in your placement and will be in regular contact with your placement mentor. You are strongly advised to meet your tutor regularly throughout your time at Sussex during their office hours or by appointment at other times.

Your Module Conveners

Every module has a member of faculty as module convenor and it is their job to ensure that everything about the module – the teaching, the module documentation, supporting teaching materials, etc. – runs smoothly. If you've got a problem with a module in the first instance you should contact the module convenor and then your academic advisor or course leader, or the Director of Student Experience. Convenor, course leader and tutor names are listed on Sussex Direct and in your Module Guides and Canvas module sites.

Your Dissertation Supervisor

Your dissertation supervisor will be allocated to you towards the end of the course. The dissertations supervisor may not be the same person as your academic advisor. The dissertation supervisor's role is to guide and advise you through your final dissention, including providing feedback on up to 25% of a first draft of your final dissertation. They will also support you through your application for ethical clearance (a process you go through before you can conduct your own original research).

Office Hours

All teaching staff have weekly office hours during term time, usually 1 hour per week. These are times set aside for students to meet staff in their offices and discuss concerns or get advice. Office hours are published on staff members' office doors and on their web profiles. If you are having trouble finding a member of staff's office hours, contact the School Office. You can go and see any member of teaching staff in their office hour, including your module tutors and Academic advisors. You can also email staff to schedule an appointment outside of their office hours.

How We Contact You

Email

You will also be given a **University of Sussex student email address**. Staff will use this University email address to communicate with you – for example, about tutorial times, or if you have any queries about teaching or assignments. They will **not** use your private email address, so you must check your University email regularly – otherwise you could miss important messages.

You should also use this email if you need to contact University staff – e.g., to get in touch with a lecturer, or notify absence. For information about getting online, see: http://www.sussex.ac.uk/students/induction/getonline

Keeping Your Contact Details up to Date

You are able to maintain your own contact details via Sussex Direct. It is very important that you keep your current term-time and 'home' addresses and telephone (including mobile) contact details up to date, and also provide a contact point for emergencies. Sometimes communications can be very urgent – either to you as part of a group (e.g. a public health problem) or an emergency that's related to you individually. Check that you have provided accurate contact details before you leave for the summer vacation so that you can be sure to receive details of any resits you are required to do by the exam board.

Pigeonholes

All students in the School of Education and Social Work are given a pigeonhole on the **ground floor in Essex House (opposite Room 18)**. Departments such as the Library, Student Accounts, and Transport (for parking permits) will send correspondence to student pigeonholes so do remember to check your pigeonhole whenever you are on campus.

Virtual Learning Environment

Students will be able to access their modules on the university's VLE – where whole course resources are shared and announcements are posted These are accessed via the Study Direct portal which is found at: www.sussex.ac.uk/students or direct to the VLE (Canvas) at: https://canvas.sussex.ac.uk/ Important notices, news items, the reading list, teaching materials and support forums etc. will all be accessed from the VLE and so regular checking is required.

Sussex Direct

When you arrive, you will be registered to Sussex Direct, which is your personalised online gateway to university information. The system will provide you with your study timetable information, as well as help you track your marks, assessment deadlines, exam timetable and attendance. Behind the scenes, Sussex Direct helps your tutors to support your studies. You will also be able to access your library account and personal information pages including - contact, financial, printing and course information.

Key Course and Module Information

Core Modules

You will take 180 credits over the year. As this is a course with a professional qualification, there is no optionality on which modules you take,

Please note that the module information below is an indicative guide only. We continually review our curriculum and modules may change from year to year.

	Semester 1	Semester 2
MA in Early Years Education with EYTS	Professional Practice 1 (EYTS) *(Professional practice profile)* **16100X** (30 credits) Pass/Fail	Professional Practice 2 (EYTS) (including Enhancing Placement and KS1 Placement) *(Professional practice profile)* **16300X** (30 credits) Pass/Fail
All modules core – no options	Critical Reflection; Early Years Education *(4,500-word written assignment)* **16800X** (30 credits) Marked out of 100	Reflecting on Professional Knowledge in Early Years (*Oral presentation with portfolio*) **16400X** (30 credits) Marked out of 100
	Research in Early Years Education (*Including oral presentation of research methodology - 25%; and written submission, drawing on empirical data, of 10,000-word dissertation – 75%*) **16200X** (60 credits) Marked out of 100	

Criteria for the Award of the PG Diploma or PG Certificate

Very occasionally, students are not able to accrue sufficient module credit to pass the full Masters degree. If this happens, it is possible for you to choose to graduate with either the recommendation of a Postgraduate Diploma in Early Years Education (PG Dip in Early Years Education) or a Postgraduate Certificate in Early Years Education (PG Cert in Early Years Education)..

For the recommendation of Early Years Teacher Status (EYTS) you will need to demonstrate that you have passed Professional Practices 1 and 2 and passed the Reflecting on Professional Knowledge in Early Years

module. Reflecting on Professional Knowledge is explicitly linked to the Teachers' Standards (Early Years) and your understanding of what constitutes quality teaching and your impact on children's learning, therefore failure in this module would raise concerns about preparation for EYTS.

An Exit award of the PG Diploma in addition to the EYTS award could be if you successfully complete 120 credits including all modules with the exception of the Dissertation. To achieve a PG Cert in Early Years Education with EYTS, you will need to demonstrate that you have passes in any of the modules listed for the PGDip, to a total of 60 credits.

The criteria for the award of a Merit or Distinction in the final MA Early Years Education are revised annually and candidates are advised to consult the Examination and Assessment Regulations Handbook: www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmenthandbooks for a full explanation of award regulations.

What is Distinctive about the MA in Early Years Education (with EYTS) at Sussex?

At Sussex, we are proud of our innovative approaches to teaching and education courses. We've got a network of over 150 local secondary, primary and nursery schools working together with the University to provide work placements for our education students

Early Years learning primarily focuses on the following ideas:

- what constitutes 'quality' in Early Years education?
- equity, inclusion and justice for the pre-school child and the wider family
- ideas of communication, imagination, language and literacy, and provision for the bi/trilingual child
- understandings of early mathematical and phonic development
- discourses of nurture, care and attachment.

Alongside a theoretical and critical engagement with key thinkers and intellectual debates in Early Years education, we also provide practical expertise and high standard professional skills in early years teaching. Students gain hands-on experience on placement while also developing a reflective approach to their own practice and gain a full academic Masters alongside qualifying for Early Years Teacher Status.

What Can You Expect from Us?

You can expect from us:

- a high-quality learning environment supported by committed teaching and support staff
- an intellectually engaging degree course
- teaching which accords with best practice
- a coherent and clearly structured programme of study
- staff who help and support your learning experience
- placement experience in one of our partnership settings

Student Wellbeing and Sussex Spirit

Here at Sussex the core values and Sussex spirit will shape what we say and do. At all times, we will focus on the core values of kindness, integrity, inclusion, collaboration and courage to strive for excellence in everything we do.

The team of lecturers on the MA in Early Years Education regard wellbeing as one of the key course values. We are here to support you in relation to your wellbeing needs. We encourage you to prioritise your health and wellbeing as it makes such a difference not only to your student experience but also to academic success.

We want to support our students and each other to become critical thinkers and collaborative yet independent learners – individuals with a global and sustainable outlook, who make an active and positive contribution to society. At the same time, we are committed to working towards a supportive, accessible and inclusive environment. We value our diverse and international community, the pursuit and dissemination of knowledge and research with real impact. We strive to uphold the importance of the Sussex core values, the freedom of thought and expression, but also the significance of academic and personal integrity, equality and diversity, and mutual respect and consideration for the rights, safety and dignity of all. The core team of lecturers see our role as to work alongside you modelling these values, providing you with support and expertise, we want you to get the very best from your student experience.

We place great importance on the responsible behaviour of both our students and staff at Sussex. It is important for you, as a student, to have an idea of Sussex's core values and an understanding of the primary expectations of student members of the community.

What We Expect from You

Learning and Teaching is a partnership to which both learner and tutor contribute. This partnership is based upon trust and co-operation within a framework of responsibilities designed to foster a genuine learning environment. It assumes that the partners share in mutual respect expressed by punctuality, civility and the recognition of the needs of all involved.

Attendance

Attendance at seminars, tutorials and placement is compulsory and is monitored. If you are unable to attend you must let your tutor know and provide an explanation (beforehand, where possible). Poor attendance and engagement can put students at risk academically. The University monitors attendance and engagement in order to ensure students are successfully progressing, and to be supportive and anticipatory in its approach to carrying out its duty of care to all students. The University's policy is that all taught students should attend at least 80% of their classes.

Absence from Placement

Placement settings will have their own procedures for reporting absences. **It is very important to familiarise yourself with these and follow them**. In addition, a 'Request for Absence' pro forma should be completed for any planned absence, and a 'Reason for Absence' pro forma for unplanned absence. Either should be submitted to both your setting and to your academic advisor. The number of days you are absent is recorded centrally. Excessive, illegitimate or poorly recorded absence may be detrimental to successful completion and graduation. Missed days from your placement may need to be made up during a placement period, and excessive absences may impact a reference to potential future employers.

Seminar, Workshop and Tutorial Preparation

Students are expected to be active participants in seminars and tutorials. Just turning up is not enough. You need to have done the specified reading, and/or any preparation tutors have set, in advance. You should try to contribute to seminars, as well as listening and responding to other people's contributions. The better prepared you and your fellow students are for each teaching session, the more you will get out of it and the more useful it will be. Being a student is a full-time job. As a rough guide, you should expect to put in 10 hours of study (including taught sessions and independent learning) for each 1 credit, so for a 30-credit module you can expect to spend 300 hours studying, attending class, and working on assessments.

Deadlines

Being able to organise your time and plan ahead to meet deadlines is an important skill. All your assessments will have a strict deadline, which you can view on Sussex Direct. Unless otherwise specified on Sussex Direct, there is a 7-day lateness period associated with each assessment deadline. Submission after the deadline incurs a lateness penalty of up to 10%, and submission beyond 7 days late is not permitted. If you fail to submit your work within the lateness period, you will receive a mark of 0. If you are unable to meet

a specific assessment deadline, you should make an Exceptional Circumstances claim via Sussex Direct. You can contact the Student Life Centre for help in making your claim. Tutors are not able to grant extensions to deadlines. If you have a disability, learning difficulty, or mental health condition that will make it difficult for you to meet deadlines on an ongoing basis, you should contact the Student Support Unit (http://www.sussex.ac.uk/studentsupport/) to arrange for adjustments to be made. You are advised to do this well before your assessments are due.

Group Work

You will be working on your own and with others, and co-operation in group work is key. You can learn a lot from discussing your work with others, and by sharing resources, such as notes and reading material. In some modules, study group time is built into the module, in other cases students may be encouraged to set up their own study groups.

Teaching, Learning and Assessment

Location

The School of Education and Social Work (ESW) is located in Essex House. The Education Department Office is located in Essex House 02 on the ground floor of the building.

University based teaching usually takes place on the Falmer campus.

Download a campus map: https://www.sussex.ac.uk/about/campus/map

Teaching rooms will be posted on the VLE at least 48 hours before any given session.

Seminars

A seminar consists of a group of students meeting for 1-2 hours with a module tutor to discuss some specific topic. Although it is led by a tutor, active participation by students is key to the group's learning. If you miss seminars you will soon fall behind with the module. For this reason, attendance is compulsory. If you miss a seminar you must contact your tutor. Group size can vary depending on what type of seminar it is, but our usual seminar size is between 20-30 students.

Flipped Learning

Often core or large modules will include flipped learning activities. Flipped learning activities may include Panopto record lectures, sway presentations and readings or video clips with associated directed tasks. It is a good idea to make time after engaging with flipped learning resources to go back over your notes and get them into order, so that they will be useful to you weeks or months later when you think about an essay or revise for an exam.

Supervisions and Tutorials

Many modules, especially dissertation-related modules, include compulsory individual or small group tutorials where you will have the opportunity to discuss and review essay plans or group work with the module tutor. Meetings for such sessions are usually held in your supervisor or academic advisor's office. In addition, you can also book an extra appointment or use Office Hours to discuss or gain guidance on aspects of the module.

Independent Study

Much of your study at university, will involve you working by yourself, whether it is reading, note taking and preparing for seminars, searching out material on the Internet and the library or engaging in a particular activity or engaging with questions suggested by your tutor. You may also be asked to engage in unsupervised group work, and developing skills in group work is an important part of the degree experience. In total you will probably be spending at least a third of your working week in this way and in some ways, this is the most important part of your learning. Whilst this can initially seem daunting your tutor will map out for you what they would like you to do between sessions.

Placement

During your course you will be allocated a University Curriculum Tutor who will support you in your studies over the year.

Your tutor will visit you in your placement setting twice during the year (in person if possible or virtually if Government guidance around Pandemic control measures prohibits in person visits). The purpose of these visits is to offer formative guidance you as you develop your placement portfolio and to observe you leading a small group activity with children. You will be given written feedback of your observation to add to module portfolios. The visits will be arranged in advance, to suit tutors and the student practitioner concerned. The placement setting be informed of forthcoming visits, with sufficient notice given.

Tutors will register with the setting office or reception, immediately on arrival in the setting. If there are any particular problems emerging about the placement or your conduct whilst on placement, the following courses of action are available:

- further discussion between the Academic advisor, yourself and possibly the setting manager together to discuss how to move forward
- termination of the placement

Assessments

During your course, you will be required to complete contributory and non-contributory assessments. Non-contributory assessments do not count towards your degree but are designed to help you learn. Contributory assessments contribute to your mark for a module. Non-contributory assessments are submitted directly to your tutor and you may receive written or oral feedback from a tutor, or peer feedback from your classmates. Contributory assessments are submitted either electronically via Canvas, or in hard copy to the School Office. Check your Sussex Direct Assessment Timetable for details of where and when to submit each piece of work, and how many copies are required. General assessment criteria for your subject area are on each module's Canvas site. More specific criteria and requirements will also be in your Module Handbook or the associated Canvas site. The University produces an Examination and Assessment Regulations Handbook, which gives comprehensive information on matters relating to assessment, credit, progression, and how degrees are awarded. You can find the handbook online here:
http://www.sussex.ac.uk/adqe/standards/examsandassessment.

Turnitin

You are encouraged to use the internet-based text-matching service, Turnitin, prior to submitting your assessments. This may help you identify problems with your referencing. Turnitin is also used during the marking process as a means of checking the originality of submitted work. All assessments submitted electronically via e-submission are uploaded to the Turnitin database and an Originality Report will be made available to the marker. Further information can be found online here:
http://www.sussex.ac.uk/tel/submission/students

Presentation for all Written Work

Whether you are submitting electronically or in hard copy, all written work must be submitted in an appropriate format:

all assignments must contain a front sheet available through your module Canvas site

word processors must be used unless informed otherwise

written work must be double-spaced, size 12 font and single sided

spell checks must be carried out

pages must be numbered

your candidate number should appear in the header and footer of every page

WORD LEGNTHS

You must ensure that your work complies with the stated word length for each assignment in line with University regulations:

http://www.sussex.ac.uk/adqe/standards/examsandassessment

Feedback and Return of Written Work

Feedback is an important part of your learning and you will be invited to discuss feedback with your academic advisors and to review your feedback over each year to identify areas of support and strengths.

Feedback is also ongoing and class discussions and tutorials will contribute to this. It is really important to get ongoing feedback on essays, presentations and projects is before you hand work in. You will receive written or electronic feedback commenting on the quality of the assignment providing pointers for future development and improvement. It is our policy to provide this feedback within fifteen working days of the final submission date, although exceptionally (e.g. in the event of staff illness) there may be small delays. You will be advised of any variation from this. The External Examiner will also review the process of feedback to students. You should also use tutorials with your academic advisor to discuss general progress and areas for development and improvement.

Submissions made to the School Office will be available for you to collect from the School Office soon after results are released; you will receive an email letting you know when they are ready to collect, and a reminder email if you have not collected your work before it is due to be destroyed.

Reasonable Adjustments and Additional Support Needs

Students with a condition that could affect their academic studies – such as a disability or health condition or learning support need such as dyslexia or an autistic spectrum condition – may be entitled to additional support or adjustments to study arrangements. To find out more, contact the Student Life Centre or Student Support Unit.

www.sussex.ac.uk/students/essentials/studenthandbook

http://www.sussex.ac.uk/studentlifecentre/

http://www.sussex.ac.uk/studentsupport/

Marking and Moderation

This course is committed to fairness, transparency and consistency in marking by ensuring that each piece of work assessed has clear, written criteria, which match the learning outcomes. All assessed work will be subject to internal moderation, which may include mark checking and cross-marking samples of work in line with University regulations:

http://www.sussex.ac.uk/adqe/standards/examsandassessment

Taught Course Assessment Details

The principle of partnership between the university and settings is at the heart of EY/ITE and teaching and assessment are viewed as a joint enterprise between the university and partnership settings. There are various forms of assessment on the course: The five University-based taught modules are assessed by written work, presentations and portfolios and/or reflections. These are marked by university tutors, in accordance with academic standards expected of Level 7 (Masters) courses; setting based tutors may contribute with second marking and moderation. The two Professional Practices are primarily assessed by setting mentors and reported to the University through a Professional Practice Report. Reports are written in accordance with the Teachers' Standards (Early Years), DfE, 2013). Curriculum Tutors make school visits (in person or virtual) to assist and moderate these professional judgements.

Professional Practice 1 (16100X)

Assessment Mode: Professional Practice Report

Credit Weighting: 30 Level 6 Credits (Pass/Fail)

Assessed by: School Based mentors (moderated by university curriculum tutors)

Submission Deadline: Please see your personalised Sussex Direct student page (direct.sussex.ac.uk).

In this module, you will be given the opportunity to develop and apply your knowledge and understanding in a phase/subject specialism in a setting context. During your Professional Practice you are provided with opportunities to develop their practice in accordance with the Teaching Standards (Early Years), DfE, 2013). Your placement will include the following:

-        an induction week programme, providing an introduction to setting policies and procedures.

-        opportunities to observe experienced practitioners

-        one hour's dedicated mentor time per week;

-        professional development opportunities orchestrated by the mentor;

-        a phased introduction to teaching

-        formal observation (the quality of teaching and learning graded using the evaluation schedule) by the mentor with written and oral feedback; once a week for graduate route and a minimum of three observations per term for employment based route.

-        one observation by the university curriculum tutor, with written and oral feedback;

-        access to settings resources, including ICT facilities;

-        opportunities to take part in wider setting life,

-        time to reflect critically on this experience, plan lessons and prepare resources.

Assessment Outcomes

In order to achieve a PASS you should, with the help of experienced teachers, make good progress meeting the Early Years Teaching Standards and specifically demonstrate:

LO1	Knowledge and understanding of appropriate subject, curriculum and pedagogy as well as teaching and learning methodologies appropriate to learners and settings within a 0-5 specific age phase;
LO2	A broad range of practical teaching and learning skills, applicable within the nursery settings generally; Apply methods and approaches they have learnt to initiate learning opportunities, assess their impact and evaluate their effectiveness;
LO3	An ability to manage their own learning and work collaboratively with peers, teachers and other education professionals;
LO4	Effective communication skills including those with mentors, nursery staff, peers, children and children's families and carers, and those who come into the nursery in various support and 'expert' roles.

Professional Practice 2 (16300X)

Assessment Mode: Professional Practice Report

Credit Weighting: 30 Level 7 Credits (Pass/Fail)

Assessed by: School Based Tutors (moderated by University Tutors)

Submission Deadline: Please see your personalised Sussex Direct student page (direct.sussex.ac.uk).

In this module, you are given the opportunity to develop, apply and strengthen their knowledge and understanding of EY practice and pedagogy and especially the practical application of this in the day to day of the nursery, reflecting on the way you can support the learning of young children, seeking opportunities to do this from careful observation and reflections on planning and assessment. There is an expectation that in this Level 7 module you will operate with more autonomy and demonstrate higher levels of professional and critical and academic knowledge which you apply within the nursery setting.

The placement will include the following:

- an observations by the curriculum tutor, with written and oral feedback;

- access to setting resources, including ICT;

- time to reflect critically on their experiences, planning learning and preparing resources.

- one hour's dedicated mentor time per week, focusing on subject knowledge and pedagogy; and critical reflection

- regular professional development seminars opportunities orchestrated by the mentor.

Assessment Process

Towards the end of practice before the submission of the Professional Practice Report student practitioners present an audit of their evidence against the Teachers' Standards, a reflective commentary on their progress and on their impact on children's progress.

Having read the student practitioner's reflections and examined their evidence mentors grade the student practitioners on their progress towards the Teachers' Standards (Early Years) and the impact they have had on children's progress. Strengths are identified as are targets for development with recommendations on strategies

to achieve these.

Assessment Outcomes

In order to achieve a PASS student practitioners' should, with the help of experienced teachers, make meet the expectations of the Early Years Teacher Standards and specifically demonstrate:

LO1	Knowledge and understanding of appropriate subject, curriculum and pedagogy as well teaching and learning methodology for learners and settings within 0-5 age range
LO2	A capacity to analyse and deal with complex teaching and learning situations and the processes and complexities of learners' needs in different contexts.
LO3	An ability to exercise self-direction and initiative in personal and professional responsibility
LO4	An awareness of own continuing professional development needs within teaching, and the independent learning ability to identify ways of fulfilling those needs .
LO5	A broad range of practical teaching and learning skills, applicable within the setting and in settings generally
LO6	An ability to work collaboratively with peers, teachers and other education professionals.
LO7	Effective communication skills shared with a range of professional and academic audiences (including tutors, peers, pupils' parents, school governors and local community representatives) both orally and in writing with clarity, focus and coherence.

Critical Reflection: Early Years Education (16800X)

Assessment Mode**:** Essay

Credit Weighting: 30 Level 7 (Masters) credits.

Length: 4500 words

Assessed by: University Tutors. Moderated by University Tutors.

Expected Submission Deadline: Please see your personalised Sussex Direct student page (direct.sussex.ac.uk).

This module inducts you into practical and academic approaches to critical reflection. Crucially it draws upon each student's prior experiences alongside a familiarisation with academic literature to identify a key area of practitioner-researcher interest. The assignment task will therefore consist of:

1.   1500 introduction including a discussion of practitioner-researcher identity formulated through reflections on prior (educational) experiences which lead to an identification of an area of research interest

2.   3000 word literature review connected to the area of interest

Guidance provided to students:

The first part of this assignment will be a reflective account of your recollections and thoughts about the experiences that you think have shaped and informed your ideas of 'education', especially Early Years

education. You can consider 'education' as broadly as you wish. As well as description, your assignment should include reflective analysis of your experiences and your thoughts on the people, places, materials, etc., that you think now shape your thoughts and memories to inform your current ideas of Early Years education.

You may wish to comment on any areas within Early Years education that interest you especially, suggesting your thoughts on why you have these particular interests. One of the objectives of this assignment is to help you to begin to identify interest areas within Early Years education that you might want to develop into your final dissertation.

The focus of the second part of the assignment is on extending your knowledge of the area of the 'Early Years Education' that you identified in the first section as an area of interest: it gives you the opportunity to gain a deeper knowledge of the topic through reading scholarly literature to reflect on your practice, in the light of your enhanced interest, knowledge or understanding.

Assessment Outcomes:

LO1	A critical understanding and an ability to evaluate learning gained in personal and professional education contexts, drawing on wider conceptual frameworks, and identifying areas for further development and inquiry in complex professional situations
LO2	A capacity to appraise current literature relating to their specified area of education.
LO3	A capacity to engage in critical reflection on practice.
LO4	Ability to structure an argument with conclusions in clear, coherent writing or oral presentation and to use appropriate conventions in citation and referencing.

Reflecting on Professional Knowledge (16400X)

Assessment Mode: Oral presentation with portfolio

Credit Weighting: 30 Level 7 (Masters) credits.

Length: N/A

Assessed by: University Tutors and Mentors and Professional Tutors. Moderated by University Tutors, Mentors and Professional Tutors

Expected Submission Deadline: Please see your personalised Sussex Direct student page (direct.sussex.ac.uk).

Please note, you are not able to be assessed if you are on a Cause for Concern and/or are in danger of failing your Professional Practice PP2 module.

This assessment is conducted through the review of a portfolio and a professional dialogue which demonstrates your professional knowledge, understanding, criticality and skills developed during the course. The portfolio will be presented through a series of professional dialogues with two examiners. At least one examiner will be a university tutor. Please note that the professional dialogues are digitally recorded for

moderation purposes.

The purpose of this assessment is to demonstrate the range, depth and progression of professional knowledge acquired over your whole year and your maturity as a reflective Early Years Practitioner. This will be demonstrated primarily through three professional dialogues.

The first is the Subject and Curriculum Dialogue where you will show how you have developed your knowledge of early learning and EYFS' (Early Years Teacher Standard 3) over the course of the training year, though a discussion of your completed scrapbook and audits as directed by your curriculum tutor.

The second is the Pedagogic Dialogue. You are expected to demonstrate an ability to draw on scholarship and pedagogic theory to inform your planning, reflection and evaluation of teaching and learning. You will demonstrate how a specific area of pedagogy has informed your practice and impacted on children's learning and well-being.

The third dialogue is where you are expected to demonstrate your understanding of the children you teach and how they develop and learn. Across the course you will have tracked the development and learning of individual children, and you may have worked on a leadership focus that has impacted on the development of an area of learning across the setting. You will demonstrate your clear understanding of children's individual needs and how to provide them with appropriate personalized support and challenge, as well as setting assessment systems. You may also discuss how you have supported the development of one specific area learning in the setting. You will need to include reference *to scholarship pertaining to your chosen case study.*

Assessment Outcomes

In order to achieve a PASS at Masters level, assignments should demonstrate:

LO1	Knowledge and understanding of appropriate subject, curriculum and pedagogy, as well as teaching and learning methodology appropriate to learners and schools within a specific age phase; policy, professional and research literature related to the teaching and learning of their subject area/phase; know and understand the processes and complexities of learners needs and development in different contexts
LO2	Intellectual Skills: ability to exercise initiative in personal and professional responsibility; awareness of own continuing professional development needs within teaching, and the independent learning ability to identify ways of fulfilling those needs
LO3	Practical Skills: a broad range of practical teaching and learning skills, applicable within the classroom and in schools and settings generally relating explicitly to any current statutory requirements (e.g. Professional Standards for EYTS); effective communication skills shared with a range of professional and academic audiences (including tutors, peers, pupils' parents, school governors and local community)

Research in Early Years Education (16200X)

Assessment Mode: Oral presentation supported with up to 2,000 words of notes, plus a 10,000 word dissertation.

Credit Weighting: 60 Level 7 credits.

Assessed by: University Tutors. Moderated by University Tutors.

Expected Submission Deadline: Please see your personalised Sussex Direct student page (direct.sussex.ac.uk).

Guidance provided to students: This module requires you to design, conduct, evaluate and report on an empirical study (10,000 words), typically conducted in your placement setting. It enables you to synthesise and apply all the learning achieved over the entire course. The module requires a highly specialist focus on an individual area of Early Years education, showing deep subject-specific and research knowledge, understanding and skills, in addition to professional learning.

You are required to develop a systematic and rigorous approach to the entire research process, working in a highly independent way, supported by small-group and individual supervision by a specialist tutor in your research field. The module includes designing an empirical study with appropriate research questions, conducting an ethical review and conducting the data-collection, data-analysis and evaluation at the required level, producing findings and recommendations for practice that could inform other professionals' understanding in this area of education.

This assignment is split in to two components: an oral presentation of your research methodology and research methods and a full submission of your 10,000 word dissertation.

You will be required to present your oral presentation in June. You will be provided with written feedback in the form of three strengths and three areas for development. This part of the assignment will carry 25% of the marks for the overall assignment whilst supporting your progression on to final submission of your full dissertation.

Tutors will provide four supervision sessions of up to an hour in total. Supervision can cover any aspect of the dissertation or dissertation preparation. However, please note that the dissertation is an independent study and is – in part – a demonstration of the way in which you are able to use the skills you have learnt from the course and apply this to working independently.

Specific detailed guidance on the structure of your research dissertation will be disseminated by tutors later in the course.

Assessment criteria:

LO1	A critical understanding, informed by current scholarship and developments in the field, of issues, processes and problems in an area of Early Years education, and a capacity to relate it to complex professional situations
LO2	A systematic knowledge and understanding of a substantive area of Early Years education
LO3	A capacity to critically appraise current literature relating to their specified area of Early Years education
LO4	A capacity to reflect on, critically review and evaluate empirical data and methodological approaches in their specified area of Early Years education
LO5	Originality in the application of research methods in order to generate understanding of how knowledge is created

Generic Marking Criteria

Each assignment is assessed against specific Masters level learning outcomes (see above). In addition, the quality of the submission is awarded a level against a generic M level Marking Criteria set out below.

Each Master's level module assignment must achieve its own published learning outcomes to be awarded a pass. Where a mark and grade (as opposed to Pass/Fail) are awarded, the following generic level descriptors should be used to support the judgement. In so doing, the assessor should recognise that not all the criteria listed may be relevant to the assignment and that a 'best fit' approach should be taken.

Masters Level Pass with Distinction (70-100) The assignment is most accurately described by elements of this category:	An excellent level of up-to-date knowledge and a deep understanding A sophisticated ability to: apply knowledge across contexts; critically evaluate or reflect on literature/ evidence/ policy/ practice/experience A sophisticated and insightful ability to design, conduct and evaluate an enquiry or problem-solving activity A work of distinctive professional or academic value which makes a significant contribution to advancing learning and/or solving problems An original argument with well substantiated conclusions Very clearly written and easily readable, with consistently correct use of language and academic convention
Masters Level Pass with Merit (60-69) The assignment is most accurately described by elements of this category:	A good level of relevant, up-to-date knowledge and understanding A good ability to: apply knowledge across contexts; critically evaluate or reflect on literature/ evidence/ policy/ practice/experience A good ability to design, conduct and evaluate an enquiry or problem-solving activity A good argument made with a number of reasoned and substantiated conclusions Consistently well written, good use of language and academic convention
Masters Level Pass (50-59) The assignment is most accurately described by elements of this category:	An acceptable level of relevant knowledge and understanding An ability to: apply knowledge across contexts; critically evaluate or reflect on literature/ evidence/ policy/ practice/experience An ability to design, conduct and evaluate an enquiry or problem-solving activity An argument made with some reasoned conclusions Generally well written with a small number of errors in spelling punctuation, grammar or in using academic conventions
Fail (0-49)	Little or no knowledge or understanding An inability to: apply knowledge across contexts; critically evaluate or reflect on literature/

The assignment is most accurately described by elements of this category:	evidence/ policy/ practice/experience
	An inability to design or carry out an enquiry or solve problems
	An incoherent argument and lack of reasoned conclusions
	Consistently weak spelling punctuation, grammar and inadequate application of academic convention

Course Regulations

Course regulations, including those relating to Awards and Classification, are listed in the Examination and Assessment Regulations Handbook: **http://www.sussex.ac.uk/adqe/standards/examsandassessment**

Complaints and Appeals

We hope you have an amazing experience at Sussex, but if something goes wrong and you need to make a complaint then the University's Complaints and Appeals procedures can be found here: http://www.sussex.ac.uk/ogs/complaintsappeals/students

The Public Interest Disclosure Policy and Raising Concerns Process

The Public Interest Disclosure Policy and Raising Concerns process exists for any complaints that relate to serious public interest concerns (for instance fraud, bribery, criminal activity, damage to the environment and serious threats to health and safety. See:
 http://www.sussex.ac.uk/ogs/policies/goodconduct/raisingconcerns and
http://www.sussex.ac.uk/ogs/policies/goodconduct/raisingconcerns/raising-concerns-form for more details.

External Examiner

The External Examiner will play a pivotal role in course evaluation. His/her review of, and feedback on, student learning, progression and the curriculum is central to the monitoring and evaluation process. The External Examiner is approved and appointed by the University.

Annual Course Review (ACR)

The Annual Monitoring and Review report will be written by the Course Leader, informed by information from: Module reviews; Course Reviews; Report from Admissions Tutor; Minutes of the Course Management Committee.

Academic Integrity and Misconduct

Plagiarism, collusion, and cheating in exams are all forms of academic misconduct which the University takes very seriously. You must avoid committing academic misconduct either intentionally or unintentionally – the best way to avoid academic misconduct is to know what academic misconduct is, to know how to avoid it, and to start working on your assessments in good time, so you can avoid accidentally slipping up.

Follow this link to see the ITE policy on academic Integrity and Misconduct:

https://www.sussex.ac.uk/webteam/gateway/file.php?name=ite-policies---academic-integrity-and-academic-misconduct.pdf&site=26

Referencing

Within the School, we expect all student work to be properly referenced. This is one of the key requirements for University level work, and you will lose marks if you do not follow an approved method of referencing and citation. Further information can be found online: **http://www.sussex.ac.uk/skillshub/writing**

Avoiding Plagiarism

Any direct copying without quotation marks or unacknowledged extended paraphrasing from *any* source is plagiarism. To copy sentences, phrases or even striking expressions without acknowledgement of the source (either by inadequate citation or failure to indicate verbatim quotations), is plagiarism; to paraphrase without acknowledgement is likewise plagiarism. Where such copying or paraphrase has occurred the mere mention of the source in the bibliography shall not be deemed sufficient acknowledgement; each such instance must be referred specifically to its source.

Avoiding Collusion

Collusion is the preparation or production of work for assessment jointly with another person or persons unless explicitly permitted by the examiners. An act of collusion is understood to encompass those who actively assist others as well as those who derive benefit from others. Where joint preparation is permitted by the examiners but joint production is not, the submitted work must be produced solely by the candidate making the submission. Where joint production or joint preparation and production of work for assessment are specifically permitted, this must be published in the appropriate module documentation.' The University's Skills Hub guide to study skills gives advice on writing well, including hints and tips on how to avoid making serious mistakes. Visit **http://www.sussex.ac.uk/skillshub/writing**
 and make use of the resources there. You will also find helpful guides to referencing properly and improving your critical writing skills.

Referencing and Reference Lists

Your assignments should be properly referenced and should always include a reference list (a full list of all the articles, chapters, books, and other sources that you refer to). Referencing is a very important aspect of presenting academic assessments and you will receive help in referencing correctly at an early stage in the course. Careful referencing demonstrates how you are able to support your <u>own</u> ideas and arguments by using the work of other authors. It also enables the reader to follow up the essay by reading the sources cited. Correct referencing ensures that where you draw on a published source, or quote directly, you will not be exposed to a charge of plagiarism.

The following should *always* be referenced with precise details about author, date, title, place of publication and page number, rather than just author and date:

Figures, visual aids, percentages and statistical data used to support an argument (whether expressed as diagrams, tables, maps etc.)

Direct quotations.

Close paraphrasing/rephrasing of someone else's words.

Potentially controversial judgements, views or interpretations.

Arguments and counter-arguments that are central to your own interpretation or argument.

There are a number of different ways of referencing and giving bibliographies. Many essays written in the humanities use the older system of superscript numbers – 'to which Raymond Williams refers[3]' or 'to which Raymond Williams refers (3)' – but this can lead to the laborious repetition of author, title and so on within each note at the end of the essay. We would therefore *strongly* recommend the **Harvard System (British Standard).** There are excellent guidelines on referencing on the Sussex Skills Hub site:
http://www.sussex.ac.uk/s3/?id=37

Referencing in Text

The main rules of the Harvard System for references in the text are as follows:

If you have referred to an author's work, then give the surname and date of publication, all in brackets. For example:

England does not have a written legal constitution or explicit family policy (Hantrais, 2004).

If you quote directly from the work, give the author's surname, date of publication and the page reference(s), all in brackets again. For example:

"Reference to rights remains little related to precise ways in which these rights are guaranteed" (Barbe, 2006, p102).

OR

Barbe (2006, p102) argues that "Reference to rights remains little related to precise ways in which these rights are guaranteed".

If you have repeated a quotation from another author that your author has used – a quote from F. R. Leavis in a book by Raymond Williams, for example – then only reference your direct source – i.e. where **you** found the information you are referencing. For example:

(Leavis 1918, cited in Williams 1972, 101)

If your author has published two or more articles or books in the same year and you have used each of these, then use 'a', 'b' to distinguish between the references: (Williams 1972a) or (Williams 1972b).

If you have two authors with the same surname, you need to add the initials to the appropriate references: (Smith, B. 1987) or (Smith, J. 1991). **This is the only time when you include initials in the reference in the body of the essay.**

Referencing in the Reference List

Your reference list at the end of the essay should list each of your sources in alphabetical order by author's surname. It must include only the sources referred to in your essay. A reference list is different from a bibliography, that lists all sources read that influenced the production of a piece of work, whether it is referred to directly or not. On this course we use reference lists not bibliographies at the end of a piece of assessed work. **Different kinds of publications are referenced in different ways:**

A reference to an authored book should be given by each Author's surname, initials, then (date), then Title of Book, (either underline or use italics and all main words in capitals), then place of publication and publisher. For example:

Wrigley, E.A. (1987) *People, Cities and Wealth*. Oxford: Basil Blackwell.

A reference to an edited book should be given by Editor's surname, initials, then say "ed" (short for editor, in brackets), then (date), Title of Book, (underlined or italic, all main words in capitals), place of publication, publisher. For example:

Samson, R. (ed). (1990) *The Social Archaeology of Houses.* Edinburgh: Edinburgh University Press.

A reference to a contributed chapter in an edited book should be given by Chapter Author, initials, date, 'Title of chapter' (note, only first word starts with a capital here), in Title of Book (underlined or in italics, all main words in capitals) (ed) initials and name of editor(s) (note that the initials come in front of the editor's name, here only), place of publication, publishers. For example:

Oakley A. and Oakley R. (1979) Sexism in official statistics. In J. Irvine, I. Miles and J. Evans (eds.) *Demystifying Social Statistics*. London: Pluto Press.

A reference to a journal article should be given by Author's surname, initials, date, 'Title of article' (note, only first word starts with a capital here), Title of Journal (underlined or in italics), volume number, (issue number), page numbers of article. For example:

Wicks, R. (1989) Photography as representational art, *The British Journal of Aesthetics,* 29 (1), 1-9.

If you access material on a website, you should also list the reference to the website where you found it. This can be done in two ways, depending what kind of web resource you have accessed.

For an online article, reference as normal, but include the URL (website link) and the date you accessed it (because websites can change). For example, if the text says:

Boddy's (2013) review for the Care Inquiry found

The reference list contains the following:
Boddy, J. (2013) *Understanding permanence for looked after children: A review of research for the Care Inquiry.* London: The Care Inquiry. Accessed 12 January 2014:
http://www.nuffieldfoundation.org/sites/default/files/files/Understanding%20Permanence%20for%20LAC.pdf

If you are referencing a website, then give the title of the website/source in the text itself, and put the details in the bibliography or in a footnote. For example, if the text says:

The website of the organisation Childline provides a range of resources for children concerned about family relationships.

The reference list or footnote contains the following:
Childline website accessed 14 May 2013:
http://www.childline.org.uk/Explore/HomeFamilies/Pages/FamilyRelationships.aspx

You will encounter other forms of referencing conventions, sometimes with minor differences from the above, but the important thing is to adopt a consistent convention – so you use the same style for all the references in your bibliography, and you keep using it so that you become familiar with it.
As you are reading, make sure you notice the ways in which other authors reference, and look at the bibliography (sometimes just called 'References') to see how references are set out. If you have any doubts, seek guidance from your academic advisor and make use of the information and exercises on the Library and Skills Hub websites (details above).

Checklist for all Assignments

- ✓ **Have you attached a front sheet to the assignment?**
- ✓ **Are the assessment criteria for assignment length, presentation and referencing met?**
- ✓ **Is the work word-processed and double-spaced?**
- ✓ **Has the whole assignment been proof read, with grammar, punctuation and spelling checked?**
- ✓ **Are the pages numbered?**
- ✓ **If you are writing about real people or places (e.g. in a placement diary) have you checked for confidentiality/anonymity?**
- ✓ **Are references for all sources cited properly supplied in the required format?**
- ✓ **Is the Candidate Number on each cover sheet and on each page of the assignment?**
- ✓ **Have you made sure that your name is not on the assignment?**
- ✓ **If you are submitting electronically have you followed the guidelines on: (**https://student.sussex.ac.uk/assessment/submission**)**

Equality and Diversity

The University of Sussex is committed to promoting equality and diversity, providing an inclusive and supportive environment for all.

For more advice and information go to:**www.sussex.ac.uk/equalities**

The aim is to promote diversity and equality for students and staff and value the contributions made by individuals and groups of people from diverse cultural, ethnic, socio-economic and distinctive backgrounds and promote an environment free of harassment and bullying on any grounds.

If you experience any harassment on grounds of gender, sexual orientation, race, religion, nationality, age, disability or part time status contact:

Student Centre
https://student.sussex.ac.uk/centre/
OR

Student Union
www.sussexstudent.com

For information on support for disability or any other long term conditions, including reasonable adjustments, Disability Support Allowance, and additional study support, please contact the Student Support Unit:

www.sussex.ac.uk/studentsupport

Please note the ITT Equality and Diversity Policy in the Appendices for more information on ITT specific guidance.

Support from Central Services

A wide range of support services are available at Sussex, to help you gain the best experience of university that you can.

Student Centre

The Student Centre plays a key role in ensuring that Sussex is a supportive and empowering environment for students. Its aim is to provide information, guidance, referrals and resources to enhance student transition to and progress through the University. More details can be found at https://student.sussex.ac.uk/centre/

The Student Centre is on the ground floor of Bramber House and is open from 9.00am – 5.00pm every weekday. You can drop in to see them, call 01273 876767, contact us via https://student.sussex.ac.uk/centre/contact

An appointment with a Student Advisor offers you a confidential and supportive space to discuss your situation, and to help you consider ways forward.

Amongst the many issues the Student Centre can help you with are:

• Personal concerns affecting study progress or well-being

• Funding and finance including scholarships, bursaries and hardship funds

• Sources of help to improve academic performance – identifying obstacles to learning

• Understanding university systems and regulations in relation to assessment, services, complaints, conduct, and discipline

• Progression, intermission and withdrawal processes

- Discussion and support

• Referrals to other professional services on campus

• Exceptional circumstances help

If you don't know who to talk to or who to ask – start at the Student Centre. The Student Centre also provide a proactive service and you may be contacted directly while you are a student here as they may wish to offer you particular support. This may be in response to concern from your School about your attendance, participation or engagement with your course.

Student Support Unit (SSU)

The Student Support Unit is a team of specialist advisors who work with students who may need support at the university due to a long term condition, including: long term health conditions or disability, dyslexia, dyspraxia or other specific learning difficulty and autistic spectrum conditions. They may also be able to help with short term conditions that could affect your assessments or exams.

The Student Support Unit can provide advice and information and may be able to arrange dedicated support

for your needs. They can also arrange to assess needs when appropriate (e.g. for dyslexia). Please refer to their web pages for more information on the support they provide.

The Student Support Unit is based on the ground floor of Bramber House. For information can be found at: https://www.sussex.ac.uk/studentsupport/

Skills Hub

The skills hub is an online resource designed to help you in your studies. On these pages you can find guidance on a wide range of study skill, including reading and organisation, revision and exams, academic writing and assessment. The skills hub also offers workshops you can sign up for. Check the web link below for more details:
http://www.sussex.ac.uk/skillshub/

Support for International Students

The student hub (https://student.sussex.ac.uk/international/) has a dedicated page to support international students to make the most out of student life at Sussex. Advice on the page ranges from advice on visas, to advice on living and working in the UK and how to open a UK bank account.

The Centre for Language Studies (http://www.sussex.ac.uk/languages/english/elas) also offers a range of support for students who speak English as an additional language.

University Library

The library (http://www.sussex.ac.uk/library/) is open 24/7 during term time, and is an ideal place to study. Through the Library you can access a wealth of books, journal articles, and other resources key to your studies. You can also request books and articles that the Library does not stock through interlibrary loans. The Library has individual and group study spaces, silent study areas, printing and photocopying facilities, a family friendly study space, and a café. Library tours run throughout Welcome Week, and you are advised to get to know the Library as soon as you can, either through a tour or just by popping in.

Specific reading lists will also be available on the library website. The indicative reading list for Early Years in Education can be found from the Canvas page here: https://canvas.sussex.ac.uk/courses/30043

The module handbooks and canvas will also offer guidance on readings in preparation for seminars or lectures.

IT and Computer Services

IT services (http://www.sussex.ac.uk/its/) provide support for your IT needs and information about:

Getting online (https://student.sussex.ac.uk/new-students/when-you-arrive/get-online)

Sussex email

Sussex mobile

Computer facilities on campus

Making Your Voice Heard

Student Reps

The Student Representative Scheme is run jointly by the Students' Union (USSU) and the University in liaison with Schools and Departments. Student reps provide an essential link between students, the University and the Students' Union.   Each year the student body in the School will elect their reps. Reps play a particularly valuable role at key Department, School and University meetings where changes to courses and modules are being planned and significant issues for the future are being debated. Being a Rep gives you the opportunity to help shape the School's agenda, enhance learning and the overall experience of students in our School. Being a rep also looks quite impressive on a CV. Think about nominating yourself or a fellow student, and once elected use your reps if you have ideas for improving things, or criticisms about your course of the school. Further information on the student representation can be found at
https://www.sussexstudent.com/student-reps/

Student Representative Meetings with the Course Leader

Approximately once a term, and usually ahead of the Steering Committee meetings, Student practitioner representatives meet over lunch on a campus teaching day with the MA in Early Years Education with EYTS Course Leader. This allows student representatives to discuss the student practitioner experience across the courses and to consider, where relevant, ways of improving or enhancing. The representatives are elected early in the first term.

Oral feedback is reported via curriculum tutors, and the external examiners to the Course Leader. Written feedback is analysed by the Course Leader, and incorporated, with the oral feedback, into a Self-Evaluation Document presented to the Consortium Steering Committee. It is also used to inform the partnership's planning for the following year's course. For full details, see the Quality Assurance Policy and Procedures on line: http://www.sussex.ac.uk/adqe/qualityguide

Evaluations

Student practitioners can also provide feedback on their course through the following means:
Module and course evaluations
Student rep meetings
Tutorial sessions with university curriculum tutors;
Group discussions with the MA Early Years with EYTS external examiner, when she visits.

At key points throuout the year you will be asked to participate in a course evaluation questionnaire. This will ask you to comment on the quality of all aspects of the teaching, learning and assessment of the module. These reports will be analysed by the the Course Leader. This information can then be used by staff members to inform the development of the course. This material will make an important contribution to the Course Annual Monitoring and Review Report, which is a quality assurance requirement of the university.

Beyond Your Course

The Careers and Employability Centre

All your experience at university counts. The Careers and Employability Centre, located on the ground floor of the library, can work with you from the first moment you arrive on campus to enable you to develop your skills, confidence, find your sense of purpose and learn about the new career improvisation approaches that will enable you to be successful in the workplace. They can also help you get involved with volunteer work and community projects, and to develop your employability skills. You will find details about all the services they offer from part-time jobs and work-insight opportunities, careers review to workshops and events at: www.sussex.ac.uk/careers or call in to the main Library to find out more.

Being a Student Ambassador

Many departments at Sussex, including Widening Participation and Student Recruitment, recruit student ambassadors every year. Student ambassadors are current Sussex students who are paid to work at open days and recruitment and outreach events, both on campus and at local schools and colleges. These opportunities are usually advertised via the student web pages.

The Student Union

There are lots of opportunities to get involved in clubs, societies and the political processes of USSU. For more information, visit **https://www.sussexstudent.com/**

The Sussex Early Years Alumni Network (SEYAN)

We'd love to keep in touch with you as you continue on your journey as an Early Years Professional. SEYAN members meet up regularly for social and professional networking events and we'd love for you to become part of our extended family of alumni. More details about SEYAN and how to join will be given at the end of the year.

Section 2 - Partnership Information

Schedule of Dates for Assignments

Please note that all official assignment submission dates and times are to be found on the relevant Sussex Direct student pages. The dates and times listed below are an indication only for the benefit of our external partners and must NOT be taken as binding or official. Student practitioners must log into Sussex Direct and use the date/time (together with any other requirements) listed there as the official deadline for submission.

Deadline	Assignment	Notes
Monday 8th January 2024	Essay (4,500 words): - Early Years Education: Critical Reflection 16800X	We expect electronic copies of assignments to be uploaded by 16.00 to the appropriate e-submission area of the VLE
Portfolio submission due: Monday13th May 2024 Interviews begin Tuesday 14th May 2024 By Thursday 23rd May 2024	Exit Interview for EYTS: - Reflecting on Professional Knowledge (RPK) 16400X	We expect the RPK electronic portfolio to be submitted by Monday 13th May 2024 at 9.00am. RPK interviews will then take place between Tuesday 14th May 2024 and Thursday 23rd May 2024.
Tuesday 25th June 2024	Presentation of methodology: Dissertation 16200X	Presentations and PowerPoints to be submitted electronically to curriculum tutor by 17.00 on 26th June 2024.
Wednesday 4th September 2024	Dissertation (10,000 words)	We expect electronic copies of assignments to be uploaded by 16.00 to the appropriate e-submission area of the VLE

Schedule of Dates for School Report Forms

Deadline	Report Form	Notes
By Friday 20th October 2023	Pre-report check-in	An electronic copy to be sent to the curriculum tutor, with student and setting mentor copied in. A separate Cause for Concern Report might be required if there are concerns around a student's progress.
Thursday 9th November 2023	Deadline for schools to complete Support Plan/Cause for Concern Report for Professional Practice (1)	After this date a cause for concern process cannot be completed. Earlier notification gives more time for support.
By Monday 8th January 2024	Return of Professional Practice Report Form (Jan update)	An electronic copy to be sent to the curriculum tutor, with student and setting mentor copied in.
By Friday 15th February 2024	Return of Professional Practice Report Form (Feb update)	An electronic copy to be sent to the curriculum tutor, with student and setting mentor copied in.
By Thursday 28th March 2024	Return of Professional Practice Report Form (April Update)	An electronic copy to be sent to the curriculum tutor, with student and setting mentor copied in.
By Thursday 25th April 2024	Deadline for schools to complete Support Plan/Cause for Concern Report for PP2	After this date a cause for concern process cannot be completed. Earlier notification gives more time for support.
By Wednesday 22nd May 2024 (if possible return form by Thursday 9th May 2024 ready for RPK)	Return of Professional Practice Report Form (Final submission)	An electronic copy to be sent to the curriculum tutor, with student and setting mentor copied in.

Schedule of Partnership Events

Date & Time	Autumn Events	Attendees
Wednesday 12th October 2022 14.00-16.00	Online mentor training and partnership meeting	All new & experienced mentors
Date & Time	Spring Events	Attendees
Wednesday 10th January 2023	Mentor training and partnership meeting	All mentors
TBC	Early Years Research Conference	Free attendance for all mentors, school staff and previous MA EY students. Compulsory attendance for current students.
Wednesday 15th March 2023	Mentor training and partnership meeting	All mentors
Date & Time	Summer Events	Attendees
Wednesday 14th June 2023	EYTS Partnership Day and EYTS Partnership exam board	Exam board - by invitation to head teachers and senior managers Partnership Day – all mentors.
TBC Dates throughout the year	Sussex Consortium Steering Committee	Nominated Head teachers, mentors and student practitioners from Partnership Settings

University of Sussex Initial Teacher Education Partnership

This section introduces the aspirations and nature of our partnership, the ways our courses are structured and assessed and our commitment to equal opportunities.

Introduction

The Early Years Education MA is located within the Department of Education's Initial Teacher Education (ITE) area whose courses are delivered in partnership with local secondary schools, primary schools, nurseries, and private, voluntary and independent (PVI) settings. This partnership is known as the Sussex Consortium for Teacher Education and Research (SCTER). Together, we offer a range of courses, including the Postgraduate Certificate in Education (PGCE), School Direct (SD), BA in Primary and Early Years Education (with QTS) and the Early Years Education MA leading to Qualified Teacher Status (QTS) and Early Years Teacher Status (EYTS). Our provision is designed, developed and delivered in accordance with the requirements of the National College for Teaching and Leadership (NCTL), professional expectations as set out in the Teachers' Standards (DfE, 2012) and Teachers' Standards (Early Years, DfE 2013) and associated recommendations by the Quality Assurance Agency (QAA).

Partnership Ethos

The partnership is overseen by the SCTER Steering Committee, which is led by nominated senior leaders from participating schools, nurseries and PVI settings and represents the interests of all stakeholders. In addition, a partnership forum enables all schools to inform and evaluate the nature and direction of our provision (details of SCTER governance structures are in appendix I). Mutual expectations and commitments are enshrined within a partnership agreement which is renewed annually and sets out the aims, roles and responsibilities of all partnership institutions (see appendix III).

An Early Years Teacher Training (EYTT) forum meets on an ongoing basis - as part of mentor training each term and also every June. The forum informs and shapes the Early Years course for the following year by reflecting back on what has worked well and less well the previous year. In addition, headteachers and senior managers from nursery and setting partnerships are invited to scrutinise Early Years examination recommendations at the EYTT exam board.

Our Mission: Pushing the Boundaries

We are committed to high quality, evidenced-based teacher education built upon genuine partnerships, inspired by best classroom practice and we are engaged in teaching as an intellectual and ethical vocation. Our collective mission is to recognise, support and develop a generation of reflective practitioners who are ready, willing and able to improve the life chances of every young person they teach and challenge the status quo. We aim to strive for innovative practice and push the boundaries.

Our Trainees and Our Partners

We value, encourage and seek to empower our trainees and teachers to be: imaginative and creative, reflexive and curious, open and responsive, enthusiastic and passionate, independent and collaborative, determined, resilient, analytical, good humoured and optimistic – always ready to see "a glass half full"!

Our Approach

We believe that in a challenging and dynamic environment and amongst richly diverse school contexts we are more likely to succeed in mutually beneficial partnerships than apart. Working together in school-based teacher education is a tradition founded at Sussex where it is recognised that new teachers need to observe, collaborate with and be supported by the best classroom practitioners. We know we can all learn and go on learning from each other and that engagement in teacher education illustrates an on-going engagement with evidence-based practice and continuing professional development. As a partnership we all consider ourselves learners.

Our Goals

Our partnership is ambitious. Quite simply we expect our graduating teachers to make a meaningful and tangible difference; raising the achievement of all their pupils by being innovative, challenging and creative in their teaching. Equally we all have a responsibility as credible role models to share fresh ideas, foster a hunger to learn and empower our young people to thrive as lifelong learners. We aim to ensure that the well-being of our pupils, teachers, trainees and staff is valued. We want teacher education and all those involved to enrich the fabric of the school, contributing beyond the classroom, engaging with wider communities and valuing the whole child within them.

The Unique Character of the MA in Early Years Education with EYTS Course:
The MA in Early Years in Education with EYTS is characterised by rigorous and critical engagement with Early Years pedagogy, in-depth exploration of contemporary educational discourses and extended practical experience of teaching and researching in the EYFS. Graduates of this demanding and unique course are expected to emerge as specialists in the 0 to 5 age range capable of leading innovative, inspiring and creative educational practice across a diverse range of educational settings.

Our wider partnership goals align with our new university wide strategy, 'A better university for a better world' in which dispositions of 'kindness, integrity, collaboration and courage' are championed.

We thank all our partner schools and settings - past and present - for their work, which has not gone unnoticed by our student practitioners or by OFSTED. In our recent external examiner and inspection reports, the high-quality work and professional judgements of our school partners have been regularly commended, helping to maintain our partnership as one of the region's leading EY/ITE providers.

Partnership Pedagogy

The partnership has a number of distinctive features in its delivery of EYITT provision. The most significant aspect is that it is a collaborative enterprise between the participating schools and nurseries of the Sussex Consortium for Teacher Education and Research and the university. A measure of the closeness of the partnership is that early year's student practitioners spend a significant period throughout the year in two or three settings. There, mentored by senior and experienced members of staff, they take a steadily increasing share in the normal duties of a professional early year's teacher, both inside and outside the classroom. In each of their main placement setting, a mentor guides the student practitioner. The mentor is an experienced practitioner, carefully selected for his or her excellent teaching skills. The mentor also has responsibility for inducting the student practitioners into the management, organisation and philosophy of the school, and for co-ordinating the delivery of the professional studies within the placement schools.

Within the EYITT team, we require all setting-based mentors to have either a QTS, EYTS or EYP qualification in order to be a mentor. For settings that would like to appoint a mentor who does not meet this criterion, we will judge on a case-by-case basis (through interview) to ensure quality mentorship for all student practitioners.

We provide regular and mentor training for all EYITT mentors at three points during our year. The expectation is that all mentors will attend this training to ensure quality and consistency and to support the acquisition of mentoring skills and dispositions.

For settings that feel unable to provide the quality mentorship required of our EYITT course, the EYITT team, do provide a mentorship package. As part of this 'bought in' package of mentorship trainees will be given five mentoring sessions spread out over the year at a time to be agreed between the mentor and the student practitioner in discussion with the placement setting.

Our courses are setting-based and setting-led which refers to the training Early Years student practitioners receive in settings, and in the belief that student practitioners come to understand the nature of professional knowledge and learn the practical skills of teaching by working alongside experienced colleagues with continuous experience with children in settings. Our partnership regularly seeks to extend the nature of setting-led EYITT and encourages schools and Early Years settings to take a leading role in the training, selection and assessment of student practitioners. Increasingly, we are able to draw upon the high quality EYITT practitioners who have completed our University of Sussex based training to act as mentors. For example:
- Schools/settings take the lead in the assessment of student practitioners' professional practice placements and are also involved in the final assessment of student practitioners' portfolios of evidence at the end of the course

- Mentors have been involved in the recruitment and selection of student practitioners, taking an active part in the interviewing process.
- Governance of the partnership draws upon the expertise of all partnership stakeholders with Head teachers, professional tutors and mentors as well as NQTs and student practitioners advising and recommending changes to provision.
- University-based elements of the EYTT programme aim to help student practitioners to reflect, draw on and extend their setting-based experiences in order to broaden and deepen insights into practice as well as to develop their knowledge about not only what young children learn and how they learn but understand why they learn in the ways they do and what teaching strategies and approaches might be more effective.

The Early Years course places a strong emphasis on active methods of study. At the University and in some setting contexts, seminars, workshops, school-based enquiries and lectures represent the main teaching methods, encouraging co-operative, not competitive attitudes to learning and enquiry. A high standard of achievement is expected, and every early year's student practitioner must be successful in both practical and written work, as these elements all help us be sure that graduates from the course demonstrate that they meet the Early Years Teachers' Standard and are ready to succeed in their first teaching appointments.

The EYITT Curriculum

The following curriculum model forms the basis of our sequence of provision. It enables our trainees to understand how we use a spiral approach to our curriculum, returning to and building on themes. We believe these themes are central to create practitioners, who are ready, willing and able to improve the life chances of every young person they teach.
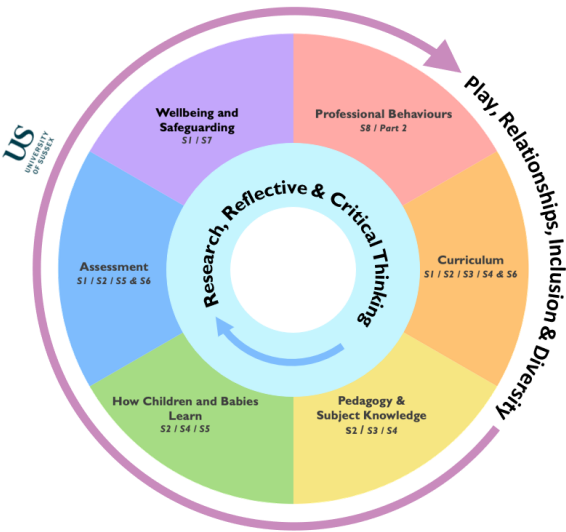
The following table demonstrates how our own curriculum model and the Early Years Teacher Standards overlap. At Sussex, we do not promote the approach of developing teaching standards as isolated items but believe they cut across themes.

Sussex Curriculum Strands		EY Teachers' Standards
• Inclusion • Research, Reflection and Critical Thinking • Relationships • Play	Professional Practices	S2, S8 and Part 2
	Assessment	S1, S2, S5 and S6
	Curriculum	S1, S2, S3, S4 and S6
	How Children and Babies Learn	S2, S4 and S5
	Pedagogy and Subject Knowledge	S2 and S3
	Wellbeing and Safeguarding	S1 and S7

Our curriculum is carefully sequenced to support students to progress in their teaching.

In Semester 1, university teaching sessions cover themes such as: safeguarding, child development, the prime areas of learning in the EYFS, the teaching of phonics and maths, key pedagogic concepts (e.g. play, assessment etc), and age specific pedagogy.

In Semester 2 university teaching sessions cover themes such as: cross curricular learning, the teaching of foundations subjects and revisiting and deepening concepts from Semester 1 in a spiral curriculum.

Our 'Week by Week Guide' provided detailed guidance on topics for mentor meetings as well as suggestions for placement tasks that build on and link to the taught curriculum.

In our curriculum model, behaviour is conceptualised and an aspect of safeguarding and wellbeing, reflecting the wording of the Teacher' Standards (Early Years) (2013), standards 1 and 7.

Our curriculum includes following overarching threads:

- **Research, reflection, and critical thinking**

According to Coldwell et al (2017)[1] 'The most strongly research-engaged schools were highly effective, well-led organisations within which 'research use' meant integrating research evidence into all aspects of their work as part of an ethos of continual improvement and reflection.' Our ambitious EYITT includes a full academic Masters, ensuring that students read widely beyond official or non-statutory documents (for example, the EYFS, Development Matters and Birth to Five Matters) or textbooks used to support their developing pedagogic expertise. Wider reading, including professional journals, subject based academic literature, education journals and books published by academic publishers, allow candidates to show that their developing professional knowledge has theoretical foundations, particularly in respect of subject knowledge and associated pedagogy as well as pupils' learning. We encourage deep reflective and critical thinking around issues related to their own professional contexts and the wider professional context of Early Years Education in the UK. Critical engagement with research literature (both content and methodologies) is

---

[1] Coldwell, M., Greany, T., Higgins, S., Brown, C., Maxwell, B., Stiell, B., Stoll, L., Willis, B. and Burns, H., (2017). *Evidence-informed teaching: an evaluation of progress in England. Research Report*. Department for Education.

embedded across the curriculum, as appropriate, for this Masters (Level 7) course.

- Relationships

We believe relationships with children, parents and other practitioners are central to all aspects of an Early Years professional's work. According to Sylva et all (2004, p1)[2] 'Quality indicators (for quality early years teaching) include warm interactive relationships with children'; whilst the Ofsted publication *Teaching and Play in the Early Years: A balancing act?* suggested that; 'The opportunity to build relationships with parents at a very early stage in their child's development was seen as a huge advantage to all settings,' (Ofsted, 2015, p22)[3]

- Play

We believe that early Years teaching and play are not separate. Agreeing with the Ofsed position that 'Play provides the natural, imaginative and motivating contexts for children to learn about themselves, one another and the world around them.' (Ofsted, 2015, p8)[4]

- Inclusion:

A clear and consistent focus on inclusive practice and the removal of barriers to learning should be an ongoing strand to all EYITT university lead teaching as all teachers are teachers of SEND (DfE and DoH, 2015)[5]

---

[2] Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I. and Taggart, B., (2004). The effective provision of pre-school education (EPPE) project: Findings from pre-school to end of key stage 1.

[3] Ofsted, (2015). "Teaching and Play in the Early Years: A balancing act?."

[4] Ofsted, (2015). "Teaching and Play in the Early Years: A balancing act?."

[5] DfE and DoH (2015) Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

The Core Curriculum Framework (CCF) and our EYITT Curriculum

Although the Core Curriculum Framework (CCF) for ITT (available at:
 https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework, defining the minimum entitlement of all trainee teachers on Qualified Teacher status (QTS) courses) is **not statutory** for EYITT, we are continuing to work with our Partnership settings to consider the contents of the CCF and adopt elements of the framework that the Partnership have agreed are relevant for EYITT. In addition, we continue to work with our Partners to develop an adapted version of the CCF, covering elements of the Early Years Teacher Standards not considered in the QTS CCF document. Current versions of these adapted documents are distributed and consulted on with our partners at mentor training meetings and the June Partnership board and embedded in our university delivered sessions and related placement materials.

Professional Practice

Setting Based Learning

Learning through practical teaching underpins the course and the requisite preparation for meeting the Teachers' Standards (Early Years, DfE, 2013). As such, you must spend at least 120 days in a practice placement setting in order to develop your practice in at least two distinct settings. The University of Sussex EY/ITE partnership refers to time in a professional setting as Professional Practice.

During the Professional Practice component of your course, student practitioners learn the principles of practical teaching in the context of the EYTS Statutory Framework. A designated specialist mentor provides one hour per week scheduled 'mentor time' for tuition, supervision, advice and feedback. School-based mentors are offered professional development opportunities through termly mentor training meetings.

Your professional Practice is split into two assessment periods:

Professional Practice 1 (30 Level 6 Credits) – Sept to Jan

Professional Practice 2 (30 Level 7 Credits) – Jan to end of May

For both the Graduate and Employment-based routes towards Early Years Teacher Status, there are three placement types, the 'main setting' (or place of employment), the enhancing placement (in a contrasting setting and age range – 16 days across serial weeks), and one school-based placement (8 days split across KS1, KS2 and Reception). These additional days are optional for students who can demonstrate they have sufficient prior experience to meet the requirement in the Teacher's Standards (Early Years) to have engaged with the educational continuum of expectations, curricula and teaching of Key Stage 1 and 2.

Professional Practice Placements

Graduate Route Placements

The main Professional Practice, the Enhancing Professional Practice and the School Professional Practice for those on the Graduate Route are generally organised by Curriculum Tutors following consultation with partner settings and student practitioners. Decisions take account of:

Availability of placements in particular subject areas, age phases and specialisms

The need to provide for experience across the entire age range

Accessibility in relation to where you live and access to transport.

We cannot guarantee placement locations and you must expect to travel for up to 1.5 hours to your professional placement. Whilst every effort is made to affiliate you to a placement within easy reach of your home address, this is not always possible. If you refuse a setting placement considered suitable by the University, you may be considered to have withdrawn from the course.

Employment Route Placements

Employment Route student practitioners are employed in and by a 'main setting' which is already determined

at the start of the course. Individual settings are generally responsible for selecting and organising a suitable Enhancing and KS1 Professional Practice for their student practitioners. The University can provide advice, lists of settings with Sussex trained mentors on staff, and support if necessary.

All students have a tailor-made placement plan designed by the course team to ensure that your individual requirements for full EYTS compliance can be met.

Selection of Mentors

Criteria for selection include

- Substantial current experience as an Early Years teacher - qualified with QTS, EYTS or EYP
- Specialist subject knowledge, skills and understanding, updated through in-service, further training or other means
- Must be a proven strong Early Years practitioners identified by their setting or OFSTED inspectors
- Good communication skills with children and adults
- Strong social skills – including the ability to work well with others
- A willingness to undertake a mentorship role - and a commitment to ITE
- Where relevant, previous successful experience as a Mentor within/beyond the Consortium.

Mentors with significant experience but no professional qualification:

Should a setting propose a mentor who is not qualified with EYPS, EYTS or QTS, a quality assurance visit or interview will take place before commencement of the course/placement. The University reserves the right to insist on a change of mentor (or placement if no suitably qualified alternative mentor is available), if it is deemed at any point that the student practitioner is not receiving the required level of support. Settings that are hosting Employment Route student practitioners who do not have a suitably qualified mentor may buy in a mentor through the University of Sussex's 'Mentor Scheme' (see section 1.3).

Mentor Training

The fulfilment of entitlement criteria set out in the Partnership Agreements (see example in Appendicies), and responsibilities and requirements are ensured by induction and in-service training of all mentors.

Initial induction and training of mentors

All new mentors must undertake training through attendance at a mentor meeting in order to satisfactorily fulfil their role. Training is delivered jointly by designated university representatives and sessions cover a detailed examination of:

- The partnership agreement
- Roles and responsibilities of the mentor and how to undertake them
- Observation and feedback
- Target setting and progression
- Assessment procedures and how these are fulfilled.

Presentations, video-recordings, discussion and role-play are the main methods used for training. Details of mentor meetings are included in the schedule of dates at the front of the handbook.

In-service training of mentors

In-service training for mentors takes place formally three times a year (including the induction meeting). All mentors are expected to attend in-service training meetings, which are important for continuing professional development. See the front of this handbook for training dates. Issues often follow up those covered in initial training in greater depth, and include such items as how to:

- work with the Teachers' Standards
- plan and evaluate student practitioners' school-based activities
- review student practitioners' progress
- further support and develop student practitioner subject knowledge for teaching
- develop mentoring skills
- provide support and guidance to student practitioners
- develop target setting skills
- complete profile reports using subject-specific criteria
- other subject-specific issues
- developing partnerships and collaboration between settings and university
- general placement issues
- Setting-university liaison.

In-service training sessions are also an important means of cross-setting mentor moderation (see Appendix III: Roles and Responsibilities). During the Summer Term, mentors are invited to evaluate the course and make recommendations for the following year at the Early Years Partnership Meeting (see date in front of handbook).

The Summer Term Partnership meeting in June includes moderation of the award of EYTS (see section below), as well as a full review of the year's course, the mentor's role within it, and planning for the following year. Recommendations arising are passed on to the course team for consideration and implementation for the following year.

Recommendation for EYTS

Following successful completion of Professional Practices 1 and 2 and the Reflecting on Professional Knowledge in Early Years module, the Partnership undertake a EYTS ratification event as part of the Summer Term Partnership meeting in June. This board involves university-based tutors and school partners who come together to look at a sample of trainee portfolios and evidence folders as a means to quality assure recommendations for EYTS across a range of partner schools and settings. The sample will be at least 10% of the cohort and will include:

- any student who has failed placements and students who have been on a support plan.
- any student who had three or more standards at 'On Track to Meet' (OTTM) on the March Professional Practice Report (students slower to reach the desired pass standard).
- any student who performed badly in the RPK exit assessment (a low pass or fail).

- at least one student with secure standards met and one student with very strong standards met.

Following the EYTS ratification board, you will be recommended for Early Years Teacher Status via the DfE. This means that you will be able to start your work as an Early Years teacher from July.

Teaching Load and Learning Timetables

The construction of suitable teaching and learning timetables is crucial to ensuring solid professional development. This means being mindful of your workload AND that of staff members you rely on for support. Within the Consortium Partnership, we are committed to managing the workload expectations of all those with whom we are associated. Within your professional practice placement, you should be encouraged to build on your teaching practice gradually so that you move through different learning experiences in a sustainable and manageable way. All placements should begin with opportunities for you to observe effective classroom practice, as well as the children you will eventually take responsibility for. Too long spent on observation can undermine its benefits and mentors are advised to begin integrating you into the teaching process of your placement setting as quickly as possible. This may include encouraging you to run a carpet activity, interact with free play or lead an adult led experience. Contact with the children is likely to be team-taught and planned, or taught jointly alongside experienced colleagues until you are ready to assume full responsibility for the planning, teaching and monitoring of children's learning.

You will spend blocks of time in an alternative setting and/or age phase. There is a clear expectation that you will operate as a student teacher (engaging with the planning, delivery and teaching of the placement curriculum) during your Enhancing and School Placements and not just act as an additional adult.
You must complete a placement experience log each week you are in placement and discuss this with your mentor in your main placement setting. Placement logs are an integral part of each student's overarching EYTS documentation and portfolio of evidence and should be kept fully up to date. We recommend that you take 20 mins at the end of week to complete your log.

Reflections and critical engagement with practice during the main placement, the enhancing placement and school placement are an essential part of your developing Professional Practice report.

In both placements, it is important to balance teaching experience with other opportunities for professional development, including observation, other professional duties, planning, preparation and evaluation time.

Additional Information for Salaried Employment Route Student Practitioners

It is envisaged that the indicative timetables in the 'Week by Week Guide' can be used as a guide for Employment Route student practitioners as it is strongly recommended that they are seen as supernumerary for at least the first term of training. Although many student practitioners enrolling on the Employment-based

route have considerable experience, enrolment on this course should signal the beginning of a shift in the role they take in the setting. Whilst recognising that the requirement for salaried student practitioners is that they engage in no more than 90% of the duties normally expected of an Early Years teacher, the Partnership highly recommends that those with little previous teaching experience are regarded as 'additional' as much as possible in the early days. This is particularly important in the first term to ensure that they have sufficient opportunities to micro/team teach and joint plan with experienced teachers. As a student practitioner on the Employment Route, you will need every opportunity to be observed and to receive informal feedback on your teaching in the early stages - in addition to formal observations. Therefore, a good deal of caution and common sense should be exercised when planning the contact timetable so as not to overload at the beginning which can cause issues which may be difficult to resolve later on and will almost certainly impact children's progress. Each Employment Route student practitioner should be viewed on an individual basis and their teaching load planned according to their previous experience, confidence and competence. The progress of the children in their care should be the most significant factor in deciding whether a student practitioner is ready to work a 90% contact timetable. Settings should be aware that the Partnership expects that Employment Route student practitioners be seriously considered for senior appointments after successfully completing their course; giving each student practitioner access to the best training possible will be key in securing high outcomes for the children.

Example Timetable

Example timetables are available in the 'Week-by Week-Guide', a separate document that should be read alongside this document. Physical coupes of the Week-by-Week Guide' are supplied to all mentors and students.

Individual needs

The timetables in the 'Week-by-Week Guide' are for you to build up to – few students will be ready for the amount of contact time identified in the early stages of each placement. Mentors should review the timetable at the end of each term with a view to making any adjustments to enhance your professional development. Indeed, mentors may feel that a student practitioner is likely to make more progress by reducing contact time - especially during the early weeks of a placement. In such cases, you should undertake a programme of teaching combined with focused observation, team-teaching and teaching of small groups. Contact time can then be increased at the discretion of the mentor. Student practitioners may teach together in a paired placement and this may have an impact on the balance of the timetable. The exact nature of other professional duties will vary from setting to setting where other activities - such as after-school provision, INSET sessions, breakfast clubs and lunch duties - can be included.

The Enhancing Professional Practice Placement – all routes

The remit of the Enhancing Professional Practice experience includes:
a) Experience of another setting/school, organization and ethos
b) Gaining experience of teaching in another environment and catchment area with a different cohort of young children
c) Using the time to look at

- aspects of teaching age ranges not yet covered or developed
- standards that could benefit from further enhancement

It will be important for the student practitioner to be allocated sufficient time to carry out focused observations to address targets and areas for development as identified on the Enhancing Professional Practice Report, and to undertake any directed tasks as well as teaching in an alternative setting, age range, ethos and philosophy.

Enhancing Professional Practice should provide an alternative experience and be in a different type of setting, eg:

- Different socio-economic catchment area
- Different nursery philosophy/type
- Different funding arrangements (Private/Voluntary/Independent or state maintained)
- Single gender versus mixed
- Urban/Rural
- Faith or non-faith
- Size/number on roll
- Opportunity to teach in a baby room, etc.

With this and the remit of the practice in mind, Curriculum Tutors or employers consider appropriate schools carefully for each student practitioner. Location and journey time are important, however what you might gain from a placement to improve your practice is key. The Enhancing Professional Practice experience should be 'progress led', rather than 'convenience led', and it may be necessary for you to move beyond your immediate locality for the best placement experience. Where possible, you will be placed in a setting that already has a University of Sussex trained mentor on staff. Students on the Employment Route will be asked to fill in an experience audit. A personal plan detailing the number of practice days required and the age range that the enhancing placement must take place in will be provided shortly after induction. Placements for students on the graduate route are provided by the university. Placements for students on the employment route are provided by the employer (although the university can support the employer in this by making suggestions, if requested)

Preparation for the Enhancing Professional Practice Experience

The following preparations are made for placements:

- Mentors and student practitioners together discuss the student's current targets and how they can continue to work towards these targets whilst on placement. Students and mentors should still meet weekly to discuss progress through the enhancing placement booklet tasks and review planning and verbal feedback given by enhancing placement staff.
- A visit date for the mentor from the mains setting to visit and observe the student working with children should be agreed.

Assessing Enhancing Professional Practice

- Student practitioners should make arrangements for their 'main setting' mentor to visit them in their Enhancing setting to observe their teaching (alongside staff at the enhancing placement), provide written feedback and transfer verbal feedback from the enhancing placement onto the student's Professional Practice Report (PPR). It is helpful for the mentor to see how the placement has impacted on the student's overall progress. This is an important moderation exercise, and valuable CPD for both mentors involved.

Multiple Placements

The Sussex Consortium encourages some schools and settings to take two or more student practitioners in a single setting where appropriate. Projects have revealed a number of benefits to a paired professional practice, including:

Student practitioner support: Student practitioners can sometimes find teaching a lonely experience. Pairing provides mutual support in relation to planning, resource preparation, teaching strategies, management and evaluation. Setting-based sessions with mentors can sometimes be taken with both student practitioners present to aid and encourage reflective dialogue.

Learning experiences:
Collaborative working can be motivating, helpful and supportive
Pairs can develop both as observers and action researchers into learning
Confidence is often developed more quickly in the presence of another adult
Each practitioner can be easily observed by their peer (serving a different purpose from the 'official' tutor observations).

How can pairs work together?
There must be clear negotiation between mentors, university-based tutors and the student practitioners themselves around the organisation of Professional Practice. When paired lessons are to be observed by mentors or university tutors, the nature of the observation, evaluation and feedback should be jointly agreed. How mentors and student practitioners decide to organise their leading of sessions will depend on factors such as:

Personalities of the student practitioners
The nature of the setting/nursery group/class
The content and organization of a particular session.

There are several strategies that may be adopted by pairs. For instance, the timetable could be split into one third paired teaching and two thirds 'solo' for each student practitioner. Sessions led by paired student practitioners should always be jointly resourced and jointly planned. Suggested modes of working include:

Student practitioners divide a session into segments with one leading and one observing and vice versa - known as 'tagging';

One student practitioner leads a large group input while the other supports in a teaching assistant role

Each student practitioner takes half a session

Repeated sessions with the same content but different groups of children can work well.

This is not a complete list of strategies, nor is it prescriptive. It is merely guidance drawn from methods that have worked successfully in the past. Other strategies have been found to be equally effective when a student practitioner is supporting an established teacher.

Supervision of Student Practitioners

As settings are always legally responsible for the children in their care, the above guidance assumes that, for Graduate Route student practitioners, the regular classroom teacher is present during lessons. However, this legal requirement is also fulfilled if the student practitioner knows that the teacher is within easy reach (adjoining office, classroom next door, etc.) if needed for emergencies or difficulties. This does not apply to teaching situations where Health and Safety expectations might be breached. In all circumstances, the setting must be confident that an individual student practitioner is sufficiently capable, confident and responsible to be left alone with children for any amount of time. This responsibility implies appropriate levels of classroom management and recognition that children are learning.

Student Practitioner Responsibilities

Throughout placements, student practitioners are expected to:

Accept responsibility for their own learning and professional development under the guidance and support of mentors

Undertake and complete all assigned course work, including teaching practice, preparation, assessment and reporting

Work within the agreed channels of communication between mentors, management and university tutors

Behave in an acceptably professional manner, abiding by the codes of behaviour for each setting

Alert setting and/or university tutors to any problems or concerns

Regularly complete and upload copies of their progress via the tracker – and when asked to do so. These summarise weekly targets, successes and track progress against the Teachers' Standards (Early Years) (see appendices)

Keep a record of attendance, completing a 'Reason for Absence' pro forma for any days/sessions missed.

During the induction period for each setting, student practitioners should be given information about the setting and the children they will be working with to aid settling in and to enable them to start thinking about their possible contribution. As part of induction, student practitioners must complete the Induction Materials in the 'Week-by-Week Guide'.

Student practitioners should also observe children in different contexts, for example at arrival and departure time and during snack and lunch breaks. They should focus on a small group of children and note differences in behaviour in different settings and spend at least one whole day with a particular teacher to gain some idea of the variety of their professional activities and the way in which these are paced. Some settings encourage or arrange a tour of the catchment area.

It is important to try to begin the activities outlined above towards the start of the placement. There may be little time to do so later. If possible, student practitioners should observe teaching in a different age range from time to time, as a great deal can be learned from seeing as wide a range of teaching approaches as possible.

Much information may be obtained from discussion with mentors, other senior members of staff and the setting manager, and of course by talking to other colleagues across the setting.

Throughout their time in placement schools, student practitioners should find that teachers always do their best to answer questions and help as much as they can; everyone knows what it is like to be a beginner as everyone had to undergo training at some point - although some people's training may have been very different from current requirements. However, student practitioners should be aware that teachers are very busy, and that dealing immediately with issues they want to raise could be impossible. Careful, advance planning for all aspects of the setting day is essential, so it is important to make appointments to see people and to keep to agreed times for meetings.

Non-contact time in the setting and the University should be used as efficiently as possible - for preparation, assessment and record keeping, evaluation, keeping files up to date, working on assignments, etc.

Student practitioners should take the time to read relevant setting policies and procedures, staff noticeboards, schemes of work, syllabuses, etc. to help them understand the purpose, practices and ethos of the setting.

Settling into the Setting

Student practitioners are likely to spend most of their time working with their mentor. However, over the course of a professional practice placement, student practitioners may teach across a few classes and receive guidance from a broad range of colleagues. To help student practitioners settle in, mentors should:

- introduce student practitioners to other teachers and support staff
- ensure that student practitioners are provided with essential information about the systems for dealing with problems and emergencies - and with procedures for safeguarding
- give student practitioners details of the policy on parent liaison
- ensure that all those likely to work with the student practitioner are aware of the course expectations.
- Induct the student in key setting processes (using the check lists provided in placement handbooks if required).

As professional practice progresses, mentors will:

- provide information, opportunities, and induction to help with learning how to assess and report on children's' progress - both orally and in writing - including reporting to parents
- encourage student practitioners to participate in activities additional to the normal setting timetable eg. enrichment clubs, etc. (if appropriate and assuming opportunities are available).

Student practitioners are expected to be involved in after-school activities, for example helping with sports days or preparing for an end of term concert or play. In mainstream schools, teachers frequently work at school after the children have gone home. Student practitioners should expect to do likewise. Schools are responsible for the safety of children and should ensure that there are qualified teachers on duty. Student practitioners on the Graduate Route should remember never to assume responsibility alone.

Supporting Student Practitioners to Become Reflective Practitioners

The University of Sussex has championed reflective practice for many years and it is something that all student practitioners are expected to adopt and embed in their training as it has the potential to impact significantly on their practice throughout their teaching career. Reflective teaching involves a willingness to engage in constant self-appraisal and critique, and the purpose of reflective practice is to enable the transition from focusing on own performance to the wider processes informing setting cultures, pedagogies, practices and processes of teaching and learning.

Reflection is an active process best undertaken in steps during and following engagement in the setting/classroom. It involves a review and analysis of the teaching and learning process in order to inform next steps and future planning. Out of this process will come short-term goals and longer term issues for professional and academic scrutiny and thought. During placements, there are a number of ways in which student practitioners can be encouraged to reflect and develop as a teaching professional – all of which involve the guidance and leadership of designated mentors and other colleagues within the school.

Student Practitioner/Mentor Meetings

Previous student practitioners have benefited greatly from sharing ideas and offering mutual support, but they rightly rate their mentor as the most important person on the course. At the University, we work closely with mentors so that the school and university parts of the course dovetail as effectively as possible. The main focus of and opportunity offered by mentoring support is the dedicated student practitioner-mentor meeting which is a key entitlement of the Sussex programme.

Mentors must have approximately one hour a week of designated time - free of interruptions - for private training meetings to plan and discuss their student practitioners' progress. These meetings should be prepared and planned carefully using the Mentor Meeting Guide Programme in the 'Week by Week Guide' to provide a focus for discussion each week.

Student practitioner-mentor meetings should provide an opportunity for:
- student practitioners to reflect on their training and teaching over a week

- student practitioners and mentors to consider progress in relation to previous targets, and from time to time towards Teachers' Standards
- mentors to offer structured training input and advice based on their own experience - examples might include development of pupils' conceptual understanding, use of models, developing a variety of teaching and learning strategies and addressing challenging behaviour.

Alongside the list of suggested topics for mentor meetings contained in the 'Week-by-Week Guide' the following is a suggested list of topics and prompts to help mentors plan and structure these training inputs:

- Model and explain attitudes, knowledge and skills important for good teaching
- Discussion of wider professional expectations
- Monitor and support the development of the student practitioner's subject knowledge
- Support the student practitioner to address and solve problems arising from his/her teaching
- Encourage through feedback that is constructive and supports growth and development
- Challenge the student practitioner to be reflective and critical of their own practice
- Set targets for the coming week - should be achievable over one or two weeks.

Preparation for and recording of mentor meetings:

Student practitioners should prepare an agenda in advance and keep a record of discussions and resulting targets on their weekly report. They are responsible for keeping a record of weekly mentor sessions, noting topics addressed and targets agreed, as well as progress and achievements. Records should be filed and used to plan the agenda for the following mentor meeting. Copies should also be given to the mentor. If requested, records should also be uploaded onto the subject VLE. Student practitioners will be expected to always keep these documents with them. Visible to mentors and tutors, these records establish another important link between school experience and university supervision and provide an ongoing record of the student practitioner's progress against targets. It is crucial that the assessment descriptors set out in the Professional Practice Report (PPR) is the cornerstone of all professional dialogue between students and mentors in weekly mentor meetings - and used to inform the ways in which students make progress to address the Early Years Teacher Standards.

Interaction with mentors will of course extend outside designated meetings, and informal discussions and conversations which naturally take place have an equally central place in the mentoring process. Student practitioners are, however, reminded that mentors are busy professionals who cannot offer individual support on demand.

Lesson Observations

Mentors are expected to undertake regular, weekly observations of lessons with official written feedback every other week during each practice. Observations should be recorded on the lesson observation pro forma which is designed to provide both summative assessment (evidence of progress against the Teachers' Standards) and formative guidance on where strengths are emerging and where there are targets for development.

In completing observations, observers are encouraged to ensure that targets and strengths are linked to any annotations on the descriptors, or EY Teachers' Standards. The quality of written feedback is central to a student practitioner's development and should be completed during the observation and returned to the student practitioner after the session. There is no expectation that observers should complete a detailed commentary of the lesson itself - though rough notes, balance sheets, annotated lesson plans or school/departmental proformas may be included if desired. Mentors should avoid just ticking a Standard on the checklist, but instead underline/highlight the relevant part of the Standard when it is met.

In order to maintain consistency and establish quality control across the Partnership, each placement will be expected to undertake two joint observations of the student practitioner over the course of the practice alongside a Curriculum Tutor for moderation purposes. If an in-person visit is not possible due to COVID-19 restrictions, then a virtual visit will take place.

Observers may also wish to give verbal feedback on:

Lesson content/process

- Is there clear evidence of planning?
- Does the lesson plan convey a clear sense of purpose?
- Is this purpose conveyed to the children in an age-appropriate way?
- Is the content suitable to the age and developmental range of the class observed?
- Was the introduction linked to a previous session, or to an ongoing theme?
- Was the student practitioner's knowledge of the material sufficient for the session?
- Were a range of teaching methods and groupings employed appropriately?
- Were assessment opportunities taken?
- How did the student support Sustained Shared Thinking (SST)?
- How is the learning communicated/shared with parents?
- Were opportunities for home/setting links exploited?

Resources

- Were sufficient and appropriate resources prepared by the student practitioner?
- Where necessary, was the equipment 'tested' beforehand?
- Were resources suitable, inspiring and imaginative?
- Were a range of resources employed - including technology, where appropriate?

Setting/group/class management

- Was there a check on attendance?
- How were the children greeted and settled?

- What atmosphere was created at the beginning of the session?
- Were the activities varied?
- Is the student practitioner's voice clear, friendly and the language used appropriate for the age of the children?
- Does the questioning technique employed elicit an enthusiastic and meaningful response from the children? Is language encouraged and developed? Is questioning used in part for formative assessment?
- Did the student practitioner's personal interaction with the children encourage attention and motivation?
- Does the student practitioner act safely in the classroom and do the pupils behave in a safe manner?
- Was equipment accessible and distributed safely?
- During free play, does the student practitioner circulate and interact with the children to enhance learning (not just monitor behaviour)?
- Does the student practitioner adapt activities to suit the developmental requirements of the child, showing flexibility to adapt to changing needs?
- Does the student practitioner show enthusiasm for the content, use humour in a measured, appropriate way, and motivate the children appropriately?
- Did the session end in an orderly fashion?

Learning outcomes
- Did the children appear happy and relaxed during the session? Where the primary needs of the children met?
- What was the quality of the interactions between children and adults and the children with other children? How was this developed/supported?
- Was there any evidence of challenging aggressive behaviour, bullying, racism or sexism?
- Did the children enjoy their involvements, and did they initiate discussions if appropriate?
- Was there evidence of progress? How was this captured?

Effective observation and feedback

It is important to get the nature of lesson observation and feedback right. Please consider the following suggestions:

Before the learning intervention agree the time period for observation and feedback. An effective feedback session will normally last about as long as the lesson under scrutiny, so make sure you allow sufficient time and:
- agree a focus for the observation with the student practitioner in advance
- agree your role during observation - will you be sitting at the back or interacting with pupils?
- cover the full range of age ranges being taught

It is not good practice to formally observe every lesson taught by the student practitioner. Receiving feedback on every lesson taught can overburden the student practitioner with more advice than can be assimilated easily.

During the session it can be useful to keep a log of what happens during the session (paying particular regard to the focus). After the session, it will be more apparent what the key issues are and easier to produce a helpful overview/summary; the scuffle at the start of a lesson when pupils enter the classroom might, by the end, be relatively unimportant compared to the issues of pitch which are more relevant to the agreed focus of supporting

individualised learning. After each observed session, thank the student practitioner and reassure them - especially if feedback is timed for later in the day.

During feedback, think carefully about the environment – student practitioners can be anxious during a debrief so consider the venue and be aware of who else might be present. Is it sufficiently private? Structure your feedback so that you begin by discussing strengths (there are always strengths to be found, however difficult that might be) before moving on to areas for development. In each case, ask the student practitioner to start (this is an important way of developing their ability to self-evaluate). Try to keep to the agreed focus. There will often be other issues you would like to discuss, but try to limit these. A student practitioner can only take in a certain number of comments, and it is more profitable to explore one issue in greater depth than eight issues superficially. Aim to both support and challenge. Always end with tangible suggestions for future improvement and practical next steps.

Target setting

The idea of 'target setting' is a well-established process in most EY/ITT/ITE courses, but there are different views about what makes it effective. For example, how many targets should be given to student practitioners at a particular time, and is there a continuum between 'hard-edged' targets and 'things to think about' in more general terms? Most observations and mentor meetings should end with the establishment of clear targets for development. **It is strongly recommended that one of the targets from the last observation becomes the focus for the next observation, allowing the student practitioner's progress to be tracked**.

It is important to devise suitable strategies or training activities that will help student practitioners make progress towards meeting their targets. Focused practice has a critical role to play, but it is of no help to a student practitioner to be given a target to 'improve the start of lessons' by simply suggesting that they 'improve the start of lessons'. Specific advice as to how to improve is required, for example by focused observation or trialling particular techniques. At all stages, those involved in setting targets are encouraged to ensure that targets are specific. Targets may be set bi-weekly, with a review observation in between target setting if this feels appropriate. Targets may be set more often at the discretion of the mentor and student, if it is felt that a student is ready to have more targets set more frequently than bi-weekly.

Mentors may be aware of the SMART acronym widely used to describe goals and targets and which can be used to base targets on. Different people use different terms, but the messages are similar. Targets should be: Specific; Measurable; Achievable; Relevant; Time-related

Specific

Specific goals provide clear and tangible developmental targets which precisely articulate what the student practitioner needs to do to develop their practical teaching, pedagogic or subject knowledge. For example, 'Focus on questioning during the small group activity' or 'Use Sustained shared thinking techniques to facilitate learning' might be appropriate. 'Teach singing next week' is not.

Measurable

Specific targets will often include criteria for success as it is important that the student practitioner is clear about what they need to do to demonstrate his or her skills or knowledge. Less specific targets, such as 'improve behaviour', do not provide sufficient indication of the standard required to be met. Student practitioners can therefore underestimate their progress because the target seems so large. Measurable targets help the student practitioner to recognise his or her success and better enable teachers to record any progress.

Achievable

Helping student practitioners to set achievable goals and targets requires skill and experience as a careful balance needs to be maintained. Student practitioners need to experience early and continuing success if they are to remain motivated, but also need to be challenged so that progress is maintained. They may need to be moved out of their 'comfort zone' to avoid "plateauing".

Relevant

Targets need to be relevant to:
• the student practitioner's own experience and particular needs
• their aspirations and long-term goals
• the curriculum area/age range being taught
• the setting context.

Time-related

Student practitioners and setting-based mentors need to agree a clear timeframe for goals and targets. While goals may be assessed at the end of the course, targets provide markers along the way and shorter timescales can be useful. Without a clear idea of the timescale involved, goals may appear either too daunting, or lose their challenge. Realistic timeframes are also important if there is a cause for concern. As a general rule, targets set following Lesson Observations or at mentor meetings should be achievable in one-two weeks. Targets taking more time should be broken down into sub-targets.

If targets are SMART - or at least specific and recorded effectively - all partners in the training process will be clear about expectations and sufficiently focused on the goal of supporting student practitioners to become effective teachers. Further guidance is provided at mentor training meetings, along with an exemplar.

Student Practitioner Reflection

In both student practitioner-mentor meetings and after lesson observations, student practitioners are guided and supported in reflecting upon their own practice. They are also expected to reflect on their own progress through regular lesson evaluations through which they can build a portfolio of evidence of progress towards the Teachers' Standards for the Professional Practice Report, track their subject knowledge development via maths and phonics audits, and reflect on their experiences whilst attending enhancing placement and the school placement by filling in and sharing a weekly experience log.

Student Practitioner Evaluation of Individual Lessons

It is a requirement for student practitioners to evaluate all their lessons, although these do not all have to be full evaluations (Curriculum Tutors will advise on this). Good evaluations feature the following:

- Occur within 24 hours delivery of the session
- Refer to what happened with reference to: a) what worked well, b) what requires changing, and usually c) to what degree current targets were met
- Identify targets for future sessions;
- Identify immediate issues for discussion with mentor.
- Are not written in lengthy prose – bullet points suffice when identifying what when well and areas for improvement.

Subject Knowledge Development and Audits

Student practitioners enter their teacher training year with different strengths and areas of expertise depending on factors such as the subject and content of their degree course, 'A' levels taken, their interests, former opportunities and previous work experience. Each will usually have a number of areas in which specific subject knowledge requires development. Over the year, each student practitioner completes a Subject Knowledge Development Audit in mathematics and phonics. As well as subject knowledge, it is also important to consider subject knowledge for teaching, in terms of understanding of pedagogy - how subject knowledge can be presented in such a way that children learn effectively. Early on in the placement period, student practitioners will need to identify areas that are priorities for development, focusing on those which they may be required to teach in their placement. Evidence of work undertaken is recorded on an audit and, at strategic points in the year specified in the 'Week-by-Week Guide', student practitioners will formally review their subject knowledge development before giving it to their mentor to check, amend as required, and sign-off. The audit is then shared with Curriculum Tutors who also review it.

Experience Booklets and Logs

At key points during the year, student practitioners attend other placements (the Enhancing Placement and the school Placement) where they are expected to reflect on what they have learnt and continue to collect evidence for their Professional Practice reports. The placement booklet tasks should be shared with the main setting-based mentor on a weekly basis to keep them informed of progress.

Attendance

It is both an expectation and a requirement that student practitioners attend every day of their professional practice. Student practitioners are expected to attend for the full day, which may include staff/department briefings and meetings before or after the teaching day. However, a proportion of the time as set out in the example timetables in the 'Week-by-Week Guide', will be non-contact observation and preparation time. Setting-based tutors will be able to advise on precise timings. Full expectations regarding attendance are set out in Appendix VI. In the case of planned absence, student practitioners must complete a 'Request for Absence'

pro forma.

Organisation

Effective organisation is a professional responsibility and failure in this area can undermine children's learning, disadvantage colleagues, and stunt progress towards EYTS. For some student practitioners, good organisation is already well established, whilst for others considerable effort and guidance is needed.

It is expected that student practitioners will keep comprehensive school teaching files for each period of professional practice, as well as a curriculum file of university curriculum sessions and a Masters Studies file for university Masters Studies. Together with the teaching files, these provide evidence for the Teachers' Standards. These documents should be regarded as 'open' documents and made available for inspection by mentors, other setting staff, university tutors, any visiting external examiner/assessor or OFSTED inspector when requested. They should also be made available to the University for scrutiny if/when require.

Well-organised and neatly presented files (physical or electronic) help any teacher and can be a good indicator of sound teaching performance in formal assessment. Example of how they might be organized:

Section 1: Administration
Personal Information name, address, course details etc (1 page)
Setting title page (name and location, including address, email, website and telephone numbers)
Brief description of setting, its catchment area and socio-economic background of its children
Your timetable
List of activities outside contact time - eg. clubs and extra-curricular activities, field trips, parent/carer consultations etc - with timetable if relevant
Details of groups you are responsible for caring for/leading (eg. group lists)

Section 2 (and subsequent files) day to day planning of learning
The bulk of teaching experience file(s) comprise the day-to-day evidence of planning, learning and evaluations. In essence, teaching experience files tell the 'story' of your teaching experience and progression towards meeting the Early Years Teachers' Standards

Support and Quality Assurance

Curriculum Tutor Setting Visits

Curriculum Tutors normally visit all members of their curriculum subject group individually in the setting two to times a year, with at least one visit to the student practitioner early years teacher in each period of professional practice. If face to face observations are not possible for any reason, the Curriculum Tutor will work with the mentor to undertake a virtual observation and setting visit. Each visit should last one half day including travelling time (if applicable). The purpose of these visits is to offer formative guidance to the student practitioner in their professional development and to support setting-based tutors in mentoring and lesson observations and to moderate professional practice. A record of these visits is shared with the student practitioner, setting and curriculum tutor. The visits will be arranged in advance, to suit tutors and the student practitioner concerned. Ideally, they should take place mid-way through each Semester, enabling the student practitioner to demonstrate the progress they have made.

The setting as well as the mentor should be informed of forthcoming visits, with sufficient notice given. Where the mentor is not the manager, or the Class Teacher, it is an obvious courtesy that they should be informed of the visit in advance, as well as other teachers and support staff who may be affected by it.

Curriculum Tutors should register with the setting office or reception, immediately on arrival in the setting. Each visit by the Curriculum Tutor should include the following activities, not necessarily in the order shown, according to the convenience of all involved:

- discussion with each student practitioner early years teacher's mentor about the student practitioner's progress, quality of lessons taught, reviewing targets, progress towards the taught curriculum progress descriptors (first visit) or the Early Years Teachers Standards (second visit) and any other issues (forthcoming events etc.).
- where appropriate, observation of the student practitioner early years teacher jointly with the mentor in the classroom (normally of one timetabled activity or equivalent) using the standardised observation schedule, the specific focus of the observation having been agreed in advance by the Curriculum Tutor, the student practitioner and the mentor.
- the role to be taken by the Curriculum Tutor in the lesson to be discussed beforehand, and the student practitioner to provide a copy of the lesson plan including a clear statement of aims and objectives for the lesson, as well as lesson materials.
- oral and written feedback on this observation using the standard observation schedule to be given to the student practitioner early years teacher as soon as possible after the lesson; the student practitioner and mentor to receive a copy of the written feedback, and a copy to be lodged in the student practitioner's assessment file.
- further discussion with the student practitioner, review of evidence of progress against the Teachers Standards (Early Years) and teaching experience file(s), assessment /record keeping etc;
- further discussion regarding progress towards academic assignments and job applications as appropriate.
- discussion with the mentor or setting manager about the overall progress of the student practitioner, if required.

During the first visit the University Curriculum tutor will also meet with a manager in the setting (who may or may not be the mentor) to discuss Partnership issues and fill in a Partnership form.

If there are problems emerging with a student practitioner, the following courses of action are available:

- further discussion between the Curriculum Tutor, the early years student practitioner, mentor and possibly the setting manager together to agree additional targets.
- Submission of a request to begin a Support Plan.

Termly Assessment of Professional Practice

The professional practices are primarily assessed by mentors and reported to the University through a Professional Practice Report (PPR). Tutors make school visits to assist and moderate these professional judgements.

An initial pre-report check is completed midway through the first period of professional practice (just before the October half term) and the first section of the Professional Practice Report is completed at the end of the first Professional Practice module period (Module PP1 module code 16100X)*.* This report is updated and resubmitted at four points over the year until final submission the end of the second Professional Practice module period (Module PP2 module code 16300X) in May. The report allows the student practitioner to present their evidence bundles and reflect on their progress and impact on children's learning and development, alongside the mentor's professional opinion on student practitioner progress. The form grades the student practitioner's performance according to the taught curriculum (Jan and Feb submissions) and then the Early Years Teachers' Standards (March and May submissions). A copy of the final Professional Practice Report should be sent directly to the university by the mentor to the curriculum tutor and a signed copy is given to the student practitioner. Our preference is for the completion and submission of electronic copies to be from the mentor's work email address. It is the responsibility of the mentor and student practitioner to ensure all reports are completed at the appropriate times, are counter-signed by the appropriate curriculum tutor.

Formative and Summative Assessment

The January and February PPR submissions do not grade against the Early Years Teacher Standards. Trainees either meet the Early Years Teacher Standard sat the end of their EYITT year or they do not. As trainees progress through the training year, trainees are Working Towards the Teacher Standards. Their progress is monitored through continuous formative assessment with descriptors relating to the taught curriculum.

It is expected that students should begin meeting the Early Years Teacher Standards at the end of March and that they will be focussing on their own target areas for further development and consolidation in the final six weeks of placement.

At each PPR submissions, mentors are directed to request of a support plan if trainees are not making expected progress.

The final summative assessment in May should be derived from rigorous professional judgements from across the partnership where trainees should be meeting the Early Years Teacher Standards. At the end of the training year each Early Years Teacher Standard will be based on an assessment of the available evidence and the school-based partners' first-hand knowledge of the student and their professional practice, and will consider the setting and context of the additional placement experiences in which the training has taken place. Any student who enters the final six weeks of placement with three or more Early Years Standards as still graded 'on track to meet' will have the evidence base for awarding a pass for meeting the standards scrutinised at the June Partnership meeting moderation event.

Part 2 of the QTS Teacher Standards (https://www.gov.uk/government/publications/teachers-standards) relates to personal and professional conduct and is not a statutory requirement for EYTS. However, we require that all trainees embarking on the EYITT programme at Sussex will have demonstrated that they possess the required attitudes and behaviours as an element of the selection process. No matter which route to EYTS, all trainees are expected to demonstrate high professional standards from the outset and across all placements. Part 2 of the QTS Teacher Standards is assessed at each phase as Pass or Fail as an expectation of the course throughout.

Moderation of Student Teaching

This is achieved through a range of moderation opportunities. When tutors visit mentors and students in settings, they will cross moderate the performance of student practitioners as they observe alongside the mentor. Tutors also work with mentors in mentor training meetings to develop consistent assessment of student practitioners' teaching and progress towards the Teachers' Standards (Early Years). In the final weeks of Professional Practice, our external examiner visits a sample of schools and settings and observes student practitioners teaching. In addition, all mentors are involved in a cross-moderation event in March, via the mentor training programme, to compare assessment with respect to the Early Years Teachers' Standards and work collaboratively to identify and support any students at risk of failing to meet the early years Teacher Standards by the end of the course.

At the end of the course, final readiness for EYTS is assessed in full by the setting mentor. A sample of final judgements are then moderated at the June Partnership EYTS moderation and ratification event.

The sample will include students who:
- have failed placements and students who have been on a support plan.
- had three or more standards at 'On Track To Meet' (OTTM) on the March Professional Practice Report (students slower to reach the desired pass standard).
- performed badly in the RPK exit assessment (a low pass or fail).

and

- at least one student with secure standards met and one student with very strong standards met.

Mentors and tutors of each student selected will be asked to talk through the evidence base for the final award of EYTS for each case, to ensure the security of the final EYTS award (or fail) across the cohort.

Following the EYTS ratification board, students will be recommended for Early Years Teacher Status via the DfE. This means that students should be able to start work as an Early Years teacher from July.

Quality Assurance – Basic English and Maths Standards:

In 2020, the DfE removed the requirement for EYTS students to complete an English and Maths skills test before commencing EYTS courses. However, there remains a requirement that providers gather evidence that students all achieve basic English and Maths skills in addition to the GCSE English and Maths equivalency provided before starting the course.

Providers must assure that trainees demonstrate competence in the following areas:

- Speaking, listening, and communicating are fundamental to a teacher's role. Teachers should use standard English grammar, clear pronunciation, and vocabulary relevant to the situation to convey instructions, questions, information, concepts, and ideas with clarity. Teachers should read fluently and with good understanding.
- Writing by teachers will be seen by colleagues, pupils and parents and, as such, it is important that a teacher's writing reflects the high standards of accuracy their professional role demands. They should write clearly, accurately, legibly, and coherently using correct spelling and punctuation.

We gather evidence of students meeting these requirements through written applications, on-going writing tasks, academic assignments and the student's research presentation and dissertation.

- Mathematical competencies: teachers should use data and graphs to interpret information, identify patterns and trends and draw appropriate conclusions. They need to interpret pupil data and understand statistics and graphs in the news, academic reports, and relevant papers. Teachers should be able to complete mathematical calculations fluently with whole numbers, fractions, decimals, and percentages. They should be able to solve mathematical problems using a variety of methods and approaches including estimating and rounding, sense checking answers, breaking down problems into simpler steps, and explaining and justifying answers using appropriate language.

We gather evidence of students meeting this requirement through engagement with the maths audit, material around the teaching of maths and a by requiring students to engage with the resources and test for the government mathematics course 'Government Skills Tool Kit – OpenLearn – Everyday Maths 1' available at:

https://www.open.edu/openlearn/science-maths-technology/everyday-maths-1/content-section-overview?active-tab=description-tab&utm_source=nationalcareers.service.gov.uk&utm_medium=referral&utm_campaign=skillstoolkit

Students are required to either successfully complete the 'End of Course Quiz' (with a mark of more than 70%).
Or to have agreed a study plan through the 'Government Skills Tool Kit – OpenLearn – Everyday Maths 1' course materials with their tutor to address areas of weakness.

Insufficient Progress – Support Plan and the Cause for Concern Process

During the EYITT year, student practitioners are expected to make progress towards meeting the Early Years Teachers Standards. When, in the opinion of a mentor, manager or curriculum tutor, insufficient progress is happening they will initiate a Support Plan and – if necessary – move to a Cause for Concern Report.

Stage 1 Support Plan

Part A - This is the point that alerts the University to the need for a Support Plan for a trainee if their progress is perhaps not as strong as we might have hoped. On receipt of this report the University will assign the subject curriculum tutor, normally to visit or contact and guide the school in establishing a programme of additional support.

Part B - An action plan is drawn up by the University tutor in consultation with the Mentor/Professional Tutor which will identify targets, support mechanisms and deadlines using the Support Plan Part B. Targets will then be reviewed (usually after two weeks).

Part C - Targets will be reviewed and recorded on the Support Plan Part C. If sufficient progress is made, then the trainee will no longer be regarded require the Support Plan. It is worth noting that many trainees previously requiring such support go on to successfully complete their course.

Stage 2 - Cause for Concern

If concerns remain and targets are not satisfactorily achieved, then the trainee moves to the Cause for Concern Process. An action plan will be prepared by the Curriculum Tutor, targets re-established, and an assessor's visit will be organised. The Support Plan and re-established targets are recorded on the Stage 2 Cause for Concern Review of Progress. If an assessor's visit is requested the form should be accompanied by a copy of the trainee's timetable with details of lesson times and class availability. An assessor will be appointed by the School Direct, PGCE or ITE Leader to observe the trainee - the examiner may be a Curriculum Tutor (from outside the curriculum area or phase), an experienced school-based tutor from another school or an External Examiner. The assessor will need to observe one or two separate lessons, discuss the trainee's progress with school-based tutors and interview the trainee.

Following this process, the examiner will make a recommendation on whether the professional practice should be terminated.

There may be unusual circumstances when a trainee fails the final stage of their Cause for Concern process. At this point they will have three options.

1. Take permanent withdrawal from the course.
2. Go to exam board to see a re-sit for the failed placement.
3. In exceptional circumstances trainees who have failed the Cause for Concern process MAY be moved directly to stage 2 of the Suitability for Professional Practice

Procedure. See our [ITE policies.](#)

At each stage, the Support Plans and Cause for Concern forms must be completed in full and a copy given to the trainee at each stage. All Support Plans and Cause for Concern reports and reviews must be sent as soon as they are completed to the Course Co-ordinator. Alternatively, it may be scanned after signing by all parties and emailed to the student's tutor. Signed copies must be kept by the school and the trainee.

Please note that timescales may be significantly shorter depending on the circumstances and context. Deadlines for triggering of a support plan can be found at the beginning of the partnership section of this document.

Student practitioners about whom tutors express concerns, or who require additional support, often turn out to have other difficulties as well (e.g. personal problems). Student practitioners are strongly urged, therefore, to keep their curriculum tutors advised of any such circumstances, and consult a student support adviser, so that these can be considered where appropriate.

Student Practitioner Support

Our aim is to enable student practitioners to participate fully in the life of the partnership and to enjoy the experience as well as to achieve good results and to maintain a healthy sense of well-being. Student practitioners will be supported in various ways as outlined below. The wellbeing of our student practitioners is importance to all members of our Partnership. It is the cornerstone of successful completion of the course and the build block of a sustained future in teaching. Trainers are encouraged to speak to their placement mentor and their curriculum tutor in the first instance, as appropriate, if they feel that either their mental or physical health is not right. The Student Centre (https://student.sussex.ac.uk/centre/) can be accessed by any student and is a confidential and professional resource for all students independent of mentors, curriculum tutors and course leaders. Practitioners are encouraged to familiarise themselves with the range of services on offer.

The Tutor

Each student has a tutor who operates as a personal tutor and has responsibility for providing academic guidance and advice and is an individual point of contact for the discussion of any issues of participation and progress on the course. The tutor will additionally provide the link between the university-based, taught course elements of the course and the school experience placements, particularly in communicating with school-based mentors.

Beyond feedback after lesson observations each student will receive academic and professional support as part of her/his sessions in university. This support may additionally take the form of feedback on assignment drafts as well as email communications and telephone consultations. This support is integrated into the course structure through the Placement Module sessions that are held on a Tuesday afternoon in university. However, tutors may arrange additional tutorial support for individuals who require this on request.

Please note that it is the responsibility of the student practitioner as an adult learner to arrange tutorial times and ensure they receive the tutorial time allocated to them. In our experience tutorials are crucial; where student practitioners fail to make progress, it is usually because not enough help has been sought.

The Course Leader

The MA in Early Years Education with EYTS has course leaders responsible for the overall delivery and co-ordination of the programme (who is also a tutor). There is also a leader for Partnerships and Mentoring who is also a tutor. Both members of staff are line managed by the Head of ITE, who is in turn line managed by the Head of the School of Education and Social Work. Please refer to the staff guide at the front of this book for contact details for staff operating in these roles.

Student practitioners should, always consult their tutor in the first instance if anything is troubling them in relation to their programme. Nonetheless, they should also feel able to consult the relevant course leader, the Head of Primary education or the Head of the School of Education and Social Work as necessary. This should initially be done by e-mail.

The Mentor

All student practitioners will be assigned to a dedicated mentor whilst completing their setting experience placement. This is often a skilled setting/classroom practitioner who will offer advice and support throughout the placement. Each mentor will provide a dedicated one to one tutorial once a week to focus on individual training needs and review progress towards EYTS.

The roles and responsibilities of all parties, including student practitioners will be clarified and made explicit according to each situation at the start of placement and are confirmed in writing within the Partnership Agreement.

Other Quality Assurance Processes

Beyond seeking feedback from student practitioners via evaluations and committees, the partnership draws upon a number of other avenues to help monitor our provision and strengthen our training.

Student Practitioner Feedback

The partnership is committed to reviewing and improving its practice. The main ways we seek feedback are through evaluation surveys and through our elected our EYTS student practitioner course representatives. There are a number of ways in which student practitioners can make representations and advise on the course.

Sussex Consortium for Teacher Education and Research Steering Committee (SCTER)

Our EYITT provision is overseen by a stakeholder committee chaired by a local head teacher and attended by representatives drawn from university tutors, professional tutors, mentors, EYTS and NQTs and current student practitioners. The Steering Committee has responsibility for ensuring all courses are properly run in accordance with its aims and objectives, external regulatory requirements and University regulations. Our cohort will elect or appoint representatives who will be invited to sit on the Committee. The Committee meets once a term.

The Role of External Examiners

The work of external examiners forms part of the Quality Assurance procedures within the University and across our partnership. The role of the External Examiners is to ensure that the examination of student practitioner teachers for the award of the MA and related EYTS modules are fair and consistent across coursework assessment and professional practice.

External Examination may include visits to a sample of student practitioners during the end of professional practice in the summer term, and individual and group interviews with a sample of student practitioners. Over the year external examination will sample a range of assessments from across training routes.

It is not appropriate for individual student practitioners to contact External Examiners, but the student practitioner voice representatives do have a meeting with them at the end of the course to raise issues.

The Role of Internal Assessors

In addition to External Examiners, a number of our senior partnership colleagues from schools are nominated by the Steering Committee to act as Internal Assessors. The role of Internal Assessor is to undertake a moderation role. As with External Examiners, Internal Assessors will observe and discuss the teaching of a sample of student practitioner teachers. If a student is in the final stages of a cause for concern process an Internal Assessor is appointed to assess progress in professional practice.

The Role of the Partnership Forum

Each year a programme of meetings is provided for head teachers or managers and mentors. These meetings cover a wide agenda and provide good opportunities for evaluative feedback and on-going discussion of course

developments.

The Role of the Annual June Partnership Meeting

Every year in June our partners meet to review the quality of EYITT across our provision. The first hour of this meeting (attended by senior managers and Headteacher only) acts as a board of study to discuss and ratify student outcomes for the award of Early Years Teacher Status. The make up of the sample of students scrutinised at this event is outlined in the section (Moderation of student teaching). The remainder of the day is attended by representatives from across the partnership. These representatives evaluate the performance of their student practitioners, the university and their own contribution. Key findings are presented in the Annual Course Review used to inform planning and course enhancement.

Ofsted

From time-to-time, Ofsted is required to inspect Initial Teacher Education provision. The framework for these Inspections can be found at www.Ofsted.gov.uk . Ofsted most recently inspected our ITE PGCE programme in March 2015 and the following link will take you to the report: https://reports.ofsted.gov.uk/provider/41/70071

Temporary and Permanent Withdrawal

Our EYITT provision is very intensive, and it is quite normal for student practitioners to question their progress at some point. Usually, issues are resolved through conversations with tutors or peers. However, if student practitioners continue to feel uncertain, they may seek to withdraw from the course – either permanently or temporarily. Such decisions require very careful consideration and either option is a negotiated process. If you are considering withdrawing from your course, you are strongly advised, as a fellow professional, to arrange a meeting with your curriculum tutor and, where appropriate, discuss your thoughts with your mentor and or professional tutors before making a final decision. You will also need to complete a 'Request to Intermit or Withdraw' pro forma.

At the meeting with your curriculum tutor (or sometimes the Course Leader), you will be able to consider all the possible options with guidance and support from qualified personnel.

The following options would be discussed:

- Withdrawal
- Negotiated intermission (Temporary Withdrawal)
- Continuing with the Course (with the possibility of more support)
- An agreed short break from the Course to be made up at the end in top-up days
- Setting up confidential counselling support

A pro-forma record of all decisions would be completed at this meeting. If the decision is withdrawal or intermission, the relevant forms for these procedures would also be completed.

Temporary Withdrawal (Intermission)

Student practitioners should refer to the appropriate section in the University Examination and Assessment Regulations regarding arrangements for intermission and return:

http://www.sussex.ac.uk/adqe/standards/examsandassessment

Within the context of these regulations, on a professional course this is a negotiated option which recognises that the student practitioner is currently experiencing extenuating circumstances which are undermining their potential to complete the course. Normally temporary withdrawal means that the student practitioner ends the course at a certain point and returns a year later. However, because the course requires continuity in developing professional practice returning to the course may require the student practitioner to restart a period of professional practice (either early October or January) - this may have financial implications in terms of paying additional fees. Temporary withdrawal is not an automatic option on a professional course and requires considerable negotiation between the student practitioner, university and school partner – temporary withdrawal will not be granted until all stakeholders are consulted and is not agreed to automatically. Where possible student practitioners should continue to honour professional responsibilities during any period of negotiation. Conditions are often set which require resolution before returning to the course.

Any student practitioner seeking temporary withdrawal must accept that a return to the course rests upon the availability of professional practice on their return. Any salary or bursary payments are suspended until the student practitioner returns and the remainder of the bursary is spread across the period of return to study.

Permanent Withdrawal

As with temporary withdrawal - permanent withdrawal requires negotiation. It is a professional expectation that even if a final decision has been made by the student practitioner, due notice should be given to partnership colleagues (usually five days) and that an exit interview with the curriculum tutor and Course Leader follows. Fees are not repayable and bursary payments cease immediately on withdrawal. Please note that student practitioners cannot be recorded as withdrawing if they seek to withdraw during a period of formal assessment (during an assignment deadline or cause for concern process) – in such circumstances the Progression and Assessment Board (PAB) is likely to note that the student practitioner failed the course.

Student practitioners are strongly advised to refer to the University regulations on permanent withdrawal - see: http://www.sussex.ac.uk/adqe/standards/examsandassessment

Procedures for Returning from Intermission

It is usual at a Pre-Withdrawal Meeting, for conditions for a return to be discussed but student practitioners should note that it usual that the Progression and Assessment Board (PAB) that will discuss and approve the return arrangements. Returning student practitioners should note that where placements are limited and difficult to obtain, priority will be given to those student practitioners who are not returners.

Conduct and Expectations

There are formal procedures for dealing with complaints by student practitioners and for terminating practice placements/training where student practitioner conduct is damaging, dangerous or seriously unprofessional.

Attendance

Student practitioners must adhere to the Course attendance requirements as set out in Appendix VI Attendance and Procedures for Absence. Student practitioners are reminded that full attendance is required and respected in each aspect of the course and that in line with the Attendance Policy; persistent lateness may be deemed to constitute absence by the Course Leader and recorded as such. Progress and Assessment Boards will take account of inadequate attendance when considering progression both in terms of the award of the MA and EYTS. In addition, persistent and/or unexplained absence or poor punctuality can be recorded in professional references.

Complaints and raising concerns when on placement

The University has a set procedure for handling allegations relating to the running of the University or to the work-related activities of members of staff (see Section 1 of this handbook for further guidance on university related issues). However, very rarely, a student has a complaint or concern about something that occurs during placement. In this instance the student should approach the course leader. The course leader will support the student to follow the complaints and concern policy guidance for the placement where the student is situated.

Termination of Placements and 'Suitability for Professional Practice Procedures'

Occasionally it becomes necessary to terminate professional practice. This can be in response to a student practitioner's concerns or as a sanction used to address unprofessional behaviour on the part of the student practitioner. Both situations are complex and require careful consideration. It is crucial for the satisfactory resolution of problems regarding professional practice that action by either the student practitioner or the school is not taken unilaterally, the consequences of which can undermine both progression and partnership. In some extreme cases it may be necessary to invoke Suitability for Professional Practice Procedures. At all stages the Course Leader should be informed and consulted and agreed procedures set out in Termination of Placements and Suitability for Professional Practice Procedures available at:

https://www.sussex.ac.uk/education/ite

Appendices

Policies and other guidance

Please use this link to access the following ITE polices:: https://www.sussex.ac.uk/education/ite

Balancing Workload and Lives

Equality of Opportunity

Equality and Diversity

Safeguarding Policy

Academic Integrity and Academic Misconduct

SCTER Steering Committee Composition and Terms of Reference

Policies and Guidance for Pregnant Trainees, Maternity and Paternity

Under the Equality Act (2010), the university does not penalise trainees who miss exams or course work deadlines because of pregnancy and maternity (including pregnancy-related illness or appointment). The following applies:

Maternity is defined as including all stages of pregnancy and up to 26 weeks after the birth of a child;

Pregnant trainees should talk to their curriculum tutor and headteacher/professional tutor (if on school- based training) as soon as they are able.

The headteacher/curriculum tutor may inform the respective management teams and other colleagues about the pregnancy.

Pregnant trainees are allowed to attend antenatal care if recommended by a doctor or a midwife. Absence due to pregnancy, maternity or paternity should not normally exceed six days.

Regular health and safety reviews may be necessary to take account of changes as the pregnancy develops.

By law, the mother must remain absent from work for two weeks immediately after the birth.

Absence, including paternity leave, would normally be decided following discussions with the headteacher/professional tutor, trainee teacher and partnership coordinator

As you are not employees, there is no entitlement to paternity leave, but individual circumstances should be discussed with your curriculum tutor.

Trainees with Disabilities and Additional Learning Needs: Reasonable Adjustments

From September 2002, universities and colleges have been required to make reasonable adjustment to any arrangement, which places a disabled student at a substantial disadvantage. Whilst "reasonableness" will in some cases be open to interpretation, there are a number of adjustments, which are required under the law.

Some of these relate to the study aids and support arrangements in respect of teaching and learning which are already routinely recommended when assessing the needs of students with disabilities in higher education. Most aids and services will be provided by the students themselves, often following receipt of DSA, whilst certain adjustments, such as providing outline lecture notes and making materials available electronically, will fall upon the academic unit. From 2002, a disabled student for whom this type of support is particularly useful has the right to require that it be put in place. This requirement is reinforced by more recent Equalities legislation.

Whilst the needs of individual students will vary, there are a number of support arrangements, from the use of tape-recorders in lectures and seminars to extra time in examinations, which are generally acknowledged to be standard provision. This document does not seek to provide a summary of the legal requirements, nor to provide an exhaustive list of adjustments, but highlights some of those most commonly identified. These are as follows:

Digital Recorder

A digital recorder may be recommended for students who are unable to write by hand or continue to write over a prolonged period. Examples include

A blind/partially sighted student who is unable to use a Braille note taker or laptop

A student who is hard of hearing or a lip reader

A dyslexic student who has difficulties taking notes whilst listening

A student with RSI, back injury, arthritis, or other physical disability

A student whose concentration may lapse due to discomfort, tiredness or medication

A student, for reasons relating to physical disability or mental health difficulty cannot attend lecturers or classes at certain times or who requires breaks during a class

Copies of PowerPoints/lecture notes

There are some situations in which it is recommended that a student is given copies of any overheads because he/she will not be able to take notes from overheads at the same speed as other students.

Examples include

Students who are partially sighted and cannot see the detail in the overhead

Students with dyslexia who may need longer to process written information

Students with physical disabilities that affect the speed of writing

Hearing-impaired students who need to lip read.

On this course, all lecture outline notes should be uploaded onto the VLE in advance of the taught session. All students are able, therefore, to download and store or print these outline notes irrespective of disability and can adapt the formatting to suit any particular needs. Where helpful, copies of outline notes can also be provided to note-takers and BSL interpreters to enhance the service that they are able to provide to the student.

Alternative formats - large print lecture outlines, course materials.

Many disabled students have access to specialist software, which enables them to produce and process information. Therefore, material, which is made available electronically, can be adapted to suit almost any student at no additional cost to the School. Arial at size l4 is recognised nationally as the most suitable for many students with visual impairment, although all individuals have their preferred format. Clarity, colour and contrast

are important – for example some students prefer coloured paper to avoid the glare of black text on white paper. Materials in alternative formats are usually requested for:

Students with visual impairments

Students with dyslexia, dyspraxia.

Note-taker

Students may use a note-taker if they are unable to write their own notes. Note- takers are recruited and trained by the Student Support Unit and funded by the student, usually from the Disabled Student's Allowance. Note-takers may be employed to assist:

Students with hearing impairment who need to lip read

Students who are visually impaired and unable to see sufficiently well to write

Students with a physical disability who are unable to write or use a laptop.

Amanuensis

Amanuenses may read aloud or record on audiotape recommended texts, may proofread assignment and produce written work for students who may have difficulties with writing or typing. They can be used in examinations to produce a dictated answer.

Examples include

Students with visual impairment

Students unable to write or type because of physical disability

Funding

For the majority of UK students, the cost of equipment –such as tape recorders, specialist PCs, and the cost of human support such as note-takers, is covered by the Disabled Student's Allowance and is paid for by the student. Other expenses, including the cost of additional photocopying is also covered by the DSA and UK students can also apply to the Hardship Fund for assistance towards the cost of additional photocopying and, in some cases, for help in purchasing equipment. There is an as yet unresolved issue about the financing of specialist equipment or human support for overseas students who are unable to fund themselves, although it is likely that this will be the University's responsibility.

Additional notes:

In addition to the above recognised reasonable adjustments, the course team have undertaken to embed all the most commonly recommended reasonable adjustments for students with SLDs into all of our teaching practice so that additional adjustments should not be required unless there are additional disability issues. This recognises the improvements that this makes to the learning experiences of all students.

Termination of Placements

This section should be read in conjunction with Suitability for Professional Practice Policy and Procedure located here: https://www.sussex.ac.uk/education/ite

Termination of Placements

In relation to questions of 'termination of placements', the starting point of the course is that this is a complex matter and the issue of termination of placements may arise for a number of reasons.

Termination of placements because of inadequate educational opportunities

For trainees who have to withdraw from a placement for this reason, every effort will be made to find an alternative placement and to minimise the implications for the trainee. This type of termination does not lead to suitability for professional practice procedures. Trainees remain registered with the University for their Academic Award.

Procedure:

All decisions of this kind should normally be taken at a three-way meeting between trainee, Curriculum Tutor and Mentor. If tutors are not available because of sickness or any other reason, the relevant Course Leader will attend the three-way meeting. Trainees must not withdraw themselves from the school before this meeting has been held, or without the permission of the Curriculum Tutor or the Course Leader; if they do so, they may be deemed to have withdrawn themselves from the course.

Termination of placements because of irreconcilable personal differences

Some provision has to be made for these situations. The concept of 'irreconcilable personal differences' applies only to placements and only to the relationship between Mentors and trainee teachers.

Procedure

This will normally be identical to that above and every effort will be made to find an alternative placement. Trainees must not withdraw themselves from the school before this meeting has been held, or without the permission of the Curriculum Tutor or the relevant Course Leader; if they do so, they may be deemed to have withdrawn themselves from the course.

Termination of placements because of inadequate performance likely to create unacceptable risks or seriously unprofessional behaviour

Trainees should be given an opportunity to demonstrate competence against the Teachers' Standards before a final decision is made. In cases where the standard of competence is too low to allow a trainee to continue

working in the school, the placement will normally be terminated so as to protect pupils, partnership colleagues and the trainee him/herself. In addition, placements may be terminated if unprofessional behaviour (e.g. persistent lateness or unauthorised absence) is unadjusted and places pupil learning and partnership at risk.

Procedure

The final judgement about risk to pupils must lie with the school concerned, but in order to make these decisions as fairly as possible, in the first instance a three-way meeting should be held, if at all possible, to consider the issues. In all cases where the grounds for concern about risk are serious enough to justify taking further action, the placement should be suspended. Normally the school Professional Tutor will make this decision to safeguard pupils and to allow time for all those involved to have an opportunity to reflect on whether termination of placement is essential. A final decision to recommend termination of placement should be made wherever possible at a three-way/four-way meeting, which would normally involve the Professional Tutor as well as the Mentor, curriculum tutor and trainee.

The Course Leader should be asked to confirm that termination of placements has taken place for reasons of inadequate performance likely to create unacceptable risks. Where there is a disagreement about the termination of the placement between University, curriculum tutor and the placement school, this will be noted but the decision of the school will be final as regards the ending of the placement.

Confirmation of a decision to terminate a placement on the grounds of 'inadequate performance likely to create unacceptable risks' raises questions about personal and/or professional readiness.

Once it has been confirmed that a placement has been terminated owing to 'inadequate performance likely to create unacceptable risks', the Suitability for Professional Practice Policy and Procedure may be invoked.

With the exception of those trainees referred to the Suitability for Professional Practice procedure, all trainees who, for whatever reason, have had their placements terminated must complete a subsequent placement within a period agreed by the Course Leader having regard to all the circumstances pertaining at the time, subject to an alternative school placement being found.

Sample Partnership Agreement

Section 1: Aims of the Sussex Consortium for Teacher Education and Research

Through ongoing collaboration between settings, colleges and the University, the Partnership will:

1.1 Facilitate the provision of high-quality early years initial teacher training (EYITT) embracing our core values of Reflective, Responsive and Research driven practice, so that all trainees achieve the Early Years Teachers' Standards (DfE, 2013) and are prepared to teach as high-quality teachers in our setting Partnership by the end of the training programme.

1.2 Provide a joint, purposefully integrated and balanced curriculum of learning for our beginner teachers delivered across the Partnership (at university and in partner settings.

1.3 Promote equality of access and opportunity across all elements of any EYITT or CPD programme as enshrined in our Equality and Diversity Policy at university and in setting placement.

1.4 Provide a learning programme which recognises the value of prior experience and the importance of individual needs.

1.5 Offer training from appropriately qualified persons, exposure to expert colleagues and immersion in suitable and varied learning environments to ensure trainees make suitable progress towards meeting the Early Years Teachers' Standards at the end of the training year.

1.6 Promote opportunities for reflection on practice, and personal and professional development.

1.7. Provide access to appropriate resources, guidance and support in order to meet the above provision.

1.8 Support the teacher workload agenda.

1.9 Recognise that all partners in the Partnership have a duty of care to protect beginner teachers' mental health and well-being.

1.10 Facilitate the provision of high-quality professional development opportunities and progression routes for all prospective and established teachers.

1.11 Further the improvement plans of partner settings through teacher education and research.

1.12 Quality assure key aspects of the EYITT curriculum and delivery and ensure high quality trainee experience.

1.13 Provide an equitable and robust selection process in line with current national requirements and internally negotiated criteria.

1.14 Provide an assessment process which offers supportive developmental feedback with regular reports on progress; a moderated system for making final judgements, and a reporting system feeding into professional practice profiles which can be linked to expectations of Early Career Teachers and subsequent professional development.

Section 2: Role and Responsibilities of Setting Partners

2a. All settings agree to provide trainees with:

2.1 A suitable programme of rich and varied professional early years teacher education and learning opportunities for personal and professional development, including an induction programme, contact time with children, time for reflection and setting-based opportunities for further professional development.

2.2 An appropriately qualified and experienced Mentor who takes responsibility for the Trainee through the duration of their professional practice.

2b. Setting Mentors

The setting agrees to the following criteria in the selection of setting-based Mentors by setting managers and/or owners. The proposed mentor:

    a. is a strong practitioner with substantive relevant teaching experience in the Early Years phase and QTS or EYTS qualifications or holds EYPS (with The University of Sussex quality assurance).
    b. has a commitment to EYITT.
    c. has a proven ability to both coach effectively and form supportive relationships with adults.
    d. is given time to perform the mentor role in setting, including time to prioritise attendance at any University mentor training meetings.
    e. has been fully briefed about the nature of the mentor role as a full setting year commitment and is taking it on willingly.

The setting agrees the following duties of the Mentor:

2.8 Induct the trainee teacher into the setting and give full information on setting organisation, planning, assessment, effective teaching and learning and curriculum.

2.9 Arrange for the trainee to have access to all necessary resources for their teaching, in particular ensuring that IT facilities and access to setting data are available. This includes ensuring that trainees have an appropriate space to work, ideally in the setting if at all possible.

2.10 Provide a suitable timetable in order to facilitate a phased induction to teaching. Time should be allocated on the timetable for trainees to engage with other training opportunities such as observing experienced colleagues teach across all phases of training. The trainee should be teaching at least 50% of the Mentor's timetable.

2.11 Approve planning, preparation, evaluation of lessons. Trainees should have their lesson planning checked, feedback given and signed off for teaching by their Mentor before teaching. Trainees should submit lesson plans 24 hours in advance of teaching in order that sufficient time for feedback by the Mentor can be given. Make reasonable and flexible adjustments for trainees with SEND who might not be able to meet the required 24-hour stipulation.

2.12 Formally observe one trainee lesson per week from October half term providing verbal and written feedback in private.

2.13 Liaise with staff members with whom the trainee is placed who are not the trainee's Mentor, ensuring they are adequately briefed including how to carry out informal lesson observations and give informal verbal feedback if this is appropriate.

2.14 Give informal feedback regularly on non-formally observed lessons.

2.15 Arrange regular and undisturbed training, discussion, and feedback sessions (one hour weekly), providing opportunities for trainees to engage with purposeful practice of the key areas of intent from the curriculum, through observation, practice, deconstruction, and feedback throughout the placement.

2.16 Set subject specific/phase specific targets for further development and monitor the trainee's PebblePad portfolio and other files and training documents.

2.17 Contribute to the development and monitoring of the trainee's subject knowledge for teaching.

2.18 Facilitate the carrying out of the trainee teacher's setting-based assignments/tasks within the setting, liaising with other staff if appropriate.

2.19 Confidently assess the trainee's progress throughout the year, drawing on the support of university tutors where appropriate to intervene or modify provision for under-performing trainees

2.20 Liaise and meet with the university tutor for setting visits over the year and as appropriate at all other times as necessary.

2.21 Attend Mentor training and support meetings on campus or remotely to receive support and guidance, to watch the Mentor training videos and read all written guidance. In addition, Mentors will need to review trainees' progress, and to plan, review, monitor and evaluate the components of the EYITT programme.

2.22 Liaise with the mentor in the Enhancement Setting about the trainee's needs whilst on Enhancing Setting and visit the Enhancing Placement setting to observe the trainee teaching.

The setting agrees to provide the Mentor with:

2.20 Appropriate time to fulfil the role and responsibilities involved.

2.21 An hourly Mentor session to be provided by one of the following: inclusion as part of the Mentor's agreed timetable, after opening hours with protection of PPA time, or other (including direct additional payment).

2.22 Opportunities for Mentors to undertake appropriate CPD and access to training in Mentoring and coaching including all university Mentor meetings.

2.33   Access to Continuing Professional Development opportunities including self-funded subject knowledge enhancement courses from September 2023.

2.34 Opportunities to participate in trainee selection, course development, teaching, and assessment at the university.

Section 3: Role and Responsibilities of the University 3a. The University agrees to:

3.1 Design and deliver a coherent and relevant early years teacher education curriculum which promotes excellence in the development of necessary professional attributes, knowledge and skills of a teacher.

3.2 Ensure the curriculum is underpinned by the Early Years Teachers' Standards (2013) and provides opportunities for personal and professional development.

3.3 Appoint, on behalf of the consortium, suitably qualified and experienced university tutors for each phase/curriculum area and a Partnership Team to work with all settings.

3.4 Provide appropriate time and resources for reflection, research and preparation including access to library and IT facilities.

3.5 Oversee a rigorous internal and external moderation process to assure reliability, accuracy, and consistency of assessments

3.6 Provide leadership, guidance, and administration in selecting trainees, arranging setting experience and supporting trainee progression and assessment.

3.7 Ensure that partner settings fulfil the specified criteria for participation in the Partnership, including the selection of setting based Mentors.

3.8 Maintain open and effective communication pathways between all setting partners and the university.

3.9 Work in partnership with placement settings to advise and put in place reasonable adjustments for trainees with SEND or health needs.

3.10 Ensure all entrants have been subject to appropriate safeguarding procedures before beginning setting experiences.

3.11 Monitor and evaluate all aspects of EYITT and seek to secure regular improvements in quality through the course evaluation and review process and drawing upon the expertise of external examination. This also includes quality assurance of setting-based provision including Mentoring programmes in order to ensure that trainees are in receipt of their training entitlement.

3.12 Provide guidance and support in preparing trainees for the next progression in their career once the course has finished.

3.13 Provide professional development programmes for Mentors including M level accredited programmes.

3.14 Provide a continuing research base, which feeds into and enhances Initial and Continuing Teacher development and contributes to setting improvement.

3.15 Resource professional practice placements and other course-related activities with financial reimbursement or through fee waivers for M level courses, where the University is the financial managing agent.

3b. Quality Assurance and Governance

The University agrees to ensure that robust mechanisms are in place to quality assure in-setting and university provision and trainee experience in the following ways:

3.16 Partnership Agreements. Ealy Years Initial Teacher Training at Sussex works with a wide range of settings. We believe that our partnership arrangements are the key to our success as a teacher training provider. In common with other providers, we have a partnership agreement with settings that agree to take our trainees. This agreement sets out the aims, roles and responsibilities of the University and the partnership Setting/College. Mutual expectations and commitments are enshrined within the partnership agreement which is renewed annually and sets out the aims, roles and responsibilities of all partnership institutions for trainees on EYTS routes.

3.17 Partnership visits by tutors at the start of each practice ensure high-quality placements and identify any challenges/issues that might need intervention.

3.18 Written feedback and target setting is tracked through our PebblePad platform.

3.19 Professional Practice Reports are completed by settings and moderated by a final sample quality assured in June at the EYTS Ratification Board and Partnership Day. This final sample includes trainees who have been on a support plan over the course of the training year, any trainees with three or moe EYTS Teachers Standards still only at 'On Track To Meet' at Easter, and a representative sample across the assessment range. Moderation is conducted by university tutors, Mentors, and early years members of the SCTER steering committee.

3.20 Trainee documentation is viewed regularly by the following stakeholders via PebblePad:

Who?	How often?	What?
University tutors	Weekly	Trainee reflections, mentor meeting minutes, Mentor formal written lesson observation feedback
Mentors	Weekly	Lesson plans & evaluations

Mentors	Every 6 weeks at each Professional Practice Report review	Lesson plans, evaluations, reflections for PP1 and PP2, portfolio of evidence, subject knowledge audits.
University tutors	Every 6 weeks at each phase review	Lesson plans, evaluations, reflections for PP1 and PP2, portfolio of evidence, subject knowledge audits

3.21 Annual course reviews by University Tutors to identify required curriculum modifications/delivery enhancement

3.22 If a trainee is in the final stages of a Cause for Concern process, a senior colleague from the ITE team will be appointed to assess their progress against the targets set out on their Cause for Concern paperwork. The process involves observation of the trainee, a professional dialogue to discuss progress against targets and a review of the trainee's evidence base on PebblePad.

3.23 External examiners. The work of external examiners forms part of the quality assurance procedures within the University and across our Partnership. The role of the External Examiners is to ensure that the examination of trainee teachers for the award of the MA in Early Years Education and recommendations for EYTS are fair and consistent across coursework assessment and professional practice.

3.24 Ofsted. From time-to-time Ofsted is required to inspect Initial Teacher Education provision. The framework for these Inspections can be found at www.ofsted.gov.uk. Ofsted most recently inspected our EYTS programme in January 2023 and you can see the report here.

3.25 Governance. Our ITE provision is overseen by a steering committee chaired by nominated senior leaders from participating settings and attended by representatives drawn from University Tutors, Professional Tutors, Mentors, ECTs and Trainees. The steering committee has responsibility for ensuring all courses are properly run in accordance with its aims and objectives, external regulatory requirements and University regulations. The Committee meets once a term and provides all partners with an opportunity to remain informed about policy initiatives and developments as well as inform the direction of initial teacher education across the Partnership.

3.1 Payments to setting partners are made to contribute towards the costs of setting Mentors.
The process to claim funding for your placements is as follows:

The Partnership Coordinator will raise a purchase order (PO) towards the end of each placement and send this to the setting's finance office/bursar, copying in the Professional Tutor. The PO will include the name of the trainee(s) and length of their placement.

On receipt of the PO, the setting will invoice the University following the instructions on the PO (N.B. absence of a PO number will see the invoice returned) all invoices must be submitted before our finance deadline of Friday 12th July 2024)

Additional Partnership payments to Mentors for course contributions and attendance at training and meetings are based on an hourly rate for Grade 7.1, currently £18.63. If staff are released in setting time for half a day or a full day, the university will pay the setting £200 per full day or £100 per half day. The University will pay the setting £30 for each full week that the trainee is in placement. This will be sent in two payments, one in January 2024 (10x£30=£300) and one in June 2024 (12x£30=£360). Partners offering shorter 'School Based Placements' or 'Enhancing Placements' will be eligible for additional payments at a rate of £5 per day per student. Should adjustments be made to placements due to COVID restrictions then the university reserves the right to adjust payments accordingly.

Each trainee will be charged a tuition fee of £7,000, but this will be funded directly from a government bursary. The payment per EYTS training place is distributed to the setting by the University and includes mentoring costs in the placement setting and any additional training delivered by the setting as appropriate. This includes any costs incurred for meeting university tutors when they visit (2x visits per year).

Section 4: Role and Responsibilities of the Trainee

The university and the setting partner agree that trainees have:

4.1 High expectations regarding professional conduct at setting and at university. High standards of professionalism are sought at all times as set out in the Early Years Teaches' Standards (DfE, 2013).
4.2 Excellent attendance, punctuality, engagement and participation in university-based studies and in setting placement learning.
4.3 A tangible commitment to evidence based informed practice.
4.4 In setting placement, the trainee agrees to:

- Read and take note of setting procedures, staff notice board, setting documents and policies, schemes of work, syllabuses, in particular, policies concerning safeguarding, health and safety and data protection. All these will help build up a sense of the purposes, practices and ethos of the setting and ensure that trainees are aware of their legal responsibilities in the setting workplace.
- Abide by the codes of staff professional conduct of the setting.
- Never include host setting personal data (staff or pupil) in documents submitted to the University for assessment, unless staff personal data is included to confirm oversight of their work.
- Process any host setting personal data that trainees have access to in accordance with the setting's data protection policies and procedures.
- Behave in an acceptably professional manner, abiding by the codes of behaviour for each institution.
- Undertake and complete all assigned professional learning, including teaching practice, preparation and marking and any workplace induction training requested of trainees.
- Complete the university lesson plan proforma for every lesson they teach and submit these to the

Mentor, 24 hours in advance of the session.
- Update Weekly Reflections on PebblePad for sharing with the Mentor on a weekly basis.
- Keep a record of their attendance on PebblePad each week on the Weekly Reflections workbook, completing an Absence proforma for any days/sessions missed.
- Accept responsibility for their own learning and professional development under the guidance and support of Mentors.
- Work within the agreed channels of communication between setting and university tutors.
  Alert Setting-based Mentors, setting owner/managers and/or University Tutors to any problems and concerns

Section 5: Deselection and termination

Either party can immediately terminate the agreement if it can be shown that the other party has not fulfilled its obligations as outlined in this agreement. For any other reasons, either partner can terminate the agreement by giving 6 months' notice. In all cases we will seek to negotiate a resolution to avoid this.

The agreement to enter into Partnership will continue on an annual basis unless amended or ended by either partner.

Section 6: Health and Safety Declaration and Employer and Public Liability Insurance
In signing Section 7 of the partnership agreement, we confirm that our setting has Employer and Public Liability insurance held by either the setting or the local authority.

We confirm that our setting:
- has a written Health and Safety policy covering its activities.
- has a policy regarding health and safety training (including induction training) for people working in its undertaking
- will provide all necessary health and safety training and safety equipment for the placement student as appropriate to their role in the setting.
- carries out risk assessment of its practices to identify possible risks whether to employees or to others within its undertaking.
- keeps risk assessments under regular review and implements results; this includes risk assessment related to COVID 19.
- has a formal procedure for reporting and recording accidents and incidents in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) and other legislation.
- has emergency procedures to be followed in the event of serious and imminent danger to people at work in its undertaking.
- will report to the University all recorded accidents involving trainees.
- will report to the University any sickness involving trainees which may be attributable to the work.

Early Years Teachers' Standards

An Early Years Teacher must:	
1. Set high expectations which inspire, motivate and challenge all children.	
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.
2. Promote good progress and outcomes by children.	
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 promote secure attachments.
2.4	Lead and model effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.
2.5	Communicate effectively with children from birth to age five, listening and responding sensitively.
2.6	Develop children's confidence, social and communication skills through group learning.
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.
3. Demonstrate good knowledge of early learning and EYFS.	
3.1	Have a secure knowledge of early childhood development and how that leads to successful learning and development at school.
3.2	Demonstrate a clear understanding of how to widen children's experience and raise their expectations.
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.
3.4	Demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading.
3.5	Demonstrate a clear understanding of appropriate strategies in the teaching of early mathematics.
4. Plan education and care taking account of the needs of all children.	
4.1	Observe and assess children's development and learning, using this to plan next steps.
4.2	Plan balanced and flexible activities and educational programmes that take into account the stage of development, circumstances and interests of children.
4.3	Promote a love of learning and stimulate children's intellectual curiosity in partnership with parents and/or carers.
4.4	Use a variety of teaching approaches to lead group activities appropriate to the age range and ability of children.
4.5	Reflect on the effectiveness of teaching activities and educational programmes to support the continuous improvement of provision.
5. Adapt education and care to respond to the strengths and needs of all children.	
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.
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.
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.
5.4	Support children through a range of transitions.
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.
6. Make accurate and productive use of assessment.	
6.1	Understand and lead assessment within the framework of the EYFS framework, including statutory assessment requirements (see annex 1).
6.2	Engage effectively with parents and/or carers and other professionals in the on-going assessment and provision for each child.
6.3	Give regular feedback to children and parents and/or carers to children progress towards their goals.
7. Safeguard and promote the welfare of children, and provide a safe learning environment.	
7.1	Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child.
7.2	Establish and sustain a safe environment and employ practices that promote children's health and safety.
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.
8. Fulfil wider professional responsibilities.	
8.1	Promote equality of opportunity and anti-discriminatory practice.

8.2	Make a positive contribution to the wider life and ethos of the setting.
8.3	Take a lead in establishing a culture of cooperative working between colleagues, parents and/or carers and other professionals.
8.4	Model and implement effective education and care, and support and lead other practitioners including Early Years Educators.
8.5	Take responsibility for leading practice through appropriate professional development for self and colleagues.
8.6	Reflect on and evaluate the effectiveness of provision, and shape and support good practice.
8.7	Understand the importance of and contribute to multi-agency team working.

University Term Dates

Information about term dates can be found on the University website:

https://www.sussex.ac.uk/about/term-dates

CONTACT

Deborah Brown & Jacqueline Young
Co-Course Leaders
dj.brown@sussex.ac.uk
jacqueline.young@sussex.ac.uk

Fliss Bull
Module Leader: Exploring Professional
Practice
fb290@sussex.ac.uk

Course Coordinator
MAEYTSadmin@sussex.ac.uk

Early Years Education MA
Department of Education
School of Education and Social Work
Room 2, Essex House
University of Sussex
Falmer, Brighton
BN1 9QQ
E MAEYTSadmin@sussex.ac.uk

www.sussex.ac.uk/education

Twitter:
twitter.com/sussexuniesw

Facebook:
www.facebook.com/sussexdeptofed

US
UNIVERSITY
OF SUSSEX

THE SUSSEX CONSORTIUM
FOR TEACHER EDUCATION AND RESEARCH