Early Years Education MA
– with Early Years Teacher Status:

2018/19

Course Handbook
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 initial teacher education is recognised regionally and nationally and most recently in the Outstanding OFSTED grade our partnership secured in 2014. Our ITE courses provide excellent opportunities for learning and professional development in an environment that encourages intellectual engagement, critical reflection and debate, informed by cutting-edge, world-class research. 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 Gillian Hampden-Thompson
Head of School of Education & Social Work
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For student practitioners and their mentors. This handbook, along with further information, can be downloaded from our course VLE and from ESW ‘Partners’ pages for ‘Course Handbooks’: http://www.sussex.ac.uk/education/ite/partners/reference

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1 Student practitioners can be referred to as ‘trainees’ or ‘students’ within our course documentation. Whether named as a ‘student practitioner’ or a ‘trainee’ we are committed to according ALL those we work with equal respect and voice
Important Notices for Settings, Schools and Student practitioners

All invoices for supply cover and individual travel claims must be received by FRIDAY 13 JULY 2019. 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.

All correspondence should be posted or emailed to:

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.
University Staff Contact Details

Winners of Student Led Teaching Award 2016-17 for
‘Outstanding Support for the Learning Experience of Students’

Winner of University of Sussex Teacher Excellence Award 2017-18

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Role</th>
<th>Phone</th>
<th>Office</th>
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<tbody>
<tr>
<td>Dr Rebecca Webb</td>
<td><a href="mailto:R.C.Webb@sussex.ac.uk">R.C.Webb@sussex.ac.uk</a></td>
<td>Co-Course Lead (research) &amp; curriculum tutor</td>
<td>01273 876712</td>
<td>EH138</td>
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<tr>
<td></td>
<td></td>
<td>Lecturer in Education</td>
<td></td>
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<tr>
<td>Jacqueline Young</td>
<td><a href="mailto:Jacqueline.Young@sussex.ac.uk">Jacqueline.Young@sussex.ac.uk</a></td>
<td>Co-Course Leader (practice) &amp; curriculum tutor</td>
<td>01273 678436</td>
<td>EH101</td>
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<td>Teaching Fellow in Education</td>
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<tr>
<td>Deborah Brown</td>
<td><a href="mailto:DJ.Brown@sussex.ac.uk">DJ.Brown@sussex.ac.uk</a></td>
<td>Mentoring and Partnership Lead &amp; curriculum tutor</td>
<td>01273 877364</td>
<td>EH135</td>
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<td></td>
<td></td>
<td>Teaching Fellow in Education</td>
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</tr>
<tr>
<td>Julie Bailey</td>
<td><a href="mailto:MAEYTSadmin@sussex.ac.uk">MAEYTSadmin@sussex.ac.uk</a> And <a href="mailto:jb694@sussex.ac.uk">jb694@sussex.ac.uk</a></td>
<td>Course Administrator</td>
<td>01273 873870</td>
<td>EH02</td>
</tr>
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If you have any questions or concerns we have a team of people who can help you.
Your main points of contact are your university based curriculum tutor and your setting based mentor.
# MA EYTS structure: 2018-19

## Autumn Term

<table>
<thead>
<tr>
<th>Week</th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
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**Key:**
- Induction week
- Main placement
- Registration twilight meeting
- University Day
- Course Evaluation
- Partnership Board
- Presentation Assessment - Research Methods
- Dissertation support
- Mentor training
- Reception or pre-school experience day
- KS2 experience day
- Holiday for all
- Research conference
- Assignment Deadline
- Dissertation study
- KS1 Placement - Graduate route
- Enhancing Placement - All routes (16 days min)
- KS1 Placement - Employment Route
- Individualized patterns to be agreed

## Spring Term

<table>
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<tr>
<th>Week</th>
<th>Mon</th>
<th>Tue</th>
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## Summer Term

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**Key:**
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- Mentor training
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- KS2 experience day
- Holiday for all
- Research conference
- Assignment Deadline
- Dissertation study
- KS1 Placement - Graduate route
- Enhancing Placement - All routes (16 days min)
- KS1 Placement - Employment Route
- Individualized patterns to be agreed
Schedule of Dates for Academic 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.**

**Schedule of Dates for Formal Early Years Education MA with EYTS (X9538T) Academic Assignments**

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Thursday 3 January 2019   | 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                      |
| Monday 4 April 2019       | Poster Presentation:  
- Research Methods (PRM)  
16500X                      |                                                                                                                                          |
| by Thursday 18 April 2019 | Exit Interview for EYTS:  
- Reflecting on Professional Knowledge (RPK)  
16400X                      | We expect an electronic portfolio of Reflections to be uploaded by 9.00 on the VLE                                                   |
| By Friday 24 May 2019     | Presentation of data analysis:  
Dissertation  
16200X                      | Portfolio must be submitted to curriculum tutor by 17.00                                                                        |
| July 2019                 | Dissertation (10,000 words)                                                |                                                                                                                                     |
## Schedule of Dates for School Report Forms

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Report Form</th>
<th>Notes</th>
</tr>
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<tbody>
<tr>
<td>By Friday 9 November 2018</td>
<td>Pre-report check in</td>
<td>Student practitioners should upload a copy to the VLE and send an electronic copy to their curriculum tutor and course coordinator. A signed printed copy should be sent to the University, given to the student practitioner and retained by the setting. A separate Cause for Concern Report might be required.</td>
</tr>
<tr>
<td>Monday 12 November 2018</td>
<td>Deadline for schools to complete Cause for Concern Report for Professional Practice (1)</td>
<td>After this date a cause for concern process cannot be completed. Earlier notification gives more time for support.</td>
</tr>
<tr>
<td>By Thursday 3 January 2019</td>
<td>Return of Professional Practice Report Form (Jan update)</td>
<td>Student practitioners should upload a copy to the VLE and send an electronic copy to their curriculum tutor and course coordinator. A signed printed copy should be sent to the University, given to student practitioner and retained by the setting.</td>
</tr>
<tr>
<td>By Friday 15 February 2019</td>
<td>Return of Professional Practice Report Form (Feb update)</td>
<td>Student practitioners should upload a copy to the VLE and send an electronic copy to their curriculum tutor and course coordinator. A signed printed copy should be sent to the University, given to student practitioner and retained by the setting. A separate Cause for Concern Report might be required.</td>
</tr>
<tr>
<td>By Friday 15 February 2019</td>
<td>Return of Enhancing Placement Report Form</td>
<td>Student practitioners should upload a copy to the VLE and send an electronic copy to their curriculum tutor and course coordinator. A signed printed copy should be sent to the University, given to student practitioner and retained by the setting.</td>
</tr>
<tr>
<td>By Friday 5 April 2019</td>
<td>Return of Professional Practice Report Form (March Update)</td>
<td>Student practitioners should upload a copy to the VLE and send an electronic copy to their curriculum tutor and course coordinator. A signed printed copy should be sent to the University, given to student practitioner and retained by the setting.</td>
</tr>
<tr>
<td>Deadline</td>
<td>Report Form</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tuesday 23 April 2019</td>
<td>Deadline for schools to complete Cause for Concern Report for second placement.</td>
<td>After this date a cause for concern process cannot be completed. Earlier notification gives more time for support.</td>
</tr>
<tr>
<td>As appropriate after completion of placement</td>
<td>Return of KS1 Placement Report Form</td>
<td>Student practitioners should upload a copy to the VLE and send an electronic copy to their curriculum tutor and course coordinator. A signed printed copy should be sent to the University, given to student practitioner and retained by the setting.</td>
</tr>
<tr>
<td>By Friday 24 May 2019</td>
<td>Return of Professional Practice Report Form (May update)</td>
<td>Student practitioners should upload a copy to the VLE and send an electronic copy to their curriculum tutor and course coordinator. A signed printed copy should be sent to the University, given to student practitioner and retained by the setting.</td>
</tr>
<tr>
<td>Saturday 9 February 2019</td>
<td>Early Years Research Presentation Morning (MA Early Years students 2017-18 share their research)</td>
<td>Free attendance for all mentors, school staff and previous MA EY students. Current students strongly recommended to attend.</td>
</tr>
<tr>
<td>Monday 7 January 2019</td>
<td>Mentor training and partnership meeting</td>
<td>All mentors</td>
</tr>
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</table>

**Schedule of Partnership Events for MA Early Years with EYTS Mentors & Senior Managers**

<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Autumn Events</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 17 October 2018</td>
<td>Mentor training and partnership meeting</td>
<td>All new &amp; experienced mentors</td>
</tr>
<tr>
<td>13.00-16.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBC</td>
<td>Sussex Consortium Steering Committee</td>
<td>Nominated Head teachers, mentors and student practitioners from Partnership Settings</td>
</tr>
<tr>
<td>Date &amp; Time</td>
<td>Spring Events</td>
<td>Attendees</td>
</tr>
<tr>
<td>Saturday 9 February 2019</td>
<td>Early Years Research Presentation Morning (MA Early Years students 2017-18 share their research)</td>
<td>Free attendance for all mentors, school staff and previous MA EY students. Current students strongly recommended to attend.</td>
</tr>
<tr>
<td>Monday 7 January 2019</td>
<td>Mentor training and partnership meeting</td>
<td>All mentors</td>
</tr>
<tr>
<td>Date &amp; Time</td>
<td>Summer Events</td>
<td>Attendees</td>
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<tr>
<td>13:00 - 16:00</td>
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</tr>
<tr>
<td>TBC</td>
<td>Sussex Consortium Steering Committee</td>
<td>Nominated Head teachers, mentors and student practitioners from Partnership Settings</td>
</tr>
<tr>
<td>Wednesday 20 March 2019 13:00 - 16:00</td>
<td>Mentor training and partnership meeting</td>
<td>All mentors</td>
</tr>
<tr>
<td>Date &amp; Time</td>
<td>Summer Events</td>
<td>Attendees</td>
</tr>
<tr>
<td>Wednesday 12 June 2019</td>
<td>EYTS Partnership Day and EYTS Partnership exam board</td>
<td>Exam board - by invitation to head teachers and senior managers Partnership Day – all mentors.</td>
</tr>
<tr>
<td>TBC</td>
<td>Sussex Consortium Steering Committee</td>
<td>Nominated Head teachers, mentors and student practitioners from Partnership Settings</td>
</tr>
</tbody>
</table>
GENERAL INFORMATION

Location
University based teaching takes place on the Falmer campus. The School of Education and Social Work (ESW) is located in Essex House. Teaching rooms will be posted on the VLE at least 48 hours before any given session. The nearest car parks to Essex house and Fulton are No. 6 behind the Mantel Building, No. 10 (East Slope) and No. 7 behind the Silverstone Building.

Download a campus map: https://www.sussex.ac.uk/webteam/gateway/file.php?name=campusmap.pdf&site=271

Administration Office
The administrator for this course is located on the ground floor of Essex House in Room 02.

Noticeboard
The main course noticeboard is on the first floor outside the Course Leader's office, Room 138.

Mail/Post
All student practitioner's mail (particularly internal communications) can be found in alphabetically ordered pigeon holes in Essex House. They are cleared at the end of every term.

Email
Email is the preferred method of communication between the course team, school partners and student practitioners. All Early Years student practitioners are given a university email account on registration and are offered training during Induction. During setting based placements, any information will be sent electronically. It is the student practitioner's responsibility to check their Sussex email account regularly and respond if necessary. Guidance is provided on how to "bounce" emails from your university email account to a private one. Settings-based mentors are required to keep the University up to date with electronic contact details.

Computing
Information about IT Services is at: http://www.sussex.ac.uk/its/

Library
Information about the Library is at: http://www.sussex.ac.uk/library/

Careers and Employability Centre (CEC)
Information about jobs and career planning is at: www.sussex.ac.uk/careers/
**Catering**

Catering outlets are based in Bramber House and also:

- Attenborough Centre for the Creative Arts (ACCA) cafe
- Bridge Café, Pevensey II
- Dhaba Café, Arts C
- Essex House Café
- Silverstone Café
- Falmer Sports Café & Bar
- Jubilee Cafe

For opening times and other information see: [http://www.sussex.ac.uk/catering/wheretoeat/](http://www.sussex.ac.uk/catering/wheretoeat/)

**Virtual Learning Environment**

Important notices, news items, teaching materials and support forums etc. will all be accessed from the VLE (Virtual Learning Environment) and so regular checking is required. These are accessed via the Sussex Direct portal or direct to the VLE.

**Absence from the University (see also section 2.2)**

The Early Years MA course is intensive and student practitioners are inducted into a profession of great responsibility and commitment. It is therefore an explicit expectation that student practitioners **attend all taught sessions**. Permission for absence for any reason should be sought in advance from the relevant Curriculum Tutor using the ‘Request for Absence’ pro forma (on the VLE). In the event of illness, or exceptional circumstances preventing advance notice of absence, student practitioners are required to complete a ‘Reason for Absence’ pro forma which should be submitted to their Curriculum Tutor. This is regarded as a matter of courtesy, as well as an indication of a student practitioner's professional approach to the course and to a teaching career. Further guidance on attendance is detailed elsewhere in the handbook.

**Absence from Professional Practice**

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 Curriculum Tutor. 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 at the end of a placement period, and excessive absences may impact a professional reference to potential future employers.
1. 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.

1.1 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), and the Early Years Education MA leading to Qualified Teacher Status (QTS) and Early Years Teacher Status (EYTS) in addition to course qualifications. 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).

1.2 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.

In the summer of 2013, school partners were asked to reflect upon our shared values in teacher education. The statements below draw upon the responses of leaders from over 40 school partnerships, and set out our collective vision for the kinds of student practitioners we seek to develop, the way we value working together, and the impact we aspire to have on school communities and the teaching profession.
Our Mission
We are committed to high quality teacher education built upon genuine partnerships, inspired by best classroom practice and 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.

Our Student practitioners
We value, encourage and seek to empower our student practitioners to be: imaginative and creative, reflexive and curious, open and responsive, enthusiastic and passionate, independent and collaborative, determined and resilient, 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.

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 good or better 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 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.

Our partnership goals elide with acuity with our new university wide strategy, ‘A better university for a better world’ in which dispositions of ‘kindness, integrity, collaboration and courage’ are championed.
Our own MA Early Years Education with EYTS programme that our own mission statement (see page 22) also accords with the sentiments of the new university strategy of ensuring that we encourage and embrace opportunities for ‘radicalism, critical thinking, and at times, dissent’ where we encourage all those who are part of our academic and practice-based endeavour to ‘dare to be different’.
We thank all of 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.

1.3 Partnership Pedagogy (see also section 3.0)

The partnership has a number of distinctive features in its delivery of EY/ITE provision. The most significant aspect is that it is a collaborative enterprise between the participating schools 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 of time 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 EYTT team, we require all setting-based mentors to have either a QTS, EYTS qualification in order to mentor. For settings with a lead practitioner with EYPS, we will judge on a case by case basis whether or not this will be sufficient to ensure quality mentorship for a student practitioner.

We provide regular and mentor training for all EYTT mentors at three points during our year. The expectation is that all mentors will attend this training in order 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 EYTT course, the EYTT 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 EYTT 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 EYTT 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. A key feature of selection takes place in partnership schools and settings, with prospective candidates engaging with children, undergoing tasks and being interviewed by mentors with a university tutor.

• 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 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.

1.4 The award of MA with Early Years Teacher Status (EYTS)
Students should refer to the full University Examination and Assessment Regulations Handbook: www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmenthandbooks

To meet the expectations of the MA award, you must successfully accrue 180 credits over the duration of the course. These credits must include those gained from 16100X Professional Practice 1 (PP1) and 16300X Professional Practice 2 (PP2) which are pass/fail modules. The award is calculated across all 180 credits with a Distinction or Merit awarded where the relevant criteria are met. To achieve Early Years Teacher Status (EYTS), a student practitioner must pass Professional Practice 1 and Professional Practice 2 in addition to demonstrating sufficient evidence that they have met the Teachers’ Standards (Early Years), (DfE 2013) in the Reflecting on Professional Knowledge (16400X) interview and portfolio.
Our University of Sussex EYTT programme is embedded within a wider MA in Early Years Education.

<table>
<thead>
<tr>
<th>All modules core – no options</th>
<th>Autumn: T1</th>
<th>Spring: T2</th>
<th>Summer: T3</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA in Early Years Education (with EYTS) Course: X9538T</td>
<td>Critical Reflection: Early Years Education (4,500 word assignment 16800X (30 credits))</td>
<td>Research Methods exploration (poster presentation). 16500X (30 credits)</td>
<td>Dissertation (including oral presentation of data analysis (20%) and written submission drawing on empirical data of 10 000 words dissertation 16200X (60 credits)</td>
</tr>
<tr>
<td></td>
<td>Reflecting on Professional Knowledge (Portfolio &amp; critical reflection journals) 16400X (30 credits).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Practice 1 (practice-based evidence portfolio), 16100X – (15 credits) Pass/Fail</td>
<td>Professional Practice 2 (practice-based evidence portfolio), 16300X – (15 credits) Pass/Fail</td>
<td></td>
</tr>
</tbody>
</table>

The embedding of EYTT within an Early Years Education (see course structure diagram above) makes the Sussex course distinctive. It ensures rigorous engagement with both theory and practice that informs a critically engaged approach to Early Year’s education. It ensures that our EYTT students complete this course secure in the inter-connectedness of teaching and learning and research. Successful graduates are also in a strong position to lead Early Years practice and innovation within local, national and international contexts. The Early Years Education MA course philosophy states:

*The Early Years Education MA (with EYTS) is characterised by rigorous and critical engagement with early years pedagogy, in-depth exploration of contemporary discourses and extended practical experiences of teaching and researching in the Early Years Foundation Stage. Graduates of this demanding and unique course are expected to emerge as specialists of the 0-5 age range, capable of leading innovative, inspiring and creative educational practice across a diverse range of educational settings.*
1.5 Equality and Diversity

The University of Sussex is committed to promoting equality and appreciating diversity in our society. Diversity has many different dimensions, including academic and physical ability, socio-economic and religious background, sexual orientation, ethnicity and culture. Sussex is committed to providing an inclusive and supportive environment for all (including pupils and student practitioners) in an environment free of harassment and bullying on any grounds. Our equal opportunities policy can be found in Appendix IV.

By challenging stereotypes and educating pupils about cultural heritage we can assist in community cohesion. At Sussex we are committed to producing teachers who understand and respect diversity and have a goal of promoting community cohesion and ‘British Values’ alongside delivering their subject teaching. We seek to recruit student practitioners from a variety of backgrounds. Preference is given to those who are prepared to take responsibility for their own professional and academic learning, are punctual and reliable, hardworking, and who bring a sense of humour to see them through the difficult patches. We also expect student practitioner early years teachers to have a commitment to meeting the needs of all young children. As such students are expected to develop an awareness of the particular issues of identity that may pertain to young children and their families from a wide range of different social, cultural and economic backgrounds, including those with EAL, disabilities, SEN requirements, and specific religious commitments. Students must also be vigilant about recognising and challenging different requirements of all those with whom they come into contact based on gender; sexual orientation; including transgender; and age. All our EY/ITE courses seek to feature appropriate emphasis on issues around diversity and a consideration of community cohesion and the promotion of ‘British Values’ underpins all that we do. A focus upon ideas of difference and diversity runs throughout the programmes and the modules we deliver on the MA in Early Years Education with EYTS.

If any student within our partnership experience any harassment on grounds of gender, sexual orientation, ethnicity, religion, nationality, age or disability contact your Student Advisors within your school or the Welfare Officer: welfare@ussu.sussex.ac.uk at the University of Sussex Student Union on 01273 873354 (internal extension 3354). For more advice and information go to the harassment and bullying page at: http://www.sussex.ac.uk/equalities/

For information on disability support see the Student Support home page at: http://www.sussex.ac.uk/studentsupport/disability or contact the Student Support Unit (studentsupport@sussex.ac.uk) on 01273 877466 (internal extension 7466).

For the equality and diversity policy and other equalities information go to: http://www.sussex.ac.uk/ogs/policies/equalityduty
2 UNIVERSITY BASED TEACHING AND LEARNING

2.1 University-Based Curriculum

This year, students will be at the University every Tuesday. Teaching and learning activities will address an Early Years theme through engagement with the different contexts and ideas of: the practitioner/professional; the critical reader; and the critical researcher. Each context will be addressed through different sessions throughout the day:

'Reflect and Review' (RR) addresses professional, pedagogic and practical issues arising from experiences students may have within their setting. This session is often led in groups by a university-based Curriculum Tutor and may include the giving and receiving of information that will feed into the development of your portfolio of practice-based evidence from within your placement setting. It focuses on the assessment requirements of the course, and will help you manage time-lines and deadlines for the completion of work for assessment (see Schedule of Dates for Academic Assignments). It will also involve opportunities to discuss and reflect on a range of experiences from different settings, and to learn from one another through discussion and listening.

Another session will either be from the 'Professional Knowledge' (PK) module with a focus on a key EYTS theme, or a ‘Critical Reflection’ (CR) seminar session. PK sessions are occasionally led by an external speaker who focus on practical strategies for supporting and developing practice in your setting. Critical Reflection is primarily led by university teachers and encourages you to expand and challenge your practice/thinking through discussion of academic literature. It offers opportunities for debate, discussion and critique, and for making links with ongoing practice - and with RR and PK sessions. The CR session introduces theoretical debates and different ways in which Early Years practice might be constructed through different academic lenses - cognitive, psychological, sociological or anthropological. It also places UK Early Years practice within wider global and international contexts of understanding of Early Years. These sessions focus on different themes, such as theories of teaching and learning and childhood; pedagogies and inter-relationships; developing communication and language and literacies, including bilingual literacies; creative mathematical, scientific, artistic ideas creatively through investigations, problem-solving and experimentation; diversity, inclusion and differentiation; uses of digital resources and ICTs. There is an ongoing focus on the role of ‘play’ and what it best constitutes - where, when and why. Each theme is delivered through a variety of teaching styles and resources, emphasising interactive activities and practical teaching strategies which develop and consolidate generic Early Years teaching skills - such as session planning, questioning, large and small group teaching; and the organisation of the enabling and the material environment.

Research Methods (RM) is led by university teachers/researchers and is focused on development of your empirical research. In these sessions, you will develop your academic reading and ideas and skills as a practitioner-researcher. Your input from these sessions will lead to the designing and executing of your own empirical research project within their own professional setting which will later be captured in your dissertation. RM covers different themes each week, such as ‘what does it mean to ‘know’; why research;
understanding/exploring different paradigms; considering ethical matters within early years research; designing my own research; executing my research ‘in the field’ including collecting data, analysing it and writing about it to represent research findings.

The course team plans an ‘Early Years Research Conference’ most years providing a platform for Early Years students and their mentors to listen to keynote speakers, participate in workshops, build wider networks, and learn about important research – often that which has been conducted by Early Years Education students themselves.

Below is an outline of the pattern of sessions on most Tuesdays and an indication of timings. Occasionally, you will not have a session on a Tuesday. For each session, of whatever nature, a full outline will be provided on the VLE identifying intended learning outcomes, key issues to be addressed, suggested readings and follow-up tasks.

**Times, rooms and any changes to the programme are notified via the VLE.**

YOU MUST CONSULT THIS REGULARLY FOR AN UP-TO-DATE WEEKLY GUIDE OF WHAT IS EXPECTED OF YOU

PLEASE ARRIVE PROMPTLY for every session.

The course programme has been designed to link taught sessions at the University with tasks/teaching/care within your professional placement setting where you are based for the majority of your time on the course. Further guidance is available in the Early Years Education course’s ‘Week by Week Guide’ provided separately and which is an integral document to the course. You are expected to carry this with you at all times – while on placement or at the University.

You will be given recommendations and guidance for the shaping of teaching sessions via setting mentors that complement and inform university taught sessions. Because we aim to build flexibility into the programme, there may be changes to the ‘Week by Week Guide’ which we is updated throughout the year and made available on the VLE. You must consult the VLE every week for adaptations and alterations. We aim to be responsive to changing circumstances and particular needs as and when they emerge.

**2.2 Absence from University**

Please ensure that you inform Julie Bailey (01273 87 3870 / MAEYTSadmin@sussex.ac.uk) as well as your university-based Curriculum Tutor if you are going to be absent or late from either a university session or a placement day. You are also required to complete a ‘Reason for Absence’ form which you will find on the VLE - or which can be provided by Julie Bailey. Completed forms should be submitted to Julie and your Curriculum Tutor. We have to be able to prove your attendance in order for you to receive the award of Early Years Teacher Status from the Government’s Department for Education.
3. PROFESSIONAL PRACTICE

3.1 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.

For both the Graduate and Employment-based routes towards Early Years Teacher Status, there are two periods of setting-based training: a ‘main setting’ (or place of employment) and one enhancing period in a different setting and age range, and one KS1 placement:

**Main Professional Practice**

- Professional Practice 1 (15 Level 6 Credits)
- Professional Practice 2 (15 Level 7 Credits)

**Enhancing Professional Practice**

Enhancing Professional Practice (10 to16 days of serial day placements in a different type of setting with a different EY age-range to the main placement) -

**KS1 Professional Practice**

Key Stage 1 Professional Practice (10 days at the commencement of the course with an additional day in Key Stage 2 and 3 days in Reception). *These days are optional for salaried Employment route*

3.2 Professional Practice Placements

**Graduate Route Placements**

The main Professional Practice, the Enhancing Professional Practice and the KS1 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.

### 3.3 Selection of Mentors

Criteria for selection include

- Substantial current experience as an Early Years teacher - qualified with QTS or EYTS
- 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.

Partnership schools need to recognise the workload, status and whole-school responsibility of the Professional Tutor.

**Mentors with EYPS**

Should a setting propose a mentor who is qualified with EYPS but not EYTS or QTS, a quality assurance visit 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).

### 3.4 Mentor Training

The fulfilment of entitlement criteria set out in the Partnership Agreements (see example in Appendix II), 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 Early Years Teachers' Standards
- The partnership agreement
- Roles and responsibilities and how to undertake them
- The school-based mentor course
- Observation and feedback
- Target setting and progression
- Assessment procedures and how these are fulfilled.

Lecture, 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. **All mentors are expected to attend in-service training meetings**, which are important for continuing professional development. See the front of this handbook for 2018/19 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 includes 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.

3.5 Teaching Load and Learning Timetables *

*additional information for salaried Employment Route student practitioners given below

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 KS1 placements and not just act as an additional adult.

You must complete a placement experience log each week you are in your ‘Enhancing’ or KS1 placements 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 each Enhancing or KS1 placement week to complete your log.

Reflections and critical engagement with practice from the enhancing and KS1 placements are an essential part of your developing RPK portfolio.

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.

Example Timetable
Available in the ‘Week by Week Guide’.

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.

*Partnership Guidelines for timetabling, training, and supporting 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.

3.6 The Enhancing Professional Practice Placement – all routes

The remit of the Enhancing Professional Practice - 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 rol
- Opportunity to teach in a baby room, etc.

With this and the remit of the practice in mind, Curriculum Tutors 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.

**Preparation for the Enhancing Professional Practice Experience – all routes**

The following preparations are made for placements:

- Mentors and student practitioners together identify what areas of the standards should be focused on in the Enhancing Professional Practice setting so that these are targeted and best use is made of the time spent there. Enhancing Professional Practice setting mentors will receive a summary of these on a partially completed report form (The Enhancing Professional Practice Report).

**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.
- Personal contact should also be made between the teacher in the Enhancing setting and the main setting mentor before completion of the Enhancing Professional Practice report form to discuss the student practitioner’s achievements to date. It is helpful for the mentor to see how the placement has impacted on the student’s progress. This is an important moderation exercise, and valuable CPD for both mentors involved.

**The Enhancing Professional Practice Report (Enhancing Report) should be completed by the Enhancing school mentor and sent to the student practitioner’s Curriculum Tutor.** A copy should ALWAYS be given to the student practitioner.

### 3.7 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.

3.8 Supervision of Student Practitioners

As settings are legally responsible for the children in their care at all times, 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.

3.9 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 appendix XI).

• 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 on. 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.
3.10 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.

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.

3.11 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.
3.12 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. 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 Training 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 keep these documents with them at all times.** 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 EYTS Setting Experience Assessment Tool (GIVEN OUT DURING INDUCTION WEEK) 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.

3.13 Lesson Observations

Mentors are expected to undertake regular 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. However, observations of students' meeting set targets should be made EVERY week and a written record made. Even if this is handwritten, a record should be kept, scanned and documented in the same way as the official bi-weekly observations.

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.

The Partnership expects at least one area of progress or strength be related to subject specific knowledge, pedagogy or planning alongside one subject specific target.

Observers may also wish to comment 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 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.

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2 This guidance is based upon materials available on History in Initial Teacher Training website: www.historyitt.org.uk produced by the Historical Association.
### 3.14 Target Setting

The idea of ‘target setting’ is a well-established process in most EY/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.

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 the reward and sanction system with more consistency’ 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.

3.15 Student practitioner reflection: Lesson Evaluations, Subject Knowledge Audits and Experience Logs
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 (further guidance is given later on the Reflecting on Professional Knowledge Portfolio), track their subject knowledge development via maths and phonics audits, and reflect on their experiences whilst attending Enhancing Placement and KS1 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 lessons;
- 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.

Below are some examples of prompt questions from the evaluation section of the Adult-led experience plan to support self-evaluation:

**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. At interview, areas of potential ‘weakness’ are often first identified and this is followed up at Induction where 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 Logs**

At key points during the year, student practitioners attend other placements (the Enhancing Placement and the KS1 Placement) where they are expected to reflect on what they have learnt and record progress against targets set in their Experience Log. The log should be shared with the setting-based mentor on a weekly basis to keep them informed of progress.

**3.16 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.

**3.17 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. Guidance on how to organise files will be given by university Curriculum Tutors during the induction period.

Many documents can be stored electronically, but student practitioners will also need to obtain a hard-backed, loose-leaf A4 size file(s) (lever arch) and file dividers (usually coloured A4 card) for their RPK portfolio (see Section 4: Assessment). Most documents should be hole-punched, though plastic wallets could be used to protect fragile documents or odd sized materials. Student practitioners will need a number of files as their teaching load increases, including periods of Enhancing Professional Practice experience and KS1 Professional Practice.

The keeping and organisation of a good file is an important part of the setting experience. It should provide a comprehensive and well-organised record of teaching so that a reader will be able to find evidence of student practitioner progress and professional development. It will provide evidence of approaches to work, and perhaps of most importance, progress towards meeting the Teachers’ Standards (Early Years) and as such it will be drawn upon during assessment processes.

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.
4. ASSESSMENT 2018/19

The School of Education and Social Work gives notice that the following arrangements for assessment will apply to the examination of the Masters in Early Years in Education with Early Years Teacher Status in 2016-17. Candidates are reminded to consult the Examination and Assessment Regulations Handbook which can be found here: www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmenthandbooks

Please note that all official assignment submission dates and times are to be found on the relevant personalised Sussex Direct student pages (direct.sussex.ac.uk). The dates and times listed below are an indication only 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.

4.1 Overview of Assessment Structure and Principles

Each candidate will be required to submit items of assessment for the following modules:

<table>
<thead>
<tr>
<th>Module</th>
<th>Mode of Assessment</th>
<th>Assessment Deadline</th>
<th>Credit Level &amp; Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years education: Critical ESSAY (16800X)</td>
<td>4,500 word essay</td>
<td>Thursday 3 January 2019</td>
<td>15 credits, Level 7 (Pass/Fail)</td>
</tr>
<tr>
<td>Professional Practice 1 EYTS (16100X)</td>
<td>Professional Practice Report assessing quality of teaching and professionalism over Autumn Term</td>
<td>By Thursday 3 January 2019</td>
<td>15 credits, Level 6 (Pass/Fail)</td>
</tr>
<tr>
<td>Research Methods (16500X3)</td>
<td>20 min oral presentation with accompanying poster.</td>
<td>By Thursday 18 April 2019</td>
<td>30 credits, Level 7</td>
</tr>
<tr>
<td>Professional Practice 2 EYTS (16300X)</td>
<td>Professional Practice Report assessing quality of teaching and professionalism over Spring Term</td>
<td>By Friday 24 May 2019 &lt;br&gt; Return form if possible by May 9 2019 ready for RPK</td>
<td>15 Credits, Level 7 - (Pass/Fail)</td>
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Updates: By Friday 15 February 2019 And By Friday 5 April 2019
<table>
<thead>
<tr>
<th>supported by:</th>
<th>Enhancing Professional Practice Report</th>
<th>By Friday 15 February 2019</th>
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<tr>
<td>and KS1 Practice Report</td>
<td></td>
<td>By Thursday 9 May 2019</td>
</tr>
<tr>
<td>Reflecting on Professional Knowledge in Early Years: Portfolio &amp; presentation (16400X)</td>
<td>Portfolio of Reflections (mapping progression in Teachers' Standards, Early Years) and RPK professional dialogue of 45mins.</td>
<td>Portfolio to be uploaded by 09.00 on Monday 13 May 2019 Discuss with tutors by 17.00 Thursday 24 May 2019</td>
</tr>
<tr>
<td>Dissertation (Early Years) (16200X)</td>
<td>Oral presentation of Data Analysis - 10min presentation and 5 mins Q&amp;A with up to 2000 words of supporting notes. (25%)</td>
<td>By Monday 9 July 2019</td>
</tr>
<tr>
<td></td>
<td>10,000 word dissertation (80%)</td>
<td>16:00 Thursday 5 September 2019</td>
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<td></td>
<td>30 Credits, Level 7</td>
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<td>60 Credits, Level 7</td>
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</tbody>
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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 of reflections. These are marked 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 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 to assist and moderate these professional judgements.

### 4.2 Submitting work

Written academic assignment must be submitted electronically via e-submission on the appropriate VLE on the final submission date (guidance will be provided for this) where appropriate. Student practitioners MUST ensure they upload to the correct VLE and this is the student practitioner’s responsibility. Failure to do this is likely to result in work being recorded as a late or non-submission. Professional Practice Reports and associated updates should be submitted by each student’s mentor and
sent to each student’s curriculum tutor by the deadlines. (THEY SHOULD NOT BE SUBMITTED BY STUDENT PRACTITIONERS AND SHOULD NOT BE UPLOADED TO the VLE).

4.3 Late Submissions and Mitigating Evidence

Work submitted late or not submitted is automatically penalised. The differentiated consequences of late submission are outlined in the University’s Examination and Assessment Regulations Handbook. The expectation is that candidates work and organise time and resources professionally and thereby get assignments completed to the deadline.

If lateness or non-submission is unavoidable, evidence of mitigating circumstances must be provided. The processes for providing mitigating evidence are reviewed annually by the Student Life Team (see Section 5.1) and the most up to date information and guidance can be found at:
http://www.sussex.ac.uk/studentlifecentre/mitigation Mitigating evidence usually relates to a significant period of ill health or challenging personal circumstance, i.e. relating to bereavement. Delays in the availability or failure of word-processing/printing facilities will not constitute acceptable reasons for late or non-submission.

4.4 The Sussex Assessment File

The assessment file contains all the necessary information to monitor the progress of student practitioners during their course of study. The assessment file is maintained centrally at the University, and contains copies of assignment feedback reports and professional practice documentation demonstrating that course requirements have been achieved. These are reviewed regularly and used to prepare for examination boards. To facilitate this process all stakeholders are requested to return all assessment paperwork to the course co-ordinator in the MA in Early Years Education with EYTS office as soon as possible.

4.5 Taught Course Assessment

Requirements regarding the mode of assessment, learning objectives and outcomes and general guidance for assignment preparation are provided below. Further detailed advice will be offered to students during whole cohort assignment briefings or taught sessions at university.

A Note on the Use of Literature and Engagement with Research

The agreed learning outcomes for this course explicitly require each assignment to be informed by a range of literature and scholarship. Candidates are advised that wider reading should go beyond the citing of official or semi-official documents (for example, the Early Years Framework) or textbooks used to support classroom teaching in particular settings. Wider reading, including professional journals, subject based academic literature, and education journals and books published by academic publishers, should 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. It should allow them to demonstrate an awareness and understanding of issues, that may not have emerged within their particular professional contexts but which would facilitate their critical analysis of such contexts. Critical engagement
with literature (both content and methodologies) will be necessary, as appropriate for a Masters level course. Guidance on academic referencing, and in particular the Harvard referencing system (to be applied in all ESW assignments) can be found online at on the Library’s site.

4.5 Taught Course Assessment Details:

4.5.1 Taught Course Assessment Detail: 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 students into practical and academic approaches to critical reflection in order to consider prior (educational) experiences in order to shape and hone a professional practitioner-researcher identity. 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:
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.

We also ask that you use this writing to imagine the kind of setting you would like to work in suggesting why and relating this to what you have reflected on in terms of your reflective account. 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 objects 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 an area of the ‘Early Years Education’: 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.

For student practitioners on the employment route, you should reflexively engage with what you might have been doing in your Early Years environment, based on your tacit knowledge of this topic (i.e. your professional knowledge, developed as a practitioner). You should also include any critiques of your practice, based on your further reading and engagement. It may not be that you reach any clear conclusions about what should be ‘done differently’. You may find that you problematize what has gone before with some suggestions of how things might be done differently in future. E.g. exploring the balance of child initiated learning and adult initiated learning, you might reflect that you have tried to give young children greater choices by creating more open-ended tasks, as recommended by X and Y theorists, but on reflection, you paid too little attention to other aspects of child initiated learning, for example, the need for learners to be more independent of the teacher and to use each other as sources of knowledge, as suggested by A & Z writers/researchers/theorists. You can then elaborate on this key point, drawing on literature. You can also include a future perspective - what might you do differently in the future? What might be the benefits but also the pitfalls and disadvantages? What more might you need to think about/read?

For student practitioners on the graduate route, you should reflexively engage with Early Years practice based on what you have observed in your placement. This will be informed by your own tacit knowledge of this topic (i.e. your professional knowledge, developing as a practitioner) and reading and thinking you have undertaken since joining this course. You should also include any critiques of practice, based on your new, emerging engagements with the field of Early Years education. E.g. exploring the balance of child initiated learning and adult initiated learning, you might reflect that you have seen practitioners trying to give learners greater choices by creating more open-ended tasks, as recommended by X and Y theorists, but on reflection, you feel too little attention has been paid to other aspects of child initiated learning, for example, the need for learners to be more independent of the teacher and to use each other as sources of knowledge, as suggested by A & Z scholars/researchers/theorists. You can then elaborate on this key point, drawing on literature. You can also include a future perspective - what will you do differently in the future? What might be the benefits but also the pitfalls and disadvantages? What more might you need to think about/read?

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. |

**4.5.2 Taught Course Assessment Detail:** Research Methods (16500X3)

**Assessment Mode:** Oral presentation with accompanying poster.

**Credit Weighting:** 30 Level 7 (Masters) credits.

**Length:** 20 mins

**Assessed by:** University Tutors. Moderated by University Tutors

**Expected Submission Deadline:** Please see your personalised Sussex Direct student page ([direct.sussex.ac.uk](http://direct.sussex.ac.uk)).

**Guidance provided to students:** The method of assessment for this unit is a poster presentation combined with an oral presentation. You will display your poster and talk to an audience of other MA EYTS students about your methodology, including the piloting of a research instrument and exploring the ideas represented on their poster presentation. You will then respond to spontaneous questions from fellow MA EYTS students and tutors.

You will design an empirical study (to become the outline of your final dissertation) with appropriate research questions and consider the methodology and enquiry methods underpinning your research proposal. Your presentation will include a discussion and critical reflection of a pilot of a research method that you plan to use in your final dissertation. The presentation will last for no more than twenty minutes with five minutes for questions from your peers and tutors.

**Assessment Outcomes:**

| LO1 | A critical understanding, informed by current scholarship and developments in the field, of issues, processes and problems in an area of education, and a capacity to relate it to complex professional situations. |
| LO2 | A knowledge of how enquiry methods can be used to create and interpret knowledge and further the student’s own professional development |
4.5.3 Taught Course Assessment Detail: Reflecting on Professional Knowledge in Early Years: Portfolio & presentation (16400X)

Assessment Mode: Portfolio and oral professional dialogue

Credit Weighting: 30 Level 7 (Masters) credits.

Length: 45 minute professional dialogue.

Assessed by: University Tutors. Moderated and second marked by University Tutors and Mentors

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

Guidance provided to students: For each of the Early Years Teachers’ Standards (1 to 8) you are asked to prepare a simple portfolio containing one structured reflection on a critical incident or professional dilemma/challenge encountered during the course. A writing frame will be provided to guide and contain your analysis and will prompt you to: describe the dilemma or incident; what was good about the approach taken; what could have improved the outcome; how theory or scholarship was exemplified or challenged in analysis; identify evidence and itemise references. Each reflection should be supported by associated evidence plans, children’s work, resources etc). In doing so you can draw upon a full range of different learning experiences over the course including curriculum sessions, professional studies and various setting experiences. These will demonstrate the development of your professional knowledge and your success at meeting all the Teachers’ Standards (Early Years). Portfolios will be presented through a professional dialogue to a panel of examiners during an extended exit tutorial.

Objectives and Links to Standards for EYTS

The purpose of this assessment is to demonstrate the range, depth and progression of professional knowledge acquired over your whole EYTS and your maturity as a reflective practitioner. As such this assignment offers student practitioners the opportunity to demonstrate success against all the EY Teachers Standards (Early Years DfE, 2013). However since the focus is upon reflection and future preparation for professional development TS 8 Fulfil wider professional responsibilities is particularly pertinent to this assessment.

This assessment is specifically linked to the Teachers’ Standards (Early Years). To demonstrate success in this outcome, you will be expected to reflect on incidents or challenges which you believe demonstrates your
best practice and professional development. You are advised to write these reflections over the course to ensure you are not challenged by the demands of writing a large number in May. Tutors will be keen to monitor your progress and as such they will identify one reflection to complete as a draft for which formative feedback will be provided.

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) |

**Taught Course Assessment Detail:**

**4.5.4 Assessment Mode:** Dissertation (Early Years) (16200X)

**Credit Weighting:** 60 Level 7 credits.

**Length:** 10 min oral presentation supported with up to 2,000 words of notes, plus a 10,000 word dissertation.

**Assessed by:** University Tutors. Moderated by University Tutors.

**Expected Submission Deadline:** Please see your personalised Sussex Direct student page ([direct.sussex.ac.uk](http://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 professional context. 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.

Three optional dissertation workshops will be available on Fridays in June, to support you as you begin to write up your research.

This assignment is split into two components: an oral presentation of your data analysis and a full submission of your 10,000 word dissertation.

You will be required to present the data analysis for your research project in a ten minute presentation to an audience of your MA EYTS peers. 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 20% of the marks for the overall assignment whilst supporting your progression on to final submission of your full dissertation.

**Tutors will provide two supervision sessions for each student of up to an hour in total in addition to attendance at the presentation and the voluntary attendance at the ‘dissertation surgery’ sessions which are held throughout June 2018. These are non-compulsory sessions of two hours each led by the Course Leader. They will allow individual or groups of students to raise any academic or practical issues in relation to the development of the dissertation:**

- The first supervision will focus on refining the overarching structure and proposed content of the dissertation for each student
- The second will give feedback on a written submission of up to 50% of the 10000 word dissertation following on from the presentation (towards the end of July in each academic year)

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

**Assessment criteria:**

<table>
<thead>
<tr>
<th>LO1</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2</td>
<td>A systematic knowledge and understanding of a substantive area of Early Years education</td>
</tr>
<tr>
<td>LO3</td>
<td>A capacity to critically appraise current literature relating to their specified area of Early Years education</td>
</tr>
<tr>
<td>LO4</td>
<td>A capacity to reflect on, critically review and evaluate empirical data and methodological approaches in their specified area of Early Years education</td>
</tr>
<tr>
<td>LO5</td>
<td>Originality in the application of research methods in order to generate understanding of how knowledge is created</td>
</tr>
</tbody>
</table>
4.5.5 Marking and Moderation of University based assignments

Once an assignment is submitted, internal examiners are appointed (usually course tutors) and are allocated a number of assignments to mark. Each element of assessed work is marked and then verified and moderated according to University policy. Internal examiners use a standard report form to comment on how far the assignment criteria have been met and to give formative feedback on how the candidate can develop their academic work. During term time tutors aim to normally supply assignment feedback within fifteen working days from the final date of submission. Following internal moderation, examples of the range of work are identified and are then read by External Examiners, who comment on standards. Internal examiners also review the criteria for the assignment. Please note that all marks are provisional and subject to external examination, until ratified by the relevant Progress and Assessment Board.

4.6 Professional Practice: Monitoring, Assessing and Reporting

All student practitioners spend 120 days across two different setting contexts undertaking professional practice during their course. There are two main periods of professional practice and are formally organised and assessed as discrete modules:

- Professional Practice 1 (15 Level 6 Credits)
- Professional Practice 2 (15 Level 7 Credits)

These courses are assessed at strategically important points over the training year and allow all partners to assess progress and performance at the end of December and the beginning of May. At the end of the Enhancing Professional Practice Placement and the KS1 Placement, additional reports are used to capture successes and targets.

4.7 Moderation of Teaching

This is achieved through a range of moderation opportunities. In the setting, the curriculum tutors will moderate the work of the mentors and observe student practitioners. Curriculum Tutors work with Mentors in training meetings to develop consistent assessment of student practitioners’ teaching, progress towards the Teachers’ Standards (Early Years) and co-observe during setting visits. In the final weeks of Professional Practice internal examiners (selected Curriculum Tutors and senior setting partners) visit a sample of schools and observe student practitioner’s teaching. In addition all mentors are involved in cross-moderation via the mentor training programme, to compare assessment with respect to the Early Years Teachers’ Standards.

4.8 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. Each visit should last one half day including travelling time. 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 professional practice 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 Early Years Teachers Standards and 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 particular 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 cause for concern report triggering:
- additional visits by a designated Support Tutor to observe the student practitioner and draw up a jointly negotiated action plan with the school tutors and student practitioner

4.9 Termly Assessment of Student Practitioner Progression

At different assessment points of each term (see schedule of reporting) curriculum tutors review student practitioner progress with a view to securing the following aims to:

i) develop relevant teaching, to meet the EYT Standards;
ii) support and guide induction into the teaching profession;
iii) promote and encourage opportunities for self-reflection and responsiveness through dialogue with school and university tutors, leading to appropriate targets;
iv) encourage the production of realistic and relevant action plans for each target, which will specify, make explicit and thereby enhance professional development.

This assessment of all student practitioners is built around a series of meetings between tutors and students which will take place as part of the structure of the ‘Reflect and Review’ sessions in university each Tuesday and as part of the two curriculum tutor visits to settings in the autumn and spring term. Regular meetings take place in the setting each week providing mentor feedback. It is important that mentors, in their first week of meeting the student practitioners, set up a regular meeting schedule for the purpose of discussing the Teachers’ Standards (Early Years), reviewing progress to date and target setting for the period between meetings. As all areas covering the Teachers’ Standards (Early Years) are unlikely to be addressed at once, the purpose of these scheduled meetings is to review progress achieved and produce on-going action plans, which set realistic targets to be achieved between meetings. In this context, it has to be appreciated that student practitioners will be at different stages of development and their rate of progress will vary. Student practitioners must take responsibility for their own learning in order to facilitate their on-going development and provide tutors with a self-audited record of their progress (including records of mentor meetings) through regularly compiling their EYTS tracker.

An initial pre-report check in is completed midway through the first period of professional practice and a final report: the Professional Practice Report is completed at the end of the first Professional Practice
period. This report is then updated and resubmitted at strategic points over the year until final submission in May. This report allows the student practitioner to present their evidence and reflect on their progress and their impact alongside the mentor’s professional opinion on student practitioner progress, grades the student practitioner’s performance according to the Early Years Teachers’ Standards using national grading descriptors and offering guidance for development. 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.

4.10 Insufficient Progress – Support Plan and The Cause for Concern Process

During the EY/ITE 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.

The structure of Insufficient Progress is thus:

**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 a support tutor, normally to visit or contact and guide the school in establishing a programme of additional support.

**Part B** - An action plan is drawn by the University tutor and in consultation with the mentor/professional tutor up which will identify targets, support mechanisms and deadlines using the Support Plan Part B (Form E1 - Appendix X). Targets will then be reviewed (usually after two weeks).

**Part C** - Targets will be reviewed and recorded on the Part C Support (Form E2 - Appendix X). 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 (Form E3 - Appendix X). 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 Appendix VII Paragraph 7

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 co-course lead (practice). Alternatively it may be scanned after signing by all parties and emailed to the co-course lead for practice. **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.

At each stage, Cause for Concern forms **must** be completed in full and a copy given to the student practitioner at each stage. All Cause for Concern reports and reviews must be sent as soon as they are completed to the co-course lead (practice). Alternatively it may be scanned after signing by all parties and emailed to the co-course lead for practice and to the student practitioner’s curriculum tutor. **Signed copies must be kept by the setting and the student practitioner.**

Please note that timescales may be significantly shorter depending on the circumstances and context.

In the interests of enabling student practitioners to benefit from support mechanisms the following clear deadlines are established.

<table>
<thead>
<tr>
<th>For PP1</th>
<th>Deadline for settings to complete Cause for Concern Report</th>
<th>After this date a cause for concern process cannot be completed. Earlier notification gives more time for support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 12 November 2018</td>
<td>Deadline for settings to complete Cause for Concern Report</td>
<td>After this date a cause for concern process cannot be completed. Earlier notification gives more time for support</td>
</tr>
</tbody>
</table>

| For PP2 by Tuesday April 23 2019 | Deadline for settings to complete Cause for Concern Report | After this date a cause for concern process cannot be completed. Earlier notification gives more time for support |

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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 taken into account where appropriate.

4.11 Setting Based Assessment

Requirements regarding the mode of assessment, learning objectives and outcomes and general guidance for school experience assessment are provided below.

4.11.1 Setting Based Assessment Details: Professional Practice 1

Assessment Mode: Professional Practice Profile
Credit Weighting: 15 Level 6 Credits (Pass/Fail)
Assessed by: School Based mentors (moderated by university curriculum tutors)
Submission Deadline: By Thursday 3 January 2018

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

The course 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 (3) student practitioners should, with the help of experienced teachers, make good progress using established grading descriptors (identifying as Distinction (1), Merit (2), Pass (3), Fail), and specifically demonstrate:
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;

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

An ability to manage their own learning and work collaboratively with peers, teachers and other education professionals.

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.

4.11.2 Settings Based Assessment Details: Professional Practice 2

Assessment Mode: Professional Practice Profile
Credit Weighting: 15 Level 7 Credits (Pass/Fail)
Assessed by: School Based Tutors (moderated by University Tutors)
Submission Deadline: By 17.00 Friday May 24 2019

In this module, students 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 they 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 student practitioners operate with more autonomy and demonstrate higher levels of professional and critical and academic knowledge which they apply within the nursery setting.

The course 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 (1) student practitioners’ should, with the help of experienced teachers, make good progress using established grading descriptors (identifying as Distinction (1), Merit (2), Pass (3), Fail), and specifically demonstrate:

- Knowledge and understanding of appropriate subject, curriculum and pedagogy as well as teaching and learning methodology for learners and settings within 0-5 age range

- A capacity to analyse and deal with complex teaching and learning situations and the processes and complexities of learners’ needs in different contexts.

- An ability to exercise self-direction and initiative in personal and professional responsibility

- An awareness of own continuing professional development needs within teaching, and the independent learning ability to identify ways of fulfilling those needs

- A broad range of practical teaching and learning skills, applicable within the setting and in settings generally

- An ability to work collaboratively with peers, teachers and other education professionals.

- 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.

**4.12 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) | 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

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

### 4.13 Progress and Assessment Board

The Examination Progress and Assessment Board (PAB) makes the final decisions about candidates’ marks and the nature of award, following recommendations by internal markers and External Examiners.
4.14 Criteria for the Award of the EYTS and PG Diploma

For the recommendation of Early Years Teacher Status (EYTS) each student will need to demonstrate that they have passed Professional Practices 1 and 2, passed the Reflecting on Professional Knowledge in Early Years: Portfolio & presentation which includes having met all the Early Years Teachers' Standards (Early Years, DfE, 2013). * Note that Reflecting on Professional Knowledge is explicitly linked to the Teachers’ Standards (Early Years) 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 made by the PAB for students who successfully complete 120 credits including all modules with the exception of the Dissertation.

The criteria for the award of a Merit or Distinction in the final MA Early Years Education with EYTS 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.
5. Structure of Support and student well-being.

5.1 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 Life 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 (see further below).

The Curriculum Tutor

Each student has a curriculum 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 curriculum 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 Reflect and Review sessions that are held on a Friday afternoon in university. However, curriculum tutors may arrange additional tutorial support for individuals who require this occasionally.

Additional tutorials are arranged for students as part of their dissertation module. This includes, three ‘dissertation surgeries’ to which all dissertation candidates can come. The purpose of these sessions is to provide a dialogic space for students to discuss their academic work with tutors. In the interests of equity student practitioners should not seek to exceed their entitlement, however further guidance may be sought from other tutors who support the course. 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 Leaders

The MA in Early Years Education with EYTS has two course leaders responsible for the overall delivery and co-ordination of the programme (who are also curriculum tutors). One course leader has primary responsibility for the research elements of the course and the other has primary responsibility for the
practice elements of it. There is also a leader for Partnerships and Mentoring who is also a curriculum tutor.

Both the course leaders form part of Leadership Group which works with other ITE Course Leaders. This group is supported and facilitated by the Head of IT. The group was convened for the first time in May 2017. The intention of it is to meet regularly each month to ensure common understandings of ‘quality’ in the delivery of EY/ITE. The Head of ITE supports the leadership group in the preparation of each programme for OFSTED inspection. The course leaders report directly to the Head of the Department of Education.

Student practitioners should, always consult their curriculum 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 as necessary. This should initially be done by e-mail.

**Student Support**

The Student Life Centre is based in the heart of the campus: on the ground floor of Bramber House. There are lots of ways to access the service. They are open from 9.00 am – 5.00 pm every week day, you can drop in to see them, call 01273 876767, email studentlifecentre@sussex.ac.uk or make an appointment – just go onto your Sussex Direct site, click on your ‘Study’ tab and then on Student Life Centre- you can select the advisor you wish to see at a time that suits you.

The Aims of the Student Life Centre are to provide all Sussex Students with:

- A highly accessible and responsive guidance, information and advice service
- A professional, holistic, helpful service
- Information and support to help students pre-empt and manage difficulties
- Appropriate signposting and referral to support across the university

The aims of the Student Funding Team within the Student Life Centre are to provide:

- Efficient administration for student funding awards
- Delivery of appropriate hardship and emergency funding information and resources for students in need

The Student Life Team are available for student issues such as:

- Personal Concerns
- Student Funding:
  - Access to Learning Fund
  - All Scholarships, Bursaries and Vice Chancellor’s loans.
- Students needing information about temporary withdrawal or considering withdrawing but this should normally be discussed with your Curriculum Tutor and/or Course Leader first.
- Student Complaints*
- Student Discipline
- Submission of Mitigating Evidence
Help with understanding University procedures*

The Students’ Union Advice service can also assist with these matters including representing students at hearings where this requested by students. Please contact Students' Union Advice service so that appropriate support and advice can be arranged through USSU if this would be helpful: University of Sussex Students' Union, Room 137, Falmer House. Tel +44 (0)1273 877388

http://www.sussex.ac.uk/students/induction/arrival/studentunion

For further details see information and support from the Student Welfare Officer:

More information about student support in the School of Education and Social Work will be made available during induction. For full details on all aspects of support and services provided at the University. Please see the Main Student Handbook at: http://www.sussex.ac.uk/students/handbook/

5.2 Support during Professional Practice

During professional practice placements, there are additional University based tutors and school based
professionals with whom student practitioners will have access to and who will help manage this important element of study and training.

**Black and Minority Ethnic (BME) Support**

In recent years, the Department of Education at the University of Sussex joined a number of other universities in the South East to fund a project across the region to specifically look at ways to recruit and support BME student practitioners into initial teacher education. We are aware that the demography of the Sussex area does not reflect the broad range of ethnic diversity that can be found in many other areas of other parts of England. Consequently, student practitioners from black or minority ethnic backgrounds may feel isolated or that their needs are not being met sufficiently. If they should feel this to be the case, they are encouraged to contact their Course Leader if they have concerns so that their needs can be met.

**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 particular situation at the start of placement and are confirmed in writing within the Partnership Agreement. A more detailed description of roles and responsibilities can be found in Appendix III and Appendix I.

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**5.3 Temporary and Permanent Withdrawal**

Our EY/ITE 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.

5.3.1 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/academicoffice/documentsandpolicies/examinationandassessmenthandbooks](http://www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmenthandbooks)

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 late February) - 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.

5.3.2 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/academicoffice/documentsandpolicies/examinationandassessmenthandbook

5.3.3 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.

5.4 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.

5.4.1 Sussex Consortium for Teacher Education and Research Steering Committee
Our EY/ITE 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.

5.4.2 Student practitioner representative meetings with the Course leader and Deputy Course leader
Approximately once a term, and usually ahead of the Steering Committee meetings, Student practitioner representatives meet over lunch on a Friday with the MA in Early Years Education with EYTS Course Leader and Deputy 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.

5.4.3 Student practitioner Evaluations
In addition to the student practitioner representations outlined above, the course and its modules and professional practice placements are formally evaluated. Individual student practitioners evaluate the university course and the subject specific aspects mid-way through the course and again at the end of the year. Each professional practice is also evaluated in the same way. Feedback on the experience and impact of the course as a whole is gathered at an evaluation meeting at the end of each year.

5.4.4 Course Monitoring and Feedback
Student practitioners can also provide feedback on their course through the following means:
- Reflect and Review sessions with university curriculum tutors;
- Group discussions with the MA Early Years with EYTS external examiner, when she visits.

Oral feedback is reported via curriculum tutors, and the external examiners to Course Leaders. 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

5.5 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.

5.5.1 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.

5.5.2 Complaints
The University Complaints Procedures apply to ITE courses. If there is cause for complaint about any aspect of the course or life at the University this should first be taken up with the person responsible. This includes issues of sexual and/or racial harassment. If there is any uncertainty about who is responsible for the matter to which the complaint relates advice should be sought from a Student Advisor, a Curriculum Tutor or a Course Leader. This can be done via a Student practitioner representative or the Student Union
if this is preferred. The details of how complaints are dealt with thereafter are set out in the Complaints Procedures section in the University’s General Handbook 2016/17

5.5.3 Whistle blowing
The University has a set of Whistle Blowing Procedures for handling allegations relating to the running of the University or to the work-related activities of members of staff. These apply in situations of illegal, criminal, dangerous, unjust or improper behaviour and of malpractice in relation to administrative, professional or academic matters. Further details on complaints/whistle blowing please see: http://www.sussex.ac.uk/ogs/policies/goodconduct/raisingconcerns

5.5.4 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 Course Leaders should be informed and consulted and agreed procedures set out in Termination of Placements (I) and Suitability for Professional Practice Procedures (Appendix VI) should be strictly observed by all.

5.5.5 Misconduct, Collusion and Plagiarism
It is an offence for any student to be guilty of or party to, attempting to commit or committing collusion, plagiarism, or any other misconduct in an examination or in the preparation of work that is submitted for assessment. Misconduct in assessment exercises, examinations or in the presentation of marks achieved elsewhere is conduct likely to be prejudicial to the integrity and fairness of the examination process. The submission of an essay or any other assessment will be considered by the examiners to be a declaration that it is the candidate’s own work.

(i) Collusion. Collusion is the preparation of 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’ work. 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 presentation and production of work for assessment is specifically permitted, this will be stated explicitly in the relevant course documentation.

(ii) Plagiarism. Plagiarism is the use, without acknowledgement, of the intellectual work of other people, and the act of representing the ideas or discoveries of another as one’s own in written work submitted for assessment. 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. Verbatim quotations must be either in inverted commas, or indented, and directly acknowledged.

In the event of plagiarism being suspected, the assignment will be referred to an Investigating Officer and may result in a Misconduct Panel hearing. If the charge of plagiarism is upheld, a penalty – the most severe of which is disqualification - will be imposed.

Full details of can be found in the [Examination and Assessment Handbook for Postgraduate Students 2017/18](http://www.sussex.ac.uk/academicoffice/documentsandpolicies/examinationandassessmenthandbooks)

5.6 Other Quality Assurance Processes

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

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 MA Early Years with EYTS Course Team Meetings

University tutors meet regularly in a number of team meetings. All tutors contribute to the agenda of meetings. These meetings regularly consider matters relating to on-going course evaluation and development.
The Role of the Partnership Forum

Each year a programme of meetings – three of which dovetail with our mentor training 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 Consortium Conference

Every year in June the partnership meets to review the quality of teacher education across all its provision. Each partner sends a representative who evaluates the performance of their student practitioners, the university and their own contribution. A feedback form is completed by all partners and used to inform planning and course enhancing. Key findings are presented to the partnership the following September.

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/inspection-reports/find-inspection-report/provider/ELS/70071
Appendix I: EY/ITE Partnership Governance Structures

The Early Years/Initial Teacher Education partnership at the University of Sussex is run in the interests and under the authority of the Sussex Consortium for Teacher Education and Research. The consortium consists of all partnership schools with the University of Sussex operating as the managing agent. Membership of the consortium is reviewed annually and seeks to be fully inclusive drawing upon the expertise of large Teaching School Alliances as well as individual schools or academies operating in the primary, secondary, tertiary, special educational needs and independent sectors. Membership of the partnership is secured through the renewal of an annual partnership agreement. The EYTS team links with the Partnership Governance structure as set out in the diagram below.

It provides all EYTS partners an opportunity to remain informed about policy initiatives and developments as well as inform the direction of Early Years teacher education across the partnership.

Sussex Consortium for Teacher Education and Research Steering Committee EY/ITE

Sussex Consortium for Teacher Education and Research Steering Committee and its relationship to EYTS

The role of the steering committee is to oversee the strategic direction of the consortium, reviewing and approving recommendations and monitoring the quality of EY/ITE provision.

Consortium Steering Committee Membership and Terms of Reference
- To plan strategically, manage and oversee the development of the Consortium, including resource allocation, and to advise its members accordingly.
- To receive, scrutinise and transmit to the School’s Taught Programmes Committee, all Initial Teacher Education curriculum and assessment proposals.
- To oversee monitoring, evaluation and quality assurance procedures.
- To co-ordinate on behalf of members developments pertinent to and relationships with the DfE and NCTL while recognising that the University, as managing agent, retains responsibility for formal contracts with that Agency.
- To encourage the development of good practice and research in the fields of Initial Teacher Education and the Continuing Professional Development of Teachers.
- To offer advice and guidance in these and other relevant areas to its members and other appropriate bodies.

Composition

Headteachers and Setting Managers representing the geographical area covered by the Consortium (Brighton & Hove, East Sussex and West Sussex), at least one of whom should be a Primary Headteacher.

Head of Education
Head of ITE
School Direct Leader
Partnership Leader
Primary Leader
Secondary Leader
EYTS Leader
1 student practitioner representative
1 professional tutor representative (applicable to ITE NOT EYT)
1 mentor representative
1 NQT representative (Sussex Alumni)
1 RQT representative (Sussex Alumni)
1 University Officer (co-opted as non-voting member) whose advice might be appropriate

The Steering Committee to be serviced by a university officer. The Chair of the Steering Committee to be nominated from the Head teacher/setting manager representatives.

EYTS Partnership Forum – annually and as part of each termly mentor meeting

The Partnership Forum is open to representatives from across the Consortium including school, university and student practitioner representatives. Its purpose is to discuss and advise upon current issues in EYTE, make recommendation to the Course Leader of EYTE to implement necessary changes and improvements, and help to plan these changes where appropriate. The Partnership Forum reports to the Consortium Steering Committee. The Summer Term meeting includes a full review of the year’s programme and also acts as an external examination board for the interrogation of
EYTS to be recommended to the NCTL for the existing cohort of EYTS practitioners. Planning for the following year also takes place. Recommendations arising out of this meeting are passed on to the EYTE Team for consideration and implementation, if agreed, the following year.
Appendix II – Model Partnership Agreement
This partnership agreement is the standard model used with most settings working in partnership on the employment route of the course. Graduate route agreements are subject to variation.

University of Sussex EYTS Employment-Based Route Partnership Agreement 2018-19

THE SETTING
The Setting named above agrees to undertake the following responsibilities;

Quality, Enhancement and Training

- identify a work-based mentor for each trainee; the work-based mentor is to hold QTS or EYTS
- if no one meets the mentor requirements in the setting, make arrangements for a work based mentor to be identified from elsewhere and if necessary paid for from the £7000 available to the setting
- enable work-based mentors to attend, undertake and contribute to training activities required by the University of Sussex
- ensure that mentors are given adequate time, opportunity and resources to discharge their responsibilities to trainees, particularly with respect to the mentor meeting of one hour a week and weekly observations.
- ensure that the training and assessment process is consistently, fairly and transparently undertaken, in line with The University of Sussex’s policy on Equal Opportunities
- participate fully in the University of Sussex’s Quality Assurance processes and improvement planning, ensuring that this is supported and reflected in the setting’s/school’s own ITT policy
- ensure that all necessary observations are completed and each trainee receives oral and written feedback linked to the standards for EYTS
- ensure completion of interim and summative reports for all trainees as set out in the programme calendars

Programme and Trainee Provision

- enable trainees to attend Central Training sessions at the University as required and set out in the EYTS Handbook
- ensure that suitable provision is made for the trainee to carry out a placement in a Key Stage 1 setting for at least ten days duration
- where possible ensure that the trainee has experience of working with groups of children aged between 0 and 5 years old in the setting or support any required placements to ensure this
- ensure that the trainee has taught in at least two different settings prior to assessment
- ensure that trainees are coached and mentored by appropriately experienced and professionally qualified members of teaching staff
- ensure that sufficient protected time is made available to mentors to conduct professional dialogues and training with trainees and oversee their progress
provide appropriate opportunities for trainees to experience and participate in a rich diversity of observation, teaching and training across the age and ability ranges for which they are being trained

facilitate the professional opportunities detailed in the course handbook in order for trainees to complete successfully their reflection tasks and build their evidence portfolio

provide high quality professional role models for trainees to work alongside, observe and question about their practice

give trainees the opportunity to participate fully in the life of the school/setting including, for example, attendance at staff meetings, providing extra-curricular activities, attending parents’ meetings, in-service training and assemblies

liaise with other local partner settings/schools to exchange expertise and offer mutual support in order to benefit trainees. For example, if a setting/school is unable to provide experiences that would allow trainees to meet a particular EYTS standard, it could liaise with a partner school/setting that can offer such provision in order to fulfil the trainee’s entitlement.

Governance and Liaison

ensure, through their own management and governor meetings, that the setting/school communities are fully conversant with the statutory framework and regulations for Initial Teacher Training (EYITT)

ensure through their own management and governor meetings that the whole school/setting community understands and is fully committed to its central role in training and assessment on this employment-based route to EYTS

provide access within the setting/school to a ‘learning community’: where mentors do not bear sole responsibility for trainees, but all members of staff understand that they have a role to play in the trainee’s development, support and guidance towards the trainee’s achievement of EYTS

communicate at a professional level with trainees and mentors from other participating settings/schools

provide access to policies and resources as appropriate to the children and subjects being taught

ensure the University MA EYTS Office is informed within 24 hours of any significant change to circumstances likely to impact on the trainee’s progress and attainment, such as sudden absence of mentors etc.

Administration

ensure that the setting has an agreed policy for Early Years Teacher Training (EYTT) and are committed to taking part in, and responding to programme evaluation in order to systematically monitor and evaluate all aspects of provision to improve its quality

ensure that trainees have reasonable access to appropriate personal study space, training opportunities, books, ICT, reprographic equipment and resources normally used by professional staff within the school

ensure all trainees have an enhanced, with list checks, DBS before commencement of the programme and supply the University with confirmation that DBS and Health Checks have been undertaken successfully

inform the University of Sussex, in writing, of any significant changes of circumstances which would impact on its ability to provide the training detailed above and understand that financial penalties may be imposed

inform the University of Sussex MA EYTS office of all trainees’ placement details, in advance of the placements, ie: Name, address, telephone number, of settings/schools in which trainee is placed and the name and contact details of the Mentor
In accordance with NCTL requirements, ensure that:

R4.2 No candidate will be required to perform more than 90 per cent of the duties normally required of a full-time Early Years Teacher.

THE UNIVERSITY OF SUSSEX & the Early Years Setting agree to undertake the following responsibilities jointly:

1. exchange information of the trainees, mentors and placements, to include confirming to the University that DBS and Health Checks have been successfully undertaken, in accordance with policy & legislation - data protection and employment, and University QA policy

2. provide appropriate learning opportunities and access to these opportunities so that trainees can achieve the Early Years Teachers’ Standards.

FINANCIAL AGREEMENT

3. Financial arrangements between the University of Sussex and the setting will be carried out in accordance with Department of Education regulations.

- All monies deployed to the setting will be used for the provision of setting-based training and support for the trainee (eg to cover additional salary costs, payment for a qualified mentor where necessary, supply cover for release, materials, employment costs, National Insurance and other overheads). Funding can’t be used for sickness and maternity/paternity pay arrangements; this is the employer’s responsibility. Settings are responsible for any payments due to other educational settings for complementary placements (recommended rate at £5 per student per day for KS1 or Enhancing Placements).

4. In the case of trainees withdrawing from the programme a pro-rata adjustment to employer incentive and mentor package payments (see point 5 below) will be made. Any payments covering periods after the trainee withdraws from the course will be recovered.

5. In the case of trainees leaving employment at the setting for any reason, a pro-rata adjustment to employer incentive and mentor package payments (see point 5 below) will be made. Any payments covering periods after the trainee leaves employment will be recovered.

6. The University of Sussex Partnership Steering Group will review the amount and timings of payments annually.

7. Details of payment schedule financial agreement for 2018/19 will be two payments of £2333 (November 2018 and March 2019) and one payment of £2334 (May 2019) paid by BACS to the school/setting. The University will invoice you separately in November 2018 if you choose to buy in the £2,000 mentor package, which will be deducted from the first employer incentive payment, thus the payment schedule will be one payment of £333, followed by payments of £2333 and £2334 at the dates above. Should the setting decide to offer Sussex graduate route MA with EYTS trainees additional placement days (KS1 or Enhancing Placements), additional payments of £5 per day per trainee will be made.

SIGNATURES PAGES

Please fully complete these three pages and return one per trainee by scanning and emailing to jb694@sussex.ac.uk or posting to Julie Bailey, Early Years MA Admissions, Essex
House Room 2, University of Sussex, Falmer, Brighton, BN1 9QQ by 1 September 2018 at the latest. Please keep a copy of the full document for your records. Please note that partnership agreement must also be signed by the candidate.

Name of Setting………………………………………………………….

Address of setting…………………………………………………………………………………………

Telephone number .........................   Email ..........................................................

Name of main contact at setting .........................

This partnership agreement relates to the following Setting Employment-Based EYTS trainee…………………………………….

Mentoring:

Please choose a section to complete (only one section required):

1. We confirm that the proposed work-based mentor at the setting has either EYTS or QTS status

Name of proposed mentor: ..........................................................

Email contact address of mentor: ..........................................................

2. We have an experienced member of staff with EYP that we would like to use as a mentor and need to request a mentor suitability visit

Name of proposed mentor: ..........................................................

Email contact address of mentor: ..........................................................

3. We have no member of staff with the required qualifications to act as a mentor. We would like to buy in the mentoring package available from the University of Sussex (see attached information sheet) at a cost of £2000 (see section 5 of the Financial agreement).
Setting Expected Income and trainee pay and conditions - to be completed by the employing placement setting

Expected Setting Income from NCTL (if applicable) £7000

£7000 paid to the setting to cover additional salary costs, payment for a qualified mentor (where necessary, supply cover for release, materials, employment costs, National Insurance and other overheads).

Length of trainee contract (in months)........................................................................................................

Anticipated Trainee Salary ............................................................................................................................

This section is to be completed by the trainee:

Trainee Signature

I am aware that the training course I will be undertaking comes with the above expectations, pay and conditions summarised on the signatures page and detailed in the partnership agreement above. I understand that as an employee of my setting my expected teaching time and related duties are likely to be greater than trainees on other routes.

Trainee Signature........................................................................ Date.................................................................

Print Name..............................................................................
Appendix III - Roles and Responsibilities

Roles and Responsibilities of Tutors

Mentor

The mentor is a suitably experienced Early Years teacher with EYTS or QTS qualifications, with whom the student practitioner teacher is placed. Mentors are appointed by the setting Head teacher, nursery owner or manager, and undertake initial and in-service training.

The Mentor will:

1. induct the student practitioner teacher into the phase or subject area(s), department or faculty and give full information on environment organisation, planning, assessment and curriculum delivery used in the setting. Arrange for the student practitioner to have access to all necessary resources for her/his teaching, in particular ensuring that ICT facilities are available to the student practitioner;
2. provide a suitable timetable in order to facilitate a phased induction for the student practitioner into building up her/his teaching of appropriate children across the relevant age and ability range. Ensure that s/he is introduced to and made aware of the schemes of work, etc. in use within the setting;
3. oversee the monitoring and teaching of the student practitioner on a regular basis, ensuring that student practitioners are observed a minimum of once a week over the placement and provided with verbal and written feedback in private on lessons observed, using the standardised observation schedule provided by the university based on Teachers’ Standards (Early Years).
4. arrange regular and undisturbed discussion and feedback sessions (approximately one hour weekly) on issues related to the pedagogy and effective teaching of the subject or phase. Monitor and discuss current progress with the student practitioner and set targets for further development, monitor her/his files and approve her/his planning, preparation and evaluation of lessons. These discussion and feedback sessions to complement and co-ordinate with the university Curriculum where possible.

Student practitioners to keep records of Mentor sessions on the appropriate pro forma, including target setting;
5. assess and review the student practitioner teacher’s progress towards the Teachers’ Standards (Early Years) according to the agreed framework and report and set targets for further progress;
6. support student practitioners in preparing university assignments, in conjunction with curriculum tutors;
7. monitor student practitioners’ subject knowledge development audits at key points in the placement;
8. facilitate the carrying out of the student practitioner teacher’s school-based tasks and assignments within the school, liaising with other tutors if appropriate;
9. carry out joint observations with the curriculum tutor and liaise with the university Curriculum Tutor, for up to three school visits and at all other times as necessary;
10. attend in-service scheduled Mentor meetings to review student practitioners’ progress and to plan, review, monitor and evaluate the University and school components of the curriculum course;
11. mentors undertake to arrange one half day visit to the Enhancing Placement to observe the student practitioner teaching in a different setting. (Supply cover is paid for).

Some Mentors may:
take an active part in the selection of student practitioner teachers including interviewing with university tutors using agreed criteria;

be invited to assess student practitioners’ assignments with university tutors using agreed criteria;

be invited to lead a curriculum session;

work towards the university ITE Awards.

Curriculum Tutor

The Curriculum Tutor is a suitably qualified and experienced subject specialist nominated by the Head of Initial Teacher Education, in conjunction with Course Leaders, and appointed by the University as a senior lecturer, lecturer, teaching fellow or associate tutor. Large curriculum groups may have more than one Curriculum Tutor.

The Curriculum Tutor(s) will:

1. Plan, provide and ensure the teaching of a suitable course of study in the subject, combining school-based and university based elements appropriately in consultation with school and university based colleagues according to agreed criteria

In particular this means:

- Undertaking an initial needs assessment during selection and induction that benchmarks student practitioners’ skills and informs course planning;
- Teaching an appropriate course of University study, including lectures, seminars and workshops in the relevant curriculum subject;
- Co-coordinating the work of mentors across the partnership by: arranging and facilitating mentor training meetings over the year; coordinating mentor training and moderation in schools through exchange visits, and conducting joint observations of student practitioners with mentors, normally once per placement;
- Attending termly course team planning and strategic meetings at the University, assignment moderation meetings and annual planning days (and in-service days and Professional Tutor planning days where possible); report back as required to other team meetings, and in the case of chosen representatives, attend the PAB for MA and EYTS where required;
- Communicating the curriculum course to student practitioners, partner schools and other interested bodies e.g. OFSTED through a course Handbook produced according to university guidelines and timescales.

2. Administer and manage the selection of student practitioner teachers by arranging school-based selection, using agreed protocols involving school-based tutors and using agreed criteria.

3. Contribute to the annual cycle of monitoring and review of the subject provision, including responding to OFSTED and devising suitable action plans.
4. Match student practitioners with settings for placements.

5. Ensure complete and thorough assessment of student practitioners’ coursework including:
   - visiting student practitioners in settings in accordance with the policy of the course (Setting visits will have an agenda agreed in advance with the setting);
   - providing termly individual tutorials for each student practitioner, and reporting three times per year on each student practitioner teacher's progress and progress towards Teachers’ Standards (Early Years) according to the agreed framework, by observation, written feedback and report, including completion of the development and career entry profile;
   - marking curriculum assignments and attending moderation meetings;
   - monitoring subject knowledge audits over the year;
   - co-ordinating moderation by mentors across schools.

6. Make a collegial contribution to the work of the ITE course team through, for example, contributing to working groups on new developments.

Course Leaders

The Course Leaders reports to the Head of the Education Department and work alongside the Head of ITE. The Course Leaders will, in conjunction with partnership schools, carry out all relevant matters concerning the day to day running of the course, including the following:

1. Overall responsibility for the course, including planning, selection and progression of student practitioners; content, delivery, assessment and evaluation;
2. Managing the day to day running of the course (see below);
3. Coordinating the work of faculty members and part time tutors;
4. Budget management in respect of logistics and specific funds only where deemed specifically appropriate by the Head of Education;
5. Managing and developing partnership arrangements with settings/schools including liaising and working with Mentors;
6. Making the arrangements for OFSTED inspections, and preparing documentation, as guided by the Head of ITE;
7. Working alongside the Head of ITE and partners within the Leadership Meetings on quality assurance matters (including internal university procedures);
8. Collaborate with academic colleagues on course and module development and curriculum changes, including academic content, delivery and assessment;
9. Liaising as appropriate with the DfE and OFSTED and with the external examiner;
10. Promoting the course in various ways, including attending internal and external committees.

Management of the Course
Responsibility for timetabling, documentation, handbooks; mailings, meetings, and liaising with administrative and other university staff over these;
Organizing and running team meetings, partnership, and other working groups
Responsibility for the provision of mentor training;
Student recruitment, placements, admissions, and monitoring of student practitioner progress, including pastoral care of student practitioners (arrangements for student practitioners at risk or requesting temporary/permanent withdrawal);
Participation in quality assurance procedures and attending the Leadership Meetings of (e.g. moderation meetings and coordination of external examiner visits);
Production of Annual Monitoring reports as required for the University;
Active participation where required within university systems for Periodic Review
Attendance at examination boards and other meetings relating to student performance
The Course Leaders for the MA Early Years with EYTS are line managed by the Head of the Department of Education

**Head of Initial Teacher Education**
The Head of Initial Teacher Education is a University appointment made in consultation with the Consortium Steering Committee. The Head of ITE reports to the School of Education and Social Work SLT Meeting and to the Consortium Steering Committee. The Head of ITE is line managed by the Head of the School of Education and Social Work (ESW).

Responsibilities of the office include:
1. Oversee delivery and co-ordination of initial teacher education courses, liaising with PGCE, SD, and EYTS Deputy Course Leaders and MA Early Years Education with EYTS Course Leaders and the Head of ESW as appropriate;
2. Monitor new developments and initiatives in ITE and assess their strategic value for the ESW, discussing possible involvement with appropriate members.
3. Oversee the quality assurance aspects of the ITE work of PGCE, SD and EYTS Leaders in collaboration with the Course Leaders of the MA Early Years in Education with EYTS, and the Head of SESW, including overall compliance with Teachers’ Standards; internal monitoring and evaluation including annual monitoring; external monitoring and evaluation; reporting to the University, Sussex Consortium, DfE and OFSTED as appropriate;
4. Oversee inspections, including internal Periodic Reviews and external OFSTED inspections;
5. Oversee returns and responses to the DfE including bids for student practitioner places;
6. Oversee the ITE budget, liaising with PGCE, SD and EYTS Leaders and the Head of SESW as necessary;
7. External liaison: with the Sussex Consortium, DfE and OFSTED;
8. Nominate External Examiners
Curriculum Tutor Setting Visits
The following are guidelines for Curriculum Tutor visits to schools and school liaison.

1. Curriculum tutors will normally visit all members of their group in their setting/school, usually twice a year, with one visit to the student practitioner teacher in each of their placement periods.
2. The visits will be arranged in advance, to suit tutors, the setting and the student practitioner concerned. The Head teacher or nursery manager as well as the mentor should be informed of forthcoming visits, with sufficient notice given.
3. Each visit should last one half day including travelling time.
4. Curriculum tutors should register with the school office or reception, immediately on arrival in the school.
5. Each visit by the curriculum tutor should include the following activities, not necessarily in the order shown, according to the convenience of all involved:
   (a) discussion with each student practitioner teacher's mentor about the student practitioner's progress, reviewing targets and progress towards attainment of QTS and the Teachers' Standards, and any other relevant issues;
   (b) where appropriate, observation of the student practitioner teacher jointly with the mentor in the classroom (normally of one timetabled lesson 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;
   (c) a focus for the observation and role of the curriculum tutor in the lesson to be discussed beforehand, and the student practitioner to provide a copy of the adult led experience plan including a clear statement of aims and objectives for the lesson, as well as content;
   (d) oral and written feedback on this observation using the standard observation schedule to be given to the student practitioner teacher as soon as possible after the lesson; the student practitioner and the Mentor to receive a copy of the written feedback, and a copy to be lodged in the student practitioner’s assessment file;
   (e) Further discussion with the student practitioner, review of RPK Portfolio (if not carried out at University) and teaching experience file(s), assessment /record keeping, subject knowledge development etc;
   (f) Discussion with the Head teacher or nursery manager about the overall progress of the student practitioner, if required.

6. If there are particular problems emerging, the following courses of action are available:
   (a) Further discussion between the curriculum tutor, the student practitioner teacher, mentor and possibly the co-course Leader (practice) together to agree additional targets;

Setting Partnership Meeting
The following are guidelines for Schools Partnership Leader visits to schools and school liaison.
1. All main placement settings will be visited for a Partnership meeting at least once a year. Additional visits may be delegated to Partnership Support Tutors.
2. The visits will be arranged in advance, at a time to suit both the tutor conducting the visit and the Head
3. They should meet with the Head teacher or nursery manager to review the overall progress of student practitioners, the setting provision of training and support, and the content and delivery of Professional Studies course.

4. They should discuss with the Head teacher or nursery manager:
   - co-ordination, support and facilitation of the delivery of training in settings and/or clusters of settings as appropriate;
   - student practitioners’ access to ICT in all subject areas/as part of whole school provision;
   - dissemination of information across the setting cluster;
   - development of possible research opportunities.

5. The visiting tutor will produce a written record of each setting visit to be kept in a setting cluster file, with copies to be made available to the setting and all tutors concerned, and report back to relevant meetings as necessary.

6. The visiting tutor should meet briefly with the student practitioners to review their school experience and their progress in preparing teaching files and RPK portfolio.

**Guidelines for Settings Facilitating Schools Partnership Leader or University Tutor Visits**

1. Setting Head teacher or nursery managers should keep pre-arranged appointments and inform the university if the mentor or head teacher or nursery manager is absent so that the visit can be re-arranged.

2. Head teacher or nursery manager should negotiate and set aside time and an appropriate space for the curriculum tutor to give detailed feedback to the student practitioner. Ideally this should be also available for discussion with the Mentor.

3. Head teacher or nursery manager are asked to please inform other relevant teachers in the setting of curriculum tutor visits, should they need to discuss the student practitioner’s progress.
Appendix IV - Equal Opportunities Policy Statement

Introduction
The School of Education and Social Work’s (SESW) subscribes wholly to the Equality of Opportunities and the Race Equality policies of the University of Sussex (see [http://www.sussex.ac.uk/equalities](http://www.sussex.ac.uk/equalities) for full details). However, the particular circumstances of delivery of a professional course of training for EYTS with partner schools necessitates an additional focus in the ESW policies. We also require a commitment from partnership schools to incorporate university policies on equal opportunities into their own school policies and their assistance in the delivery of a course whose features include:

1. **Recruitment**
   Support should be available to individual applicants during selection procedures such as:
   - Targeted advertising to minority ethnic and other disadvantaged groups
   - Additional time for tasks and other reasonable adjustments for disabilities
   - Equivalency tests to enable student practitioners to meet university and DfE entry requirements

2. **In course support and guidance**
   In course support and guidance is to be available in the following ways:
   - Early analysis of needs during induction period
   - Reasonable adjustments for students with disabilities and additional learning needs (see appendix IV)
   - On-going support and guidance in these areas throughout the course
   - Access to IT as a communication tool
   - Courses for all student practitioners in raising racial awareness, equal opportunities, disabilities should be included in the course
   - Training to meet the standards relating to inclusion and support for EAL student practitioner.

3. **School placements**
   Placements should take into account the specific individual needs of student practitioners so that schools provide the support necessary to enable student practitioners to reach the professional standard of which they are capable e.g.
   - By supporting physical access
   - By raising racial and cultural awareness among mentors
   - By supporting student practitioners with language and accent development

   School placements should be provided in diverse schools e.g. single sex, ethnically diverse, faith schools.

4. **Partner school support**
   Training should be available for mentors and professional tutors from our partner schools. This needs to focus on:
   - Equal opportunities for all student practitioners
Support for minority ethnic student practitioners in those areas which may prove difficult e.g. discipline in school, pronunciation, equal opportunities.

5. **Celebration of Diversity**

University and partner schools should make and take opportunities to celebrate diversity both within the training population and the school intake.

6. **Complaints and reporting incidents**

In the case of complaints related to equal opportunities issues, see University Student Complaints Procedures on the main University website.

If an incident arising directly or indirectly from an equal opportunities issue (gender, race, sexuality, disability or religion) takes place in school, please report it at once to one of the following: mentor, professional tutor, curriculum tutor, copied to the Course Leader, and follow university procedures if you wish to lodge a complaint. This may also lead into Termination of Placements and Suitability for Professional Practice Procedures.

7. **Equal Opportunities Monitoring**

Beyond the University’s Equal Opportunities monitoring procedures – the SCTER Steering Committee reviews Equal Opportunities issues as a standing item. Once a year the ITE Director reviews the Equal Opportunities policy and reports to the Sussex Consortium Steering Committee.

9. **Further references**

For information and guidance about recent legislation on discrimination on the grounds of age, sexuality or religion, see: Equalities Act 2010 guidance -

https://bit.ly/2NLi1QD
Appendix V – Student practitioners 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
An** 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 14 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 proof read 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.
Appendix VI - Attendance and Procedures for Absence

Professional standards of attendance and punctuality are expected from all students and it is a requirement that students attend fully all university-based and practice-based learning on the course. Absence from the course will only be accepted where there is a good and valid reason and/or the student provides a medical certificate or other appropriate evidence. If for any reason a student cannot attend fully, then s/he must follow the procedure identified below.

Attendance Expectations

Students **MUST** attend a minimum of 80% of University based sessions and/or will not be absent on two or more consecutive occasions without acceptable explanation.

Students **MUST** attend the full number of days in Professional Practice (if student practitioners are absent from placement they may be required to make up days lost).

Punctuality

Punctuality is also a requirement of the course. Students are held personally responsible for lateness and required to provide an explanation to the appropriate tutor (curriculum tutor, mentor) on the day. Consistent lateness may be deemed to constitute absence by the Course Leader.

Procedures

Students who have good and valid reason to be absent must inform *either* their Curriculum Tutor or the Course Coordinator of their absence by e-mail (or telephone if they do not have access to email) on the first day of absence: If students are absent from placement they should inform their Mentor and Curriculum Tutor. For prolonged absences the following expectations apply:

Absence of **up to** five working days must be self-certified after the second day of absence, by completing a ‘Reason for Absence’ pro forma and sending this to the Course Co-coordinator and Curriculum Tutor, giving valid reason(s) for absence.

Absence **longer than** five working days because of ill-health must be accompanied by medical evidence and completing a ‘Reason for Absence’ pro forma; OR Absence **longer than** five days for other than medical reasons must be agreed with the Course Leader and based on appropriate evidence.

The medical certificates/ mitigating circumstances presented as evidence by students to cover absences from the course will be held on file by the ESW.

Planned absence

Where a student believes they have a good reason to request being absent from either university or school, they should seek permission in advance, from the tutor(s) concerned, completing the ‘Request for Absence’ pro forma

Unexplained absence
Any absence of two or more consecutive days from either professional practice or University based learning **without explanation** should be reported to the curriculum tutor and Course Leader, who will then request a meeting to identify and inquire into the reasons for absence. Minutes of this meeting will be noted and the Course Leader's response placed on the student's file.

**Register of Attendance**
Attendance at each teaching session is recorded. Mentors will keep a record of students' attendance in placement which is reported on the Professional Practice Profile.

**Sanctions**
We will ensure that all poor attendance, absenteeism and lateness is treated fairly to ensure just and equitable treatment for student practitioners. In the event of inadequate attendance, the Course Leader is empowered to: inform funding bodies, include information on attendance and lateness in references to employers, potential failure of Reflecting on Professional Knowledge, in serious breaches of attendance policy, and institute termination procedures under unprofessional behaviour.
Appendix VII – Suitability for Professional Practice Policy and Procedure

Introduction

a. All approved initial teacher education courses are required by the Department for Education to have in place procedures for assessing the suitability of their student practitioners for professional practice prior to admission to the course and throughout their studies. In addition, Universities are required to ensure that only those suitable for professional practice successfully complete their studies. All courses are, therefore, required to operate procedures that serve to review the suitability of individual students at any point during their training and to ensure that such procedures allow for the removal of students who are deemed unsuitable to continue with their professional training.

b. Students are required to maintain their suitability for professional practice and remain responsible for informing the relevant person (usually the Course Leader) in a timely manner of any changes to their circumstances that may have any impact upon their ongoing suitability (this may include, but is not limited to, the acquisition of new cautions, reprimands or convictions, involvement in disciplinary proceedings or more personal issues).

c. Where a student is deemed unsuitable to practice as a teacher, the University may require the student to leave the University and terminate his or her course of study. The University’s Ordinances and, Regulations (including Student Discipline Ordinance) and Examination Rules (as published via relevant handbooks) apply to all students.

d. Behaviour that leads to the Suitability for Professional Practice Procedure being invoked may arise at any time during any aspect of the student practitioner’s course of study, regardless of the source or location of the matter in question and may relate to recent or historical issues and may arise from academic, practice or personal arenas of a student practitioner’s life.

e. Note: Although this document refers to DBS, the procedure will also apply to any authorities that replace these.

2. Pre-course assessment of suitability

2.1 All applicants invited to attend for interview are required to complete a pre-course ‘suitability declaration’. If candidates have concerns about what should be disclosed and how, they are invited to contact the Admissions Tutor directly.

2.2 All offers are made conditional upon receipt of satisfactory DBS (or later successor) and satisfactory health checks. Where information comes to light following these checks that was not included on self-declaration forms, the offer of a place will be withdrawn, regardless or not of whether the course has begun (students will have provisional registration only until all checks are returned and deemed satisfactory).

2.3 Health checks for this course are currently required and are carried out initially via self-declaration forms. These are sent from the education office to all applicants holding offers but are assessed
independently by the university’s Occupational Health service who will decide whether further information or an in-person assessment is required.

2.4 Certificates confirming health clearance or advising of concerns are sent to the admissions tutor and referrals to appropriate specialist services may be agreed in consultation with the student, particularly in relation to disabilities so that appropriate adjustments can be identified and supports established.

2.5 Student practitioners may be re-referred to Occupational Health at any point during their studies. This may be due, for example, to a period of extended sick leave, the development of a new health condition or to re-assess health needs prior to the beginning of placements. In addition, all students who are diagnosed with a disability (except SLDs) or a long term illness during their course will be re-referred for a new assessment in order to obtain up to date information and so that the impact and recommended adjustments for practice learning as well as academic work can be considered.

2.6 It is important to note that individually, as well as collectively, staff in the education department are committed to enabling diversity and fair access to the profession. The processes and procedures outlined here are intended to safeguard vulnerable members of society and ensure our compliance with all statutory duties in relation to student selection and progression, but in doing so we remain mindful of our obligations under equalities legislation.

2.7 Suitability declarations will be completed each year upon enrolment and re-enrolment and students are responsible for informing the Course Director of any changes that may affect their suitability in a timely manner rather than waiting until the next annual declaration takes place.

3. **Referral to the Suitability for Professional Practice Procedure**
   This Procedure is to be used where it appears that a student practitioner is failing to maintain suitability for professional practice. Such circumstances may include, but should not be seen as being limited to:
   - behaviour which is damaging or dangerous to pupils, other student practitioners or partnership members;
   - behaviour which creates an unacceptable risk to others or to the student practitioner him or herself;
   - breaches of the Teachers’ Standards (Early Years);
   - the emergence of information about previous relevant matters not declared by the student practitioner.

4. **Professional Assistance**
   Where it becomes clear that a student practitioner may be experiencing problems which give rise to concern about their suitability as a student practitioner teacher, and where the student practitioner wishes to address such problems with assistance, the student practitioner’s tutor will normally advise the student practitioner to seek advice from the appropriate University provision (such as general pastoral support, careers advice, disability support, counselling, study skills) or external services. The student practitioner may be advised to temporarily withdraw from studies pending attempts to resolve the issues giving cause for concern.

5. **Referral to the Suitability for Professional Practice Procedure**
   Any person who has concerns about the student practitioner’s suitability may refer the matter to the Course Leader for consideration.
6. **Stage One of the Suitability for Professional Practice Procedure**

6.1 When the Course Leader is notified of concerns he or she will evaluate the information and take such further advice as is necessary. In the case of a student practitioner on placement, the Course Leader may, having consulted with the setting/school, suspend the student practitioner from placement pending investigation. The Course Leader may also refer the concerns to the Head of School, who may decide that the student should be suspended from studies pending investigation in accordance with the Regulations of the University.

6.2 Where the Course Leader believes the concerns may have substance, he or she will arrange to meet with the student practitioner to raise the concerns and ascertain their view/explanation.

6.3 The student practitioner’s tutor or other member of course team (e.g. school partners) will normally be invited by the Course Leader to attend the meeting, and in any event will offer advice to assist the student in understanding the procedure and accessing appropriate support. Administrative support will be provided to produce a note of the key issues discussed and outcomes of the meeting. Where the Course Leader is also the tutor for the student practitioner concerned, temporary tutorial support will be provided by a different member of the course team until a conclusion is reached.

6.4 In planning for the meeting, the Course Leader will be mindful of any needs that may arise from any disabilities the student practitioner has disclosed to the university and will consider, in consultation with the student practitioner, how the process described here may reasonably be adjusted to reduce the impact of such disabilities upon their participation in this process. The University, as represented by the Course Leader, will be proactive in considering adjustments that may be required and will also determine the reasonableness of any additional adjustments requested by the student practitioner.

6.5 The student practitioner will have the right to be accompanied by an advisor or representative, and to make a written submission prior to the meeting should they wish to do so. The student practitioner will, in advance of the meeting taking place, provide in writing to the Course Leader the following: confirmation as to whether or not she or he will be accompanied, and by whom; any supporting written documentation the student practitioner wishes to provide; whether or not any additional adjustments for reason of disability are requested.

6.6 Following the meeting, the Course Leader may institute any further investigation deemed necessary, including meeting with the person who raised the concerns, to review the evidence and ascertain whether concerns remain or have been allayed. If concerns remain, the Course Leader will determine whether the concerns can be resolved at this stage without reference to a Suitability Panel hearing.

6.7 If the Course Leader, having consulted with the Head of School or other appropriate person, considers the concerns are justified but could be resolved without progressing to a Panel investigation and hearing, he or she will set the student practitioner targets for change, together with specific criteria for their achievement within an appropriately short time scale (usually weeks). The Course Leader will normally review the situation at the end of the time period and if he or she considers that the targets have been met the student will be permitted to remain registered on the course. If necessary, the Course Leader may set a continued programme of targets, which will be similarly closely monitored by the Course Leader, in consultation with the student practitioner’s tutor, either until no further cause for concern exists or there is
reason to move to Stage Two. Where the Course Leader considers that targets have not been met, Stage Two will be invoked.

6.8. If the Course Leader, having consulted with the Head of School or other appropriate person, considers the concerns remain and, in their professional judgment, are such that the concerns cannot be resolved at Stage One of this process, Stage Two will be invoked and the Chair of the Suitability Panel will be notified.

6.9 The Course Leader will keep a record of all matters resolved within Stage One. The notes of the Stage One meeting and relevant correspondence will be stored on the student practitioner’s file until the end of their studies.

7. Stage Two

7.1 When concerns have not been allayed or resolved during Stage One of this procedure, the Course Leader will notify the student in writing that the case is to be referred to the Suitability Panel.

7.2 The role of the Suitability Panel is to operate Stage Two of the Suitability for Professional Practice Procedure. It shall normally comprise the following members: Chair - Head of the School of Education and Social Work, University of Sussex (or their nominee); The Head of Department of Education, University of Sussex (or their nominee); a representative from a partnership school – Headteacher or professional tutor, who shall have had no previous involvement with the case being considered. The Panel may be observed and advised by any person with specialist expertise requested to attend by the Chair. The Chair will arrange administrative support for the Panel.

7.3 Arrangements for the Panel hearing (including incorporation of adjustments to the process where this is appropriate due to needs arising from a student’s disability) will be initiated and coordinated by the Chair, or nominee. The student practitioner will be given at least 5 working days’ notice of a Panel hearing and the details of Panel membership. At the same time, the student practitioner and the Panel members will be provided with information about the Suitability for Professional Practice Procedure and details of the grounds for concern (the latter will be prepared by the Course Leader). The student practitioner will normally be provided with copies of any written reports and other relevant documentary evidence in the case at this stage. The Course Leader and the student practitioner may, at the discretion of the Chair, and through the Chair’s prior agreement, ask certain witnesses to attend the hearing in person. The student practitioner should, by at least 5 working days in advance of the hearing, provide the Chair with the following clarifications and documentation:

· Whether or not he or she intends to contest the case presented;
· Whether, in what way and by whom he or she intends to be represented;
· Any written response to the case presented, including any supporting evidence or witness statements and the details of any witnesses they wish to be called.

The Chair (or nominee) will circulate these clarifications and materials to members of the Panel and to the Course Leader in advance of the hearing.

7.4 In any case where the student practitioner informs the Chair that he or she intends to be accompanied or represented by a legal advisor, or by a representative who is legally qualified, the University (as represented by the Course Leader) shall reserve the right to be accompanied or represented by a legal advisor. The University will not normally agree to defray costs incurred by the student practitioner in
seeking specialist or legal advice, by their representative or by witnesses called by the student. Where no legal advisor accompanies the Course Leader, he or she may be accompanied by a colleague with appropriate experience for support and/or guidance during the hearing.

7.5 The Chair shall have discretion to arrange for the Panel itself to have access to legal advice.

7.6 The Panel, to be quorate, must have at least two-thirds of its members present. If the student practitioner does not appear at the hearing, the Panel may either proceed to deal with the case in the student practitioner's absence or, in the light of any mitigating circumstances communicated, agree to reschedule.

7.7 The hearing will observe the following procedure. Those participating may not change, extend or distort the procedure or roles set out below, except by prior agreement with the Chair of the Panel who may agree such variation where doing so may assist the process of assessing suitability for professional practice in the specific case being considered. In such cases, the student practitioner will be informed of this change and the reasons for this.

The Chair will summarise the nature of the case presented. The student practitioner will indicate whether s/he or the representative will speak on her/his behalf.

The Course Leader will present the case to the Panel, and will then answer questions from the Panel and from the student practitioner. The Course Leader may call witnesses. Witnesses called by the Course Leader may also be questioned by the student practitioner (or his/her representative) and by members of the Panel. The student practitioner (or his/her representative) will make a statement of his/her case and then respond to questions from the Panel and the Course Director. The student practitioner may call witnesses who may be questioned on their evidence by the student practitioner (or his/her representative), by the Course Leader (or his/her legal representative) and by members of the Panel. If required, either the student practitioner or the Course Leader may request a break to consult with their advisor. At the conclusion of questioning, the student practitioner (or his/her representative) and the Course Leader (or his/her representative) will be invited in turn to present a short summary of their respective cases.

7.8 The Panel may accept a witness's written statement in evidence where it is impracticable for the witness to attend, or where in the opinion of the Panel it is reasonable to do so in order to allow an assessment of the student practitioner's suitability for professional practice to take place.

7.9 The Panel will reserve the right to request medical evidence, in which case the student practitioner will be asked to agree to medical reports or records being obtained. If the student practitioner refuses agreement, the Panel may draw an adverse inference. The Panel may also accept as evidence the outcomes of previous investigative procedures, e.g. the investigation of a complaint or misconduct that has clear relevance to the case before it.

7.10 The Panel may adjourn if, in their professional opinion, this is necessary. When an adjournment is required, the reasons for this and anticipated timescales will be explained to all parties.

7.11 At the end of a hearing, the parties will be asked to retire while the Panel makes its decision in accordance with the options available to it. The Panel's decision will normally be notified to the student practitioner and Course Leader in writing. This notification will outline key decisions and the basis for such decisions. Where it is feasible to do so, the Panel may offer an indicative, oral outcome at the end of the deliberation process. In such cases, the Panel will re-call the student practitioner (and representative) and
the Course Leader (and his/her representative) to hear either: (a) its decision and summary rationale for that decision, or (b) that the Panel feels the need to consider its decision at further length.

7.12 The Panel will consider its decision in private. The options available to the Panel include, but are not limited to, the following:

a) Decide that there are insufficient grounds for concern and dismiss the matter;
b) Decide that there are grounds for concern but not sufficiently serious to result in termination of the course of study. In appropriate circumstances the Panel may decide upon an outcome or course of action that recognises the existence of concerns and this may include placing a formal warning on the student practitioner’s record.
c) Decide that there are serious grounds for concern which may be remediable, and offer a course of remedial action with clear objectives and outcomes with a defined period for review. The Course Leader, assisted by the student’s tutor, will monitor the student’s attainment on targets for change. At the end of the review period the Panel will reconvene and decide whether the matter has been concluded satisfactorily or whether further steps should be taken, which may include termination of the student practitioner’s course of study;
d) Decide that there are sufficient grounds to conclude that the student practitioner is unsuitable for teaching and that the student practitioner’s course of study should be terminated.

The above list of outcomes is not exhaustive and the Panel may agree other outcomes as appropriate to the individual case under consideration. The Panel may decide to combine options under (b) and (c). The Panel will reach its decision by simple majority vote, with the Chair having a second and casting vote if necessary.

7.13 The Panel will report its decisions to the relevant Progress and Assessment Board and to the central Student & Academic Services.

7.14 The Course Leader will keep a record of all matters resolved within Stage Two and will regularly provide the SCTER Steering Committee with a factual report on such matters.

7.15 Where the decision is to terminate the student practitioner’s course of study, the student practitioner will be advised by the Director of Student Support where to seek counselling and/or careers advice, including advice on the possibility of arrangements for transfer to other courses of study.

7.16 Where a student practitioner withdraws from a course pending a suitability hearing or prior to a Stage One meeting, in the absence of other legitimate grounds for withdrawing, the withdrawal will be noted as being suitability-related.

8. **Right of Appeal**

8.1 The student has a right to appeal under the University Ordinance and Regulations for the Award of Degrees, which states:

A student shall have the right to appeal against a decision, made by a Suitability Panel in accordance with the Suitability for Professional Practice Procedure that the student is required to withdraw from the University on one or more of the following grounds:

(a) That there is new evidence material to the decision that was not considered by the Suitability for Professional Practice Panel;
(b) that there was a procedural irregularity in the Suitability for Professional Practice process of such a nature as to cause doubt as to whether the result might have been different had there not been such an irregularity;
(c) That the Suitability for Professional Practice Panel failed to comply with the guidance of the relevant professional body
(d) That the panel reached a decision not consistent with a reasonable evaluation of the evidence placed before it.

8.2 Where an appeal is found to be admissible under Regulation 100 of the Regulations for the Award of First Degrees, the University Appeals Board shall convene an Appeals Panel for the purpose of examining an appeal made under Regulation 94. The Panel shall be composed of three members of the Appeals Board, namely a Chair, one academic faculty member with significant recent experience of a discipline requiring the determination of professional competence requirements (but who should not be from the appellant’s Department), and one student member, with the addition of one senior professional co-opted to the Panel from the profession relevant to the appellant. The role of Chair and student member shall be restricted to members of the Appeals Board designated as candidates for these roles in the Organisation of the University document. The absence of any Panel member shall render the Panel inquorate.

8.3 Decisions of the Appeals Panel shall be reached by a simple majority vote of those members present and voting, with the Chair having a second and casting vote if necessary.

8.4 A nominee of the Registrar & Secretary shall act as Secretary of the Appeal Board and the Appeals Panel and shall attend their meetings.

8.5 Before lodging an appeal, the student practitioner must first discuss the matter with the relevant Head of School or Head of School’s nominee.

8.6 To lodge an appeal, a written submission to the Registrar & Secretary must be received in the Registrar & Secretary’s office within twenty-one days of the publication of the decision against which the appeal is made, and stating the grounds of the appeal. Subsequent to lodging an appeal, the appellant may be required to complete a standard pro-forma, in a format prescribed by the Appeals Board.

8.7 The Appeals Board shall define a mechanism to determine whether appeals are admissible, in terms of being:
(a) Received in time (or, if received out of time, whether mitigating circumstances exist which justify waiving the normal time-limit); and
(b) That the grounds of the appeal are admissible.

8.8 Where an appeal is determined to be admissible it shall be considered by an Appeals Panel, in one of these ways:
(a) Where the appeal appears to be readily decidable in favour of the appellant on the basis of the evidence available, an Appeals Panel may reach a decision without the need for a hearing;
(b) Otherwise, the appeal will be examined at a hearing, at which the appellant shall have the right (though not the obligation) to attend, and the Appeals Panel shall be entitled to ask (but not require) the appellant to attend, to provide further information.

8.9 An appellant who attends an Appeals Panel hearing shall be entitled to be accompanied by a person of his or her choice, who may represent him or her. If the appellant wishes to be so accompanied or
represented, he or she shall inform the Registrar & Secretary accordingly at least five working days in advance of the time of the hearing and shall at that time also supply the name of that person.

8.10 The appellant should provide any written documentation relating to the grounds of their appeal at least five working days in advance of the hearing.

8.11 The Appeals Panel may secure further information relevant to those grounds for appeal through consultation with the Chair of the original Suitability Panel.

8.12 After the Appeals Panel hearing has been presented with the evidence in the case, the appellant (and the person accompanying him or her) shall withdraw while the Panel considers its decision in private. The Appeals Panel will normally invite the appellant (and the person accompanying him or her) to return to hear its decision. However, Appeals Panels reserve the right to defer immediate decision and instead to provide a later written decision. In such cases, the normal time-limit (for reaching a decision, formulating it in writing and dispatching it to the appellant) shall be seven working days unless otherwise specified by the Appeals Panel at the time of the hearing, in which case a specific reason for needing the additional time will be given to the appellant.

8.13 The Appeals Panel, whose decision shall be final, shall in the case of an appeal under regulation 95, either:

(a) Arrange for the appellant and the relevant Suitability for Professional Practice Panel to be informed that the appeal is not upheld and that the decision of the Suitability for Professional Practice Panel should not be altered; or

(b) Uphold the appeal and determine a remedy appropriate in the circumstances, and inform the appellant and the Suitability for Professional Practice Panel accordingly.

8.14 Notwithstanding that an appeal has not yet been heard and decided, the University reserves the right to withdraw a student’s registration with immediate effect.
Appendix VIII - Termination of Placements

This appendix should be read in conjunction with Appendix VII – Suitability for Professional Practice Policy and Procedure

1. 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.

1.1 Termination of placements because of inadequate educational opportunities

For student practitioners 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 student practitioner. This type of termination does not lead to suitability for professional practice procedures. Student practitioners 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 student practitioner, 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. Student practitioners 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.

1.2 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 student practitioner teachers.

Procedure

This will normally be identical to that above and every effort will be made to find an alternative placement. Student practitioners 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.

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

Student practitioners should be given an opportunity to demonstrate competence against the Early Years Teachers’ Standards before a final decision is made. In cases where the standard of competence is too low to allow a student practitioner to continue working in the school, the placement will normally be terminated so as to protect pupils, partnership colleagues and the student practitioner 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 setting 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 setting Head teacher or nursery manager 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 Head teacher or nursery manager as well as the mentor, curriculum tutor and student practitioner.

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 setting, this will be noted but the decision of the setting 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 (see Appendix VII).

With the exception of those student practitioners referred to the Suitability for Professional Practice procedure, all student practitioners 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.
Appendix IX – Early Years Teachers’ Standards (DfE 2013)

Early Years Teachers make the education and care of babies and children their first concern. They are accountable for achieving the highest possible standards in their professional practice and conduct. Early Years Teacher Status is awarded to graduates who are leading education and care and who have been judged to have met all of the standards in practice from birth to the end of the Early Years Foundation Stage (EYFS).

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

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.


6.1 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 help 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.

**Annex 1: Early Years Foundation Stage Statutory Assessment Guidance as specified at standard 6**

**Section 2 – Assessment 2.1:** Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress, and observations that parents and carers share.

**2.2 Assessment** should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children’s successful learning and development. Parents and/or carers should be kept up-to-date with their child’s progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

**Progress check at age two 2.3** When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child’s development in the prime areas. This progress check must identify the child’s strengths, and any areas where the child’s progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child’s future learning and development involving other professionals (for example, the provider’s Special Educational Needs Co-ordinator) as appropriate.

**2.4 Beyond the prime areas,** it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child. The summary must highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time.

**2.5 Practitioners** must discuss with parents and/or carers how the summary of development can be used to support learning at home. Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor, and/or a teacher (if a child moves to school-based provision at age three). Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. It should be provided in time to inform the Healthy
Child Programme health and development review at age two whenever possible (when health visitors gather information on a child’s health and development, allowing them to identify any developmental delay and any particular support from which they think the child/family might benefit). Taking account of information from the progress check (which reflects ongoing, regular observation of children’s development) should help ensure that health visitors can identify children’s needs accurately and fully at the health review. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals, if they consider this would be helpful.

**Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)**  

2.6 In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child’s knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

2.7 Each child’s level of development must be assessed against the early learning goals (see Section 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels (‘emerging’). This is the **EYFS Profile**.

2.8 Year 1 teachers must be given a copy of the Profile report together with a short commentary on each child’s skills and abilities in relation to the three key characteristics of effective learning (see paragraph 1.10). These should inform a dialogue between Reception and Year 1 teachers about each child’s stage of development and learning needs and assist with the planning of activities in Year 1.

2.9 Schools must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it. For children attending more than one setting, the Profile must be completed by the school where the child spends most time. If a child moves to a new school during the academic year, the original school must send their assessment of the child’s level of development against the early learning goals to the relevant school within 15 days of receiving a request.

If a child moves during the summer term, relevant providers must agree which of them will complete the Profile.

2.10 The Profile must be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities must be made as appropriate. Providers should consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

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Appendix X – Guidance on Working with the Early Years Teachers’ Standards

1 The purpose of the guidance
1.1 All teachers completing their EYTS training on or after 1 September 2013 will be assessed against the Teachers’ Standards (Early Years) formally published in 2013. The introduction of a concise set of standards, applying to teachers at the point of entry to the profession, as well as to experienced practitioners is welcome. An overarching set of standards establishes a platform for the coherent approach to Initial Teacher Education (ITE), induction and continuing professional development (CPD) that the profession aspires to. However, accredited providers of ITE are accountable and responsible for making the professional judgment as to whether each student or trainee has demonstrated the range of skills, knowledge and understanding required to be recommended for EYTS at the end of the programme. This guidance has been developed to support a consistent approach to making that judgment.

1.2 The changing context for initial teacher training in England means that schools and settings will assume increased responsibility for all aspects of training and this will change the character of existing ITE partnerships. Therefore the expectations that underlie the judgment for the award of EYTS must be articulated clearly to support consistency and confidence in standards of entry to the teaching profession and to ensure equity and entitlement for all trainees, no matter which route they follow to achieve EYTS. The ultimate aim is to support the continuing rise in the quality of teaching, which will ultimately enhance the learning outcomes for all children.

2 Using the guidance
2.1 The guidance does not detail how specific aspects of achievement may be evidenced but does give prompt questions and potential sources of evidence. In practice this is likely to include observations, session plans, teaching files, self-evaluations, profiles, subject knowledge audits, records of feedback, assignments and completed directed tasks.

2.3 The statements in the guidance set out the minimum standard that can reasonably be expected of the trainee teacher at the point of recommendation for the award of EYTS. All trainees recommended for the award of EYTS must meet all of the standards at least at this level. This is a demanding standard in itself; nevertheless in order to achieve continued improvement in the quality of teaching, the target should be to achieve good or better outcomes. The ITE training programme must be designed to ensure that trainees have the opportunity to demonstrate achievement of all of the standards, in some cases with appropriate support from experienced practitioners. It is expected that beginner teachers will have personal and pedagogical aspirations that will be met in the induction phase and subsequently through continuing professional development.

2.4 The Teachers’ Standards (Early Years) are not graded. However, for the purposes of quality improvement, and in the context of the inspection of ITE, providers are required to grade trainees. The additional statements in relation to the Teachers’ Standards (Early Years) set out typical characteristics of
the practice of trainees deemed to be good, or of those who achieve the standards at a high level. Good and high achievement is a relative judgement and will be based on an assessment of the available evidence to decide which descriptor provides the best fit and will take into account the setting and context of the Enhancing school experiences in which the training has taken place. No matter which route to EYTS they follow, all trainees are expected to demonstrate high professional standards from the outset.

2.5 In using the guidance, providers will wish to cross refer to three key documents:

*Teachers’ Standards (Early Years)*, (DfE, 2013):
The definitive version of the revised standards to be met by all teachers, which replace the previous QTS, Induction, and Core Standards, and includes an important glossary explaining terminology;

*Initial teacher training (ITT) criteria*, The Teaching Agency, March 2012: 
This replaces the former ITT Requirements and the ITT Accreditation Criteria from September 2012, and sets out the criteria to which all ITT providers must comply;

*Initial teacher education inspection handbook 2012*, Ofsted, June 2012: 
This handbook sets out the framework for ITE inspections in England from September 2012. It provides instructions and guidance for inspectors and outlines what ITE partnerships can expect, including guidance for inspectors in making their judgments.

2.6 This guidance document is divided between each of the Teachers’ Standards (Early Years) and for each standard sets out the following:
- Amplification – What kind of behaviours, attributes and skills are associated with each standard? These amplify the standards they are not prescriptive.
- Prompts for discussion – These questions are designed to prompt discussion between mentors and trainees or stimulate self-reflection.
- Possible sources of evidence – Trainees have responsibility and freedom for gathering their own evidence but these might provide some potential examples. Again this is not prescriptive
- Minimum performance criteria expected of all trainees at the end of their teacher education (a PASS)
- Good performance criteria which the vast majority of trainees should demonstrate at the end of their teacher education (a MERIT)
- Higher performance criteria which a good number of trainees are likely to demonstrate at the end of their teacher education (a DISTINCTION)

The following is an extract from the EYTS Assessment tool (standard 1 only). The full document is available from the course VLE and at [www.sussex.ac.uk/education/iteforms](http://www.sussex.ac.uk/education/iteforms)
EYTS

Setting Experience Assessment Tool

With thanks to the University of Northampton
Assessment of Trainee Early Years Teachers – Grading Descriptors Teachers’ Standards (Early Years)

Assessment of Trainee Early Years Teachers

The Teachers’ Standards (Early Years) on the following pages draw upon the national UCET/NASBTT guidance for all ITE provision and the rubric of the Teacher Standards (Early Years). These descriptors are to be applied at all stages of the programme. They are developmental as well as summative.

Mentors - This guidance should be used throughout the placement to set formative targets and at the end of the placement to grade the trainee’s performance and set future targets.

Trainees - This guidance should be used throughout your programme for self-assessment and target setting

Guidance:

In accordance with the requirements of the Teachers’ Standards (Early Years), providers of initial teacher training are required to assess trainee teachers against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of EYTS. Therefore a judgement is relative to this stage in a teacher’s professional development.

Each judgement is an overall judgement. In a best fit model, the statements describe features of practice that are characteristic of a trainee performing at that level. They also need to be interpreted within the setting and context in which the trainee has worked. A trainee graded as achieving the standards at a Good or High level should be working within the level of mentor support as expected by the programme. A student achieving the standards at a minimum level at all points, except final assessment, will be working with a higher level of support.
Trainees to be awarded EYTS demonstrate at least satisfactory practice across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training. Trainees graded as ‘Much of trainee’s practice is good, with examples of outstanding practice’ show good practice across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training. Trainees graded as ‘Much of trainee’s practice is outstanding and never less than consistently good’ show consistently good practice that often demonstrate outstanding features across a range of different contexts (for example, different ages, backgrounds, group sizes, and abilities) by the end of their training.

It is important that each standard is assessed holistically and that mentors/tutors do not assess each individual standards indicator. Trainees are likely to have evidence of working with babies, toddlers and young children across the Teachers’ Standards (Early Years) however when assessing the birth to five age requirement you should expect evidence of this in standard 1, 2 and 5 as a minimum.
<table>
<thead>
<tr>
<th>Teachers' Standards (Early Years)</th>
<th>Much of trainee's practice is outstanding and never less than consistently good:</th>
<th>Much of trainee's practice is good, with examples of outstanding practice:</th>
<th>Trainee's practice meets the minimum requirements to be awarded EYTS but is not yet consistently good:</th>
</tr>
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<tbody>
<tr>
<td>1. Set high expectations which inspire, motivate and challenge all children.</td>
<td>They constantly encourage children to participate and contribute in an atmosphere highly conducive to learning and promote the characteristics of an effective learning environment.</td>
<td>They are reliable in encouraging children to participate and contribute in an atmosphere conducive to learning.</td>
<td>They are able to encourage children to participate and contribute in an atmosphere conducive to learning.</td>
</tr>
<tr>
<td>* Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop. * Set goals that stretch and challenge children of all backgrounds, abilities and dispositions. * Demonstrate and model the positive values, attitudes and behaviours expected of children.</td>
<td>They consistently set high expectations of children in different training contexts across age ranges—babies, toddlers and young children.</td>
<td>They reliably set high expectations of children in their different training contexts across age ranges—babies, toddlers and young children.</td>
<td>They are able to provide stimulating activities and learning experiences across the indoor and outdoor environment.</td>
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<td></td>
<td>They constantly provide stimulating activities and learning experiences for indoor and outdoor provision across the age ranges—babies, toddlers and young children.</td>
<td>They show examples of ways that they have set appropriately high expectations, believing that all children have the potential to make progress.</td>
<td>In the course of differing setting/school experiences they have shown that they have set appropriately high expectations, believing that all children have the potential to make progress.</td>
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<td>There are high levels of mutual respect between the trainee and children. They are very effective in promoting children's resilience, confidence and independence when tackling challenging activities.</td>
<td>They are well respected by children and effectively promote children's resilience, confidence and independence when tackling challenging activities.</td>
<td>They are able to develop a rapport with a range of individuals and groups. As a consequence of this children are engaged in their learning.</td>
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<td>They generate high levels of enthusiasm, participation and commitment to learning.</td>
<td>They reliably demonstrate professional behaviour, respect for children, colleagues, parents and carers and support the ethos of the setting/school.</td>
<td>They are able to demonstrate professional behaviour, respect for children, colleagues, parents and carers and support the ethos of the setting/school.</td>
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<td></td>
<td>They have introduced innovative ideas/approaches for the provision of play.</td>
<td>They demonstrate enthusiasm for working with children and for teaching and the provision of play.</td>
<td>They demonstrate enthusiasm for working with children and for teaching and the provision of play.</td>
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</tbody>
</table>
Expectation – for example by the end of the programme a trainee should be able to:

Demonstrate, as a role model, punctuality, appropriate dress, professional attitudes towards others.

Treat children with respect (e.g. know their names, give timely feedback). Model the use of appropriate language.

Plan and teach sessions which challenge, motivate and inspire. Keep accurate and timely records.

Establish a safe environment in which children treat each other with respect.

Planning Documents:

Examples of Evidence – Standard 1

- Where appropriate planning includes risk assessment, checklists
- Resources planned to engage and stimulate
- Activities are planned and are relevant to the children
- Planning that demonstrates differentiation for the children’s needs, setting goals and challenging their development and learning

Reflective Documents:

- Activity observations reflecting on learning environment
- Trainee evaluations of group management and behaviour strategies
- Evaluations differentiate between children
Observations:

- Health and safety risks communicated to the children
- Children aware of purpose of the activity/learning opportunity
- Communicate high expectations as appropriate to groups of children and individual children
- Professional behaviour and role modelling
- Demonstrate enthusiasm for a range of creative learning opportunities
- Challenge inappropriate behaviour and comments demonstrating anti-biased and anti-discriminatory practice
- Peer observations or mentor or practitioner observations of your practice

Audits:

- Evidence of carrying out audits, such as, environmental and inclusive audits, ECERS, ITERS with action plans and evidence of creating change or developing practice
- Action plans of input to the physical environment e.g. displays, resourced areas

Children’s assessment records:

- Evidence of progress over time for individuals
- Set goals and next steps from children’s Early Years Development Journals

Other sources

- Observations of practice across the age ranges – babies, toddlers and young children
- Carryout a visit or visits in the surrounding community to extend the children’s learning
- Evidence of engagement with specialist staff (e.g. SENCO, LSA, EAL teachers)
School of Education and Social Work

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- Development of resources to support the indicators, such as, welcome posters, different languages on signs, visual clues, self-registration
- Comments / verification statements from form tutor/class teacher/mentor/LSAs/professional tutor/link tutor
- Mentor Meetings
Appendix XI - Forms for School Based Mentors

Forms are for use by mentors. They include:

1. Observation Report and Weekly Review – This observation report should be used during any observation from a setting based mentor or other teaching colleague. It provides the opportunity to identify where progress is being made towards the Early Years Teachers’ Standards as well as strengths and targets for development. A copy should be retained by the observer and one given to the trainee for their RPK Portfolio. A slightly more detailed version of this Observation and Review is utilized by Curriculum tutors when they visit to review student progress along with the mentor.

2. Pre-report Check-in - This report is used to prompt reflection on student practitioner’s/trainees progression during the placement and includes an opportunity to note areas of strength and those to be developed. On completion it should be signed by mentor and returned promptly to the University.

3. Professional Practice Report (PPR) - This report is used to provide an assessment of the student practitioner’s/trainee’s achievement and progress over the placement. It gives clearer guidance and modelling on the use of grading and enables mentors to focus comments and targets on areas of the Teachers’ Standards (Early Years). The PPR should be completed following a tutorial with the trainee and an examination of their own record of evidence. The prompts and grading descriptors in the EYTS Assessment Tool (Sample provided in Appendix X) will help in this process. A signed copy should be retained by the setting, another given to the trainee and a third returned promptly to the University. Trainees are expected to upload their report to the VLE. An additional supporting report is available for the Enhancing professional practice and the KS1 Professional Practice.

4: Enhancing Professional Practice Report (EPPR)
This report is used to provide an assessment of the trainee’s achievement and progress over the Enhancing Professional Practice. It is intended that the mentor in the main placement document prepares targets for the trainee to work towards before the commencement of the Enhancing Practice. The EPPR should be completed following a tutorial and observation by the main setting mentor with the trainee and an examination of their own Record of Evidence. A signed copy should be retained by the setting, another given to the trainee and a third returned promptly to the University.

5: KS1 Professional Practice Report
This report is used to provide an assessment of the trainee’s achievement and progress over the Enhancing Professional Practice. It should be completes by the teacher of the class that the trainee has been placed in.
Support Plan/Cause for Concern Request, and Response and Review Reports - These reports make explicit the nature of any concern a school has with trainee progress and aims to ensure that any request for support is followed immediately with a clear action plan, timetable and targets for improvement. These reports **MUST** be shared with the trainee.
Appendix XII: MA in Early Years Education (with EYTS) Basic and Foundational Reading List and websites 2018/19*

General EYFS pedagogy


Subject Specific


Research Related

Thomas, G. (2013) How to Do Your Research Project, Sage

*Comprehensive Reading Lists can be found within the Week-By-Week Guidance given to all student Practitioners and mentors. A full Reading List is available within the university library for this course under Early Years in Education X9538T. Many of these references are available in electronic/digital format and can be accessed online.

Useful Early Years Education Journals available in the University of Sussex Library include:

Contemporary issues in early childhood
Early Years (London, England)
Early childhood education journal (online)
Early childhood research & practice: ECRP
Early childhood research quarterly (online)
European Early Childhood Education Research Association (online)
International journal of early childhood (online)
International journal of early childhood education research
International research in early childhood education
International journal of early years education
Journal of early childhood teacher education (online)

<table>
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<tr>
<th>Useful Web Resources</th>
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<tbody>
<tr>
<td>Importance of Play in Early Years Education</td>
<td><a href="http://www.earlyyearsforall.co.uk/eyfs/a-unique-child/play-learning/">http://www.earlyyearsforall.co.uk/eyfs/a-unique-child/play-learning/</a></td>
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<tr>
<td></td>
<td>Video resources for nursery rhymes:</td>
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<td></td>
<td><a href="http://www.bbc.co.uk/schoolradio/subjects/earlylearning/nurserysongs">http://www.bbc.co.uk/schoolradio/subjects/earlylearning/nurserysongs</a></td>
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<td></td>
<td><a href="http://www.earlyyearsforall.co.uk/our-services/school-and-nursery-improvement-partner/communication-and-language-cl/">http://www.earlyyearsforall.co.uk/our-services/school-and-nursery-improvement-partner/communication-and-language-cl/</a></td>
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<tr>
<td>Mathematics</td>
<td>National Centre for Excellence in the Teaching of Mathematics:</td>
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<td></td>
<td><a href="https://www.ncetm.org.uk/">https://www.ncetm.org.uk/</a></td>
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<td><a href="http://www.earlyyearsforall.co.uk/our-services/school-and-nursery-improvement-partner/mathematics-ma/">http://www.earlyyearsforall.co.uk/our-services/school-and-nursery-improvement-partner/mathematics-ma/</a></td>
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<td>Citizenship</td>
<td><a href="https://www.teachingcitizenship.org.uk/about-citizenship/citizenship-curriculum/primary-curriculum">https://www.teachingcitizenship.org.uk/about-citizenship/citizenship-curriculum/primary-curriculum</a></td>
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<tr>
<td>Department of Education:</td>
<td><a href="http://www.education.gov.uk/">http://www.education.gov.uk/</a></td>
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<tr>
<td></td>
<td>and for Early Years Education specifically</td>
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<tr>
<td>English as an Additional Language</td>
<td><a href="https://www.education-ni.gov.uk/articles/early-years-education">https://www.education-ni.gov.uk/articles/early-years-education</a></td>
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<td><a href="https://www.foundationyears.org.uk/2011/10/supporting-">https://www.foundationyears.org.uk/2011/10/supporting-</a></td>
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<td>children-learning-english-as-an-additional-language/</td>
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<td>Early Years Education Endowment Foundation</td>
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<td>themes/early-years/</td>
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<tr>
<td>National Foundation for Education Research</td>
<td><a href="http://www.nfer.ac.uk">www.nfer.ac.uk</a></td>
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<td>National Strategy archives can be found at:</td>
<td><a href="http://webarchive.nationalarchives.gov.uk/20110809091832/">http://webarchive.nationalarchives.gov.uk/20110809091832/</a></td>
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<td><a href="http://www.teachingandlearningresources.org.uk">http://www.teachingandlearningresources.org.uk</a></td>
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<tr>
<td>Ofsted (Office for Standards in Education)</td>
<td><a href="http://www.Ofsted.gov.uk">www.Ofsted.gov.uk</a></td>
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<tr>
<td>Times Educational Supplement</td>
<td><a href="http://www.tes.co.uk">www.tes.co.uk</a></td>
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This handbook is for advice and guidance only and is not a substitute for the formal statements and requirements of the Charter, Statutes, Ordinances, Regulations and procedures of the University. In case of any conflict these formal statements and requirements take precedence over the handbook.

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