

**Professional Practice Handbook  
October 2018-June 2019**

**Becoming an Early Years Teacher 2  
Undergraduate Route (Year 3)**

**UTTGS-30-3**



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# Professional Practice Handbook

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## Aim of the handbook

The handbook is a guide for EYTS Trainees and their Senior mentors on the undergraduate route. The information in the handbook can be found on Blackboard where links to data sources are included wherever possible. Please note that the electronic version of the handbook will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

If you have any queries regarding your professional placement with UWE, the following personnel will be pleased to help you:

## Key Personnel and contact details

<b>Professional Practice Office</b>		
Education Placements Team Leader	Sue Follows	0117 32 84920 <a href="mailto:Susan.Follows@uwe.ac.uk">Susan.Follows@uwe.ac.uk</a>
EYTS Partnership Administrator (EYTS placements)	Mel North	0117 32 84116 <a href="mailto:Mel.North@uwe.ac.uk">Mel.North@uwe.ac.uk</a>
Partnership email	<a href="mailto:partnership@uwe.ac.uk">partnership@uwe.ac.uk</a>	

**For immediate support with placements please contact the partnership office 0117 32 84920/3284116**

## Programme Contacts

Programme Leader- Early Years Teacher Status/UWE Tutor	Ali Shaw	0117 32 82904 <a href="mailto:Ali.Shaw@uwe.ac.uk">Ali.Shaw@uwe.ac.uk</a>
Module Leader for UG Year 3 EYTS/UWE Tutor	Nicola Bowden-Clissold	0117 32 87143 <a href="mailto:Nicola.Bowden-Clissold@uwe.ac.uk">Nicola.Bowden-Clissold@uwe.ac.uk</a>
UWE Tutor	Colin Barr	<a href="mailto:Colin.Barr@uwe.ac.uk">Colin.Barr@uwe.ac.uk</a>
UWE Tutor	Jackie Frawley	<a href="mailto:Jackie.Frawley@uwe.ac.uk">Jackie.Frawley@uwe.ac.uk</a>
UWE Tutor	Julia Jones	<a href="mailto:Julia5.Jones@uwe.ac.uk">Julia5.Jones@uwe.ac.uk</a>

## Key Terms

EYITT	Early Years Initial Teacher Training. This is the programme that the trainee is undertaking to gain the award of Early Years Teacher Status.
Professional Practice Handbook	Designed to support the trainee and mentor through each placement. It details the expectations of the partnership processes and procedures for Trainee, UWE and setting.
UWE EYITT Assessment Toolkit	This document promotes a shared understanding of the expectations for trainees and for the impact of their teaching on children's learning, development and progress over time. It secures the accuracy and consistency of judgements made by UWE professional tutors and Mentors with regards to the progress of each trainee against the Teachers' Standards (Early Years).
Professional Development Document File	Part of the trainee's evidence portfolio that includes evidence of their engagement in professional development.
E-Portfolio (Pebble Pad)	An electronic portfolio, the e-portfolio (Pebble Pad) is to support trainees in the collection of evidence bundles to demonstrate their progress and reflect upon the impact of their teaching on the learning and development progress of the young children with which they work.
Reflective Commentary	To develop reflective and reflexive behaviours and skills and to inform final grading of trainees against the Teachers' Standards (Early Years), <b><u>trainees are required to identify three areas of their practice where they have made improvements during their and create a reflective commentary for each.</u></b>
Weekly Target Setting Sheet	To be completed at weekly meetings with Mentor. Trainee and mentor will consider evidence and practice that week to set targets for the following week. This will support the trainee in meeting the Teacher Standards (Early Years)
Placement Review	Completed at the end of placements 1 and 2 and 3, supplementing the weekly mentor

	meeting. The interim review tracks progress of the trainee. Interim grades against each of the Standards are given by the Senior mentor along with a commentary and areas of strengths and those for development. Setting based mentor to write up interim review- copy to trainee and copy to Partnership office).
Final Review	Final report written by UWE tutor in setting out the trainee's final attainment against the Standards, the final overall attainment. The impact on children's learning and progress over time, the impact of training and strengths and targets for the first year as an EYT, will also be discussed as part of an assessed professional discussion.
UWE Tutor	This is a member of the UWE academic team, who will visit and support the trainee during his/her placements.
Senior Mentor	This is the member of staff who will support the trainee whilst on placement in the setting. (Preferably a staff member with EYT or EYP status)

All electronic versions of placement documentation for Senior Mentors can be found on the following link

<http://www1.uwe.ac.uk/cahe/edu/aboutus/partnerships/partnershipdocuments-1.aspx>

**ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Becoming an Early Years Teacher 2				
Module Code	UTT675-30-3	Level	3	Version	1.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	YES
Owning Faculty	ACE	Field	Primary, Early Childhood and Education Studies		
Department	Education	Module Type	Professional Practice		
Contributes towards	BA (Hons) Early Childhood				
Pre-requisites		Co-requisites			
Excluded Combinations	None	Module Entry requirements	Successful completion of new 15 credit UG EC EYTS Level 2 practice module		
First CAP Approval Date	March 2015	Valid from	September 2015		
Revision CAP Approval Date	March 2016	Revised with effect from	September 2016		

<b>Review Date</b>	Sept 2021
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module, students will have accumulated a significant body of evidence towards meeting the professional Teachers' Standards (Early Years) in <b>TWO</b> age phases (baby, 0-2; toddler, 18-36 months; pre-school, 30 – 60 months) and will be able to confidently discuss their evidence in response to a range of questions from a UWE professional tutor. They will also demonstrate evidence that they can maintain the consistently high standards of personal and professional conduct required of teachers. In particular, they will:</p> <ol style="list-style-type: none"> <li>1. Attend placement regularly and consistently (A/B)</li> </ol>

	<ol style="list-style-type: none"> <li>2. Build professional and respectful relationships with children, parents and setting staff, taking full account of feedback from their schools/settings.(A/B)</li> <li>3. Set high expectations which inspire, motivate and challenge all children (A/B)</li> <li>4. Promote good progress and outcomes by children. (A/B)</li> <li>5. Demonstrate secure knowledge of early years' pedagogy and the Early Years Foundation Stage framework within the age phase covered in each practice. (A/B)</li> <li>6. Plan education and care taking into account the needs of all children (A/B)</li> <li>7. Adapt education and care to respond to the strengths and needs of all children. (A/B)</li> <li>8. Make accurate and productive use of assessment (A/B)</li> <li>9. Safeguard and promote the welfare of children, and provide a safe learning environment. (A/B)</li> </ol>
Syllabus Outline	<p>There will be <b>TWO 6 week placements</b> in an early years setting or reception class of a primary school.</p> <ul style="list-style-type: none"> <li>• Students will undertake preparation work within the new UG L3 30 credit EYT Preparation for EYTS module, which will include safeguarding and child protection.</li> <li>• Satisfactory preparation must be demonstrated prior to the start of professional practice.</li> <li>• A range of appropriate experiences in partnership settings.</li> <li>• Formal and informal meetings with a university Professional Tutor to reflect on progress and co-construct targets for on-going professional development</li> <li>• Formal and informal observations of teaching and subsequent feedback</li> </ul>
Contact Hours	<p>Contact time for this module will be predominantly practice based with regular individual tutorial support through meetings with a university professional tutor.</p> <p>The supervised work-based learning experiences will be the equivalent of <b>TWO</b> separate six week practices in an early years setting or reception classroom.</p> <p>The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.</p> <p>Scheduled Learning: 20 hours  Independent Learning: 20 hours  Placement Learning: 420 hours.</p>
Teaching and Learning Methods	<p><b>Scheduled learning.</b> Individual tutorials and meetings with Professional tutors both in university and on practice.</p> <p><b>Independent learning</b> There is an expectation that all students engage in additional independent study, including preparation for teaching and assessment of learning as well as gathering evidence to document engagement with the teacher standards (Early Years).</p> <p><b>Placement learning:</b> TWO x 6 week placements – full time attendance required.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	20	20	420	460

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test  
**Coursework:** Written assignment or essay, report, dissertation, portfolio, project  
**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Written exam assessment percentage	0%
Coursework assessment percentage	0%
Practical exam assessment percentage	100%
	100%

**Reading Strategy**  
*All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out. Students are expected to be able to identify and retrieve appropriate reading.. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.*  
 Further reading is not essential for this module, but students should be referred to the indicative sources and readings suggested in the new UG L3 30 credit EYT Preparation for EYTS module.

**Indicative Reading List**  
 Alexander, R. ed. (2009) *Children their World, their Education; Final Report and Recommendations of the Primary Education Review*. London: Routledge.  
 Blatchford, R. (2014) *The Restless School*. Woodbridge: John Catt Educational  
 Brodie, K. (2013) *Observation, Assessment and Planning in the EYs: Bringing it all Together*. Maidenhead: OU press  
 Carr, M. (2001) *Assessment in Early Childhood Settings: Learning Stories*. London: Sage



Claxton, G. (2008) *What's the Point of School? Rediscovering the Heart of Education*. Oxford: Oneworld Publications

Cox, S. (2011) *New Perspectives in Primary Education*. Maidenhead: Open University Press

Cunningham, P. (2012) *Politics and the Primary teacher*. Abingdon: Routledge.

Dubiel, D, (2014) *Effective Assessment in the Early Years Foundation Stage*. London: Sage

Featherstone, S. (2012) *Catching Them at it!: Assessment in the Early Years*. London: Featherstone Press

Glazzard, J., Chadwick, D., Webster, A. & Percival, J. (2010) *Assessment for Learning in the Early Years Foundation Stage*. London: Sage

Graduate School of Education (2013) *Bristol Guide to Professional Responsibilities and Statutory Frameworks for teachers and others in schools*. Bristol: University of Bristol.  
<http://www.bristol.ac.uk/education/expertiseandresources/bristolguide/> (£6.45, no postage charge)

Hayes, D. (2012) *Foundations of Primary Teaching* 5<sup>th</sup> ed. London: Routledge (2<sup>nd</sup> and 4<sup>th</sup> ed. in library).

Hutchin, J. (2012) *Assessing and supporting young children's learning: for the Early Years Foundation Stage profile* London: Hodder Education

Johnson, J. (2014) *Becoming an Early Years Teacher*. Maidenhead: Open University Press. McGraw-Hill Education

**Knowles, G. (2009) *Ensuring Every Child Matters: A Critical Approach*. London: Sage Publications Ltd.**

Moyles, J. (2010) *Thinking about Play: Developing a Reflective Approach*. Maidenhead: Open University Press. McGraw-Hill Education

Moyles, J., Payler, J. & Georgeson, J. (2014) *Early Years Foundations. Critical Issues*. (2<sup>nd</sup> ed) Maidenhead: Open University Press; McGraw-Hill Education

Nutbrown, C. (2011) 4<sup>th</sup> ed. *Threads of Thinking. Schemas and Young Children's Learning*. London: Sage

Pardoe, D. (2009) *Towards Successful Learning*. 2<sup>nd</sup> ed. London: Continuum.

Pollard, A., Anderson, J., Maddock, M., Swaffield, S., Warin, J., and Warwick P. (2008) *Reflective Teaching*. 3<sup>rd</sup> ed. London: Continuum.

Whalley, M. and the Pen Green Centre Team (2007) *Involving Parents in their Children's Learning*. 2<sup>nd</sup> ed. London: Sage Publications Ltd

### Part 3: Assessment

<b>Assessment Strategy</b>	<p>The criteria for assessment of professional placement will comply with the current, relevant professional Teachers' Standards (Early Years). Within this module students must demonstrate the accumulation, assimilation and volume of knowledge, understanding, skills and attitudes acquired during training.</p> <p>Students must demonstrate the positive values and behaviour that they expect from children in all aspects of their professional placements.</p> <p>Students' practice will be underpinned by values that they can articulate and for which they can provide a rationale.</p> <p>The above will manifest itself in high expectations of all children, consistent and respectful treatment and concern for their care, development and learning; sensitive and effective communication with parents/carers and support staff and an understanding of their contribution; the ability to reflect on and improve their own teaching; motivation to take responsibility for their own professional development.</p> <p>The Oral examination will take place within the setting on the students' final placement. Assessment against the Teachers' Standards (Early Years) is undertaken by a suitably qualified university Professional Tutor drawing on a professional discussion with the student and where appropriate members of staff in the students' school or setting.</p>
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<b>Identify final assessment component and element</b>	<b>Component B</b>		
<b>% weighting between components A and B (Standard modules only)</b>	<b>A:</b>	<b>B:</b>	
	<b>Pass/Fail</b>	<b>100%</b>	
<b>First Sit</b>			
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>		
Successful completion of two, six week professional practices covering the following age ranges (baby, 0-2; toddler, 18-36 months; pre-school, 30 - 60 months) in which robust evidence against the Teaching Standards (Early Years) is gathered and documented. Students should also demonstrate that they are able to maintain consistent attendance and build professional and respectful relationships with children, parents and setting staff, taking full account of feedback from their schools/settings.	Pass/Fail		
<b>Component B (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>		
An oral examination. Students will be expected to respond appropriately to questions from a UWE professional Tutor relating to their performance against the Teacher Standards (Early Years), using evidence to support their responses from within their professional practice portfolio	100%		

<b>Resits are not automatically granted and are subject to the recommendation of the award board.</b>	
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>

Successful completion of two six week professional practices covering the following age ranges (baby, 0-2; toddler, 18-36 months; pre-school, 30 - 60 months) in which robust evidence against the Teaching Standards (Early Years) is gathered and documented. Students should also demonstrate that they are able to maintain consistent attendance and build professional and respectful relationships with children, parents and setting staff, taking full account of feedback from their schools/settings	Pass/Fail
<b>Component B</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
An oral examination. Students will be expected to respond appropriately to questions from a UWE professional Tutor relating to their performance against the Teacher Standards (Early Years), using evidence to support their responses from within their E-portfolio.	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	

## Professional Placement Calendar 2018-19

### EYTS Mentor Briefings 2018-19

Date	Time	Location
Wednesday 19 September 2018	3.30-5.30pm	Frenchay Campus
Monday 24 September 2018	10.00-12.00	Frenchay Campus
Wednesday 5 December 2018	3.30-5.30pm	Frenchay Campus
Monday 10 December 2018	10.00-12.00	Frenchay Campus
Thursday 17 January 2019	10.00-12.00	Frenchay Campus
Tuesday 26 February 2019	10.00-12.00	Frenchay Campus
Thursday 28 February 2019	3.30-5.30pm	Frenchay Campus

<b>Second Professional Placement- Dates</b>	15 <sup>th</sup> October 2018-30 <sup>th</sup> November, 2018 approx * (Extra week to make up hrs if needed until 7 <sup>th</sup> December, 2018)
Professional Tutor joint observation visit to setting.	w/b either : 5 <sup>th</sup> November 2018, 12 <sup>th</sup> November 2018
<b>Placement report</b> -written by Senior mentor. Completed using the Bristol Online Survey tool.	<b>Deadline – Monday 26<sup>th</sup> November 2018</b>
<b>Third Professional Placement- Dates</b>	21 <sup>st</sup> January 2019- 8 <sup>th</sup> March 2019 approx* (Extra week to make up hrs if needed, until 15 <sup>th</sup> March, 2019)
Professional Tutor joint observation visit to setting. Completed using the Bristol Online Survey tool.	<b>Visit;</b> w/b either: 11 <sup>th</sup> February 2019, 25 <sup>th</sup> February 2019
<b>Placement report</b> - written by Senior mentor.	<b>Deadline: Monday 11<sup>th</sup> March,2019</b>
<b>School Placement- Dates</b>	Monday 29 <sup>th</sup> April 2019-Monday 13 <sup>th</sup> May 2019
<b>Summative School report from Senior mentor</b> -Written by senior mentor. Completed using the Bristol Online Survey tool.	<b>Deadline: Friday 10<sup>th</sup> May 2019</b>
<b>Portfolio Final Assessments with UWE Tutors</b>	<b>w/b: Monday 20<sup>th</sup> May 2019</b>

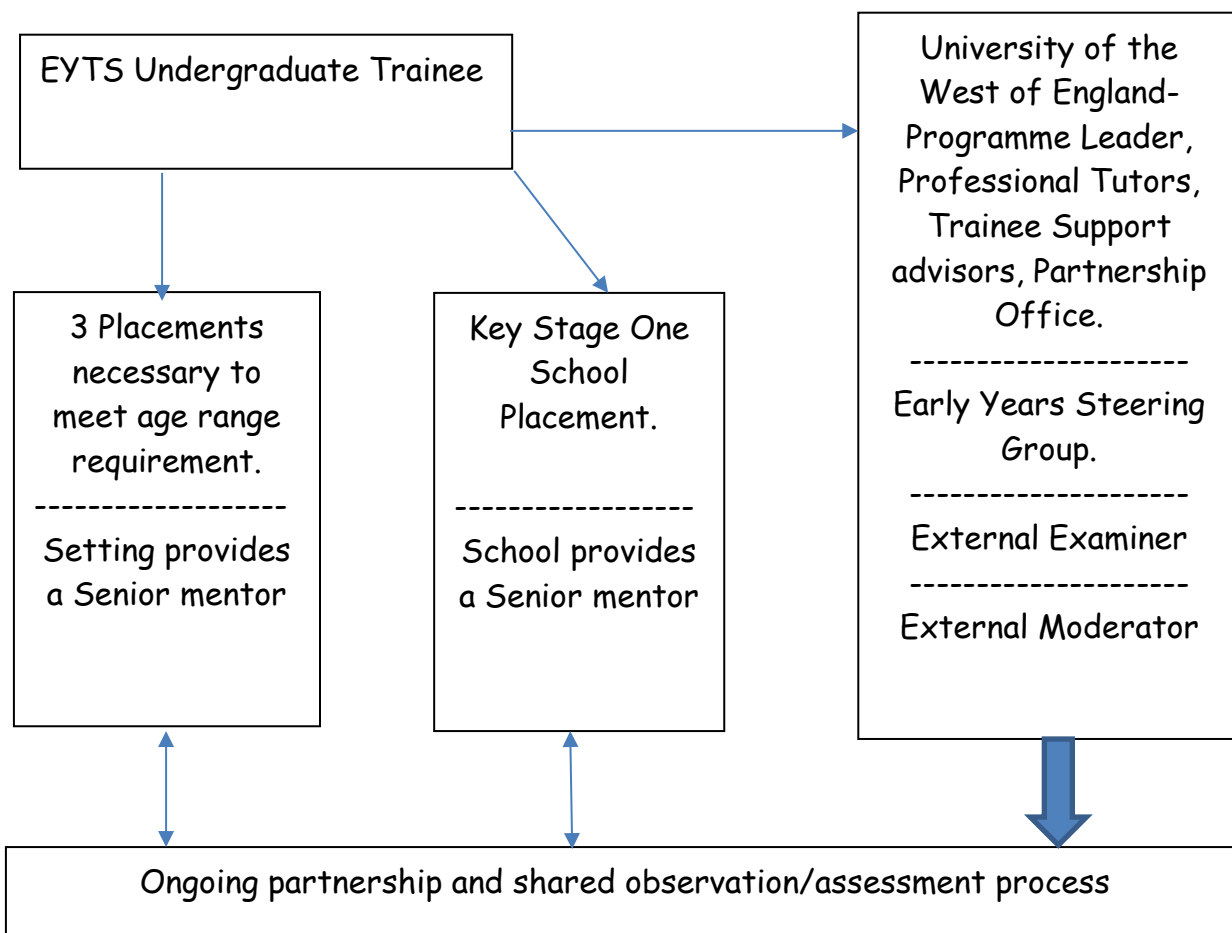
### Early Years Initial Teacher Training (EYITT)

EYITT is the route to the award of Early Years Teacher Status (EYTS).EYTS is a professional status for those working with young children aged 0-5years. Early Years Teachers are graduate

level practitioners who recognise their role in improving the life chances of young children. Early Years Teachers will be specialists in early childhood development, trained to work with young children from birth to 5. They will meet the same entry requirements and pass the same skills tests as trainee primary school teachers.

The EYITT Programme places a strong emphasis on partnership working between the university and local early years' settings and schools. Early years partners will play a significant role in recruiting, selecting, training and assessing trainee Early Years Teachers. This handbook is intended to support all partners in understanding the key components of the EYITT programme. Further details can also be found in copies of the UWE EYITT Partnership Agreement which is sent to all settings to sign once a placement has been offered.

The model below sets out the range of partners involved in Undergraduate EYITT route at UWE:



## Placement Requirements

**\*Please remember that placement dates are not completely fixed and remain flexible according to trainee study commitments, and the needs of the placement setting. See requirements below to help you to plan out the placement pattern and negotiate this with**

**your setting mentor. However, please bear in mind the deadlines for interim and final reports to be written when planning your hours. It is also important that you discuss your placement pattern with your Professional Tutor or programme coordinator, beforehand.**

- **1 day = minimum 5 hours contact time: maximum 7.5 hours contact time in setting**
- The training programme will provide trainees with enough time in schools or early years' settings to allow them to demonstrate that they meet the early years teaching standards.
- Placements will take place in at least 2 schools or early years' settings and include time spent not only in the Early Years Foundation Stage but also in KS1/KS2 of a primary school.
- Trainees on the Undergraduate EYTS route will therefore undertake approximately **120 days (24 weeks)/600** hours of practice across the programme.
- Trainees will complete approximately **185** hours with each of three age groups; (This is 37 days based on a 5 hour day; 31 days based on a 6 hour day; approx 27 days based on a 7 hour day).
  - Babies 0 – 20 months
  - Toddlers 20 – 36 months
  - Young Children (pre-school/reception) 36 – 60 months
  - an additional **45** hours spent with KS1/KS2 children 5 – 11 years
- **Trainees should ensure their hours are logged daily and signed off weekly. (Copy on BB and included at the end of this handbook). All trainees should ensure that on each day worked, they negotiate their hours to see either the beginning or the end of the day and therefore begin to build a relationship with parents/carers (a key part of the teaching standards). They should also ensure that where possible at the beginning of each placement they are able to attend placement for 5 consistent days and if at all possible 10 (i.e. 2 full working weeks). Following this trainees must attend placement for at least two consecutive days to allow for the building of relationships, particularly with the babies and younger children.**
- As a professional placement, it is not acceptable for trainees to take days off for purposes of essay writing, holidays or any other non-essential reason. **Unauthorised absence from professional placement may result in termination of a candidate's registration for EYTS**
- UWE Tutors will work with their allocated trainees throughout the year and will visit them to observe their practice and verify their work towards demonstrating the standards in each of the 3 age phases. **It is important that the UWE tutor jointly observes the trainee with the Senior mentor, as it is a fundamental part of our partnership process and a good quality assurance indicator.**

**Please note that All UWE EYTS Students have had DBS checks and child-protection training and should provide evidence of this when required.**

**[Support for EYTS Trainees](#)**

## 1) Staff in the Placement Setting

For each EYT trainee on practice, there should be a named member of staff in the setting to whom they report on a day-to-day basis. This person will be the Senior Mentor. Ideally this person will already hold an EYP or EYTS award in order to be able to fully support the trainee in meeting the Teachers' Standards (Early Years). During the placement, the trainee should receive weekly feedback during a designated time, as well as formal observations and feedback at least fortnightly. UWE pays settings a fee each day for each student, which is intended to release sufficient resource for each trainee to have a 30 minute feedback session each week.

## 2) UWE Tutors

UWE Tutors all have strong early years' backgrounds and are well used to supporting potential teachers both within university and within schools and settings. They will visit the trainee once in their first two placements and twice on the final placement. They will carry out joint observations of the trainee with the senior mentor in the setting. This provides an opportunity to give both written and oral feedback. It is a fundamental procedure within the partnership and is a significant quality assurance indicator, therefore it would be helpful if the mentor could be made available on the day of the visit to carry out this role. Feedback will be recorded on a formal observation sheet and should be kept by the trainee and used as supporting evidence where relevant, to meet the Teachers' Standards (Early Years) . Evidence of how the trainee is meeting the Standards should also be made available to the mentor/setting staff where appropriate. Trainees need to be aware that they may need to take their laptops into the setting for their weekly meetings with their mentor. The UWE Tutor will also work with appropriate setting staff to clarify any issues arising and discuss the trainees' progress and development needs.

The focus of each professional practice is to meet the Early Years Teaching Standards and trainees will be compiling evidence to demonstrate how they meet each of the areas throughout their practice, using their e-portfolio (Pebble Pad). This evidence should be shared at regular weekly meetings with the mentor.

*Please note that in some cases EYT trainees will be working with a particular age phase for the first time and may need guidance with developing knowledge of and planning activities that will meet the needs of this specific age range. Also, please be aware that the Early Years Teaching Standards include standards on leadership. This does not mean the management of staff, but, for example, trainees building the negotiation skills to try things out, reflect, and feed back to staff. Again, this may be new to many of them and they may need some support.*

## **Maintaining Records and Evidencing the Teachers Standards (Early Years)**

### **EYT Pebble Pad Portfolio Assessment Brief 2018-2019**

(NB. The following text is written to suit a number of audiences, including trainee teachers, setting/school mentors and university tutors; as such, it could be used in the construction of the Pebble Pad Portfolio).

Reflective practice is critical to successful teaching and the ability of trainee teachers to communicate the ways in which they have used reflection to direct their training and development provides significant insight into their practice and progress.

To develop reflective and reflexive behaviours and skills and to inform final grading of trainees against the Teachers' Standards (Early Years), **trainees are required to identify three areas of their practice where they have made improvements during the training year and create a reflective commentary for each:**

- 1.outlining the improvements they have made to their practice,
2. identifying the causes/stimuli for improvement,
3. evaluating strategies they have used to implement improvements, and....
4. including reference to supporting evidence from their practice.

This evidence might include, **though should not be limited to:**

-documentation, e.g. activity plans, lesson plans, feedback form colleagues, witness statements (1 strong statement for each focus area of practice), target setting sheets etc.

-slideshows of images relating to their practice, be they inspirational images, classroom/learning environment context images, examples of children's learning/play. **(Please ensure that if any pictures of children are included that faces are pixelated in line with the UWE safeguarding/child protection/ethical working guidelines). Please ensure that you are also operating within the policy guidelines of the setting in which you are working.**

-examples of activity/lesson resources, such as narrated versions of slideshows used to support teaching during activities.

-video files, such as reviews of the learning environment, examples of children's interaction in question/answer sessions, sustained shared thinking sessions with adults/peers, speaking and listening activities, oral feedback etc.(Children and colleagues).

-audio files, such as interviews with colleagues, reflective commentaries, feedback from pupils, etc.

### **Pebble Pad Portfolio Specification**

The Portfolio must demonstrate **three clear sections**, one for each commentary. Trainee teachers should be able to clearly present to the assessor the title and an abstract for each commentary, preceding the body of the reflective commentary. A landing page might be a useful starting point for informing trainees of the information given above, although this might be reiterated on each commentary page instead.

Each reflective commentary must include cross referencing (by tagging within Pebble Pad) of the Teachers' Standards (Early Years), (TS1-8 inclusive) and the portfolio should include a space where the frequency of reference to each TS can be reflected back to the trainee teacher, so that they can review their commentaries for balance and coverage of each area.

Each commentary should be laid out in such a way that trainee teachers can embed video and/or audio files alongside the main text, as well as examples of text or images lifted from written documentation.

## **The Assessment Process**

The Early Years ITT process enables trainees to demonstrate their ability to meet the 8 Teachers Standards' (Early Years) across the age range 0-5 years. Trainees must access and use the EYITT UWE Toolkit grade descriptors, which set out the criteria for assessing the trainees (copy available on the partnership link). The grade descriptors set out the standards that are expected of the trainee and will be used by Senior mentors and UWE tutors when making judgements about the trainees progress in meeting the 8 Teachers' Standards (Early Years).



## Placement Settings Assessment

- Ongoing assessment of the trainee will be undertaken by the Senior Mentor and the UWE tutor in the placement setting. The assessment will be comprised of formal observations, placement reviews, a final summative report and an assessed professional discussion. Trainees should be observed formally, weekly by their Senior mentor whilst on placement and given formal feedback and a copy of the formal observation sheet (available in the mentor electronic file) detailing strengths and areas for development. This feedback should always be considered when setting weekly targets with the trainee. A placement review, towards the end of each placement, will also be carried out by the Senior Mentor, detailing trainee progress against each of the Standards and areas of strength and development. Senior mentors and UWE Tutors will use the EYITT UWE toolkit grade descriptors in making a judgement about the trainees' progress in meeting the Teachers' Standards Early Years. This should be shared and discussed with the trainee before it is signed and agreed and a copy given to the trainee and one also sent to the Partnership office. **It is important that the reviews are sent to the Partnership office by the deadlines stated on the grid on page 6.** The final summary report will be completed by the UWE Tutor taking into account the evidence provided by the trainee across all four placements, against the Standards and the interim reports provided by each of the placement settings. A professional discussion between the trainee and the UWE tutor will form part of this assessment and will be based upon the trainees' ability to critically reflect upon their improvement and development in practice linked to the Teachers Standards (Early Years)
- Where Senior mentors have concerns about a trainee, they must contact the UWE Tutor immediately. A formal letter will be sent to the trainee by UWE informing them they are a cause for concern and a meeting will be held between the trainee, Senior Mentor and UWE tutor and a Professional Improvement Plan will be drawn up detailing agreed targets, which will be specific and timed to ensure the trainee is given support to progress and meet the Standards to the best of their ability. The Programme Leader should always be informed if there is a cause for concern regarding a trainee.

## Review Point Discussions with UWE Tutor

Before each placement the UWE Tutor will meet with their trainees to complete a review point sheet. This discussion will focus on key aspect of learning and development from previous placement and the setting of professional targets for the up and coming placement in relation to the Teachers Standards' (Early Years). 4 review points will take place throughout the year and copies of these forms should be uploaded to the trainees professional document file.

## **Requirements and Expectations for Trainees on Placement**

### **IN EACH PLACEMENT, you must:**

- Ensure that if appropriate you have attended the setting induction day to familiarise yourself with the setting practice and provision as well as meeting the staff and children with whom you will be working. Identify the roles and responsibilities of the practitioners in the room in which you will be working. (If you have not been required to attend an induction ensure that you familiarise yourself with this on your first day there).

- Ensure your Professional development documentation file and your e-portfolio are kept up to date and that you have read the required documentation.
- Gain an understanding of how child protection measures are implemented in the setting and ensure you are aware of the designated person to go to with any CP or safeguarding issues.
- Make your Professional Development documentation file and your e-portfolio available to your workplace mentor and discuss your practice needs and targets for development. (This may involve taking your laptop into the setting).
- Meet regularly with the workplace mentor to discuss your progress, evaluate your practice and identify weekly targets for development.
- Negotiate and agree weekly tasks and activities you will carry out and ensure these are planned, prepared and resourced well in advance and that you are ready at the allotted time. You should try and focus particularly on the 3 prime areas of the EYFS, particularly thinking about how children's language can be developed and enhanced through all areas of the EYFS and in activities you carry out. However always keep the focus of your evidence bundles in mind when planning and teaching.
- At the end of each day reflect on, evaluate and record your achievements. Remember to collate any evidence and upload to your portfolio. **Remember it is easier to do it at the time otherwise you may forget and miss out a vital piece of evidence.**
- Contribute to the visual environment by displaying children's work.
- Take a full part in the life of the setting, taking on the role of a team member and potentially a key worker for a designated group of children.
- **Gain written consent in advance from the setting and, as appropriate to setting policy, from parents/carers for photos and use of children's work. (A standard letter is available on Blackboard).**
- Always bear in mind issues of confidentiality and anonymity. Ensure that your laptop is password protected so that any information such as observation feedback sheets, your weekly targets, interim reports, policies, standards planning, parent, staff, child evidence, photos of displays and your attendance records are safe.
- Take every opportunity to communicate with parents in a diplomatic and professional manner.
- Talk to the setting or group SENCO and establish whether you can gain some experience of working in a multi-professional team. It is not expected that you would be permitted to work on a case involving Social Services or the Police, but it is more likely that you could be involved in, say, monitoring the implementation of an Individual Learning Plan and reporting back on your observations to the team or the SENCO. (This would be helpful in developing an evidence bundle on an SEN child).

### **Guidance on Setting Based Tasks to be carried out by trainee on each placement. (Mentors and Trainees Please Read!)**

- During each placement ensure that you plan for your "mini leadership projects." These are designed to improve practice and provision. You may wish to spend a little more time in the setting before you begin to consider the focus for your mini leadership project, but remember to observe and discuss any possible thoughts you may have with your mentor and gain their

agreement before you begin making any changes. Once you have carried out the change, consider its impact upon the children and their learning by reflecting and evaluating what you have done. Feedback to setting/room staff about the impact you have observed. This will support you in meeting some of the aspects of leadership and management in Standard 8. It will also support you in reflecting upon the improvements you have made regarding these skills across all 3 EY placements. Ensure that you collate the evidence from each of the leadership projects for your reflective commentary, as this is a required evidence bundle on each placement.

- Collect evidence against all 8 Teachers' Standards (Early Years) within each age phase you work with. This is important as it will help you to think about the focus areas for your reflective commentaries and to reflect upon your improvements in practice across the year the 4 placements.
- Read Setting's policies on Child Protection, Health and Safety, Behaviour Management, SEN and Inclusion and Equal Opportunities. **Summarise these, making notes. You may wish to include this to support one of your chosen reflective commentaries**
- Ensure that you get your time sheets signed by your mentor/room leader each time you leave the setting.
- **Planning-** Collect information from your room leader/senior mentor, including most importantly copies of blank (and, if it helps you some completed) medium and short term planning sheets. It is important that you discuss the setting's planning process and paperwork with your mentor so that you fully understand what must be included when using the paperwork to plan and deliver your own activities. **Remember if you are unsure always ask!** Write your own activity plans, relating these to the room leader's planning (this may be based on a topic or theme for the week or term). These plans will form evidence towards your reflective commentaries and in helping to show how your teaching is impacting upon the progress of the children, which in turn is helping you to meet the Teachers Standards (Early Years).

As an EYTS trainee you will work as a member of the team in order to develop practice, observation, planning and respect for other team members. You will also gain the advice and agreement of the setting staff to prepare planning for activities and initiatives they are responsible for in order to meet the Standards. You should share your planning in advance with your mentor/room leader and should arrive in good time for the start of the session and leave only after you have cleared away your activities and handed over to another member of the setting staff.

Planning will be based on principles of the EYFS. You must make it clear what is the extent of any contribution you make in your own notes and for your mentor's information.

In general, it is usually more efficient to use the settings' own planning pro-formas and add your own notes relating to the following areas. However, **when being observed, either by a colleague in your setting or your Professional Tutor, you should ensure that you use an individual lesson plan** (for a very good selection of EYs plans, please see: <http://www.wiltshire.gov.uk/eyfs-planning-examples-pack.pdf>)

You should include your rationale and plans for addressing the following:

- children with special educational needs.
- the integration of ICT into your practice.
- gender issues.
- the role of play in learning.

- the role of language and mathematics in learning.

The content of your activity will relate to the EYFS, Development Matters/Early Years Outcomes and the Characteristics of Effective Learning and their use in your setting. It will also be influenced by previous activity evaluations, your awareness of children's learning and errors or misconceptions.

It may often be appropriate to add:

- key vocabulary that you want to teach.
  - health and safety points.
  - use of additional adult help.
  - pedagogic intentions for you.
- **Evaluation-** Reflect upon your experiences to support you in evaluating your teaching and the children's learning. **Ensure that you make evaluative notes on your planning** to demonstrate how you may alter certain aspects when working with the group next time. This will show how you are supporting them to make progress and how you are developing your teaching. Remember what an "evaluation" is ..... It is not enough to say, "*the children enjoyed the activity and sat quietly*" .....

An evaluation should cover the following areas: -

- Were the children interested in the activity?
  - Did they stay engaged in the activity for an age appropriate length of time?
  - Did the activity give children the opportunity to be active, creative, explore, discover, or work independently?
  - What learning objectives or experiences did you hope to offer through this activity?
  - What learning objectives or experiences do you feel were actually met through this activity?
  - If you provide this activity again with the children, what will you do differently? Why?
  - What are the next steps for learning for this group of children ..... What will you take forward into your next planning?
  - What progress did the children make and why?
  - What Teachers Standards (Early Years) did you feel this contributed towards in terms of your teaching skills.
- Ensure that you become familiar with the settings observation and Assessment policies and procedures. Undertake observations of early years practice and observations of children's learning. Use this to support you in planning next steps and as information for your evidence bundles.
  - Begin to develop styles and strategies for learning and practice (e.g. developing your own behavior management strategies) and leadership/management skills/styles (Though your mini leadership projects).
  - Acquire experience of communicating with children, (listening as well as talking to them), parents, other professionals and staff. This will support you in building a broader and richer picture of the children you are working with, which will further support you in planning appropriately for their needs and interests.
  - Develop an awareness of those children with individual needs and the educational opportunities available to them.
  - Identify support for and communication with parents.

- Develop a working knowledge of the resources and equipment available to children and staff in the setting. This will help you when planning your own activities. (Some settings may have a resource audit/list that you can copy).
- Explore the use of ICT in the setting and think about how you can incorporate this into the children's learning and your teaching and relate to the Teachers Standards (Early Years).
- Ensure that you have opportunities to work with children within the 3 Prime areas (PSED, PD and CL). In particular, focusing on developing their communication and language development to support their learning in these areas (and also their mathematical language).
- Explore the impact of the environment both indoors and outdoors on children's play opportunities.
- Liaise with your senior mentor and UWE tutor regularly and prepare well for your formal observations and your visits from your UWE tutor.

**Reflective Log**-From the beginning of the course, you should write a weekly reflective review of approx. **300-500 words** that comments on your experiences over the past week. You may wish to write about a "critical moment" where something surprises you/upsets you/makes you anxious or it may relate to a some research/reading that you have carried out that you later see reflected by children in your placement. It may also support you in reflecting on particular standards that you feel you are strong in or where you may need further development as a professional. Although, this provides an opportunity for you to write in a rather different tone to that normally used in your academic work, please remember that this still remains a professional document and, as such, could be read by a number of audiences. Therefore, please ensure that your writing remains appropriate at all times. These reflective logs can be used as evidence for your reflective commentaries.

- **Complementary Training**-In each of your practices, you are expected to be pro-active in creating additional opportunities to strengthen your knowledge, skills and experience. For example, if you are working in a pre-school, you may volunteer to accompany a group of children to a transition session at their new primary school. If you are working in a baby-room, you may wish to work with a physiotherapist who comes to carry out specialist exercise with a child who has cerebral palsy. With toddlers, you may volunteer to accompany them on their first trip to forest school .In each practice you should devise **2 complementary training activities** which you first discuss with your setting mentor. These need to be recorded using **the Complementary Training Record which can be found under Course Materials on Blackboard. It is important that these complementary activities relate to your targets or to an evidence you are collating, to demonstrate how you are working towards meeting certain Teachers Standards (Early Years).**

## **Additional Guidance for Trainees on Professional Practice**

### **General conduct:**

- Dress professionally and present yourself appropriately, but remember you are working with children!
- Be certain that you have the correct contact details for use in an emergency, should you be unable to attend the setting due to illness.

- Take an active part in the whole life of the setting. Be courteous and volunteer help to all staff.
- Enjoy being with and learning with the children.
- Ask when staff would like you to assist with activities. (Be proactive). Be a part of the team.
- Make a point of getting to know the setting staff with whom you will be working. Building professional relationships is part of being an EYT
- Be professional when working or being with the children. Be aware of your professional and legal responsibilities as outlined in this handbook.
- Be aware of the confidentiality of what may be shared by staff in the room.
- Be sensitive to the protocol that may exist in the setting/staffroom.
- Always ask if you need to use the photocopier.
- If you are unable to attend through illness, ensure that you inform the setting before the day begins. **You will need to make up any days that you miss through illness during the year.**
- Make a note of the name of the Workplace Mentor in your setting and your University Professional Tutor.
- Show initiative and offer help e.g. with preparation of activities, putting up displays, helping tidy up after sessions.
- Attendance each day should be for a full session. The minimum is 5 contact hours. During each placement, you must gain experience of both the beginning of the working day (as the children arrive and immediately before this) and of the end of the day (handover time).

### **Requirements and Expectations for Senior Mentor**

- Check that the trainee's Room Leader or relevant person has the necessary information and documentation relating to the professional practice.
- Ensure that the trainee is introduced to key staff and knows how to access support and relevant policies/documentation.
- Make arrangements for a weekly meeting to monitor the trainee's experience of the setting-based practice. Candidates should be given at least verbal feedback on a weekly basis. You

will be required to carry out a formal observation of the trainee each week, to monitor trainee progress.

- Arrange for the trainee to observe, plan and deliver activities with the identified age phase.
- Arrange for support, guidance and opportunities for the trainee to undertake activities related to the EYTS Standards, in particular focus for evidence bundles, leadership projects and setting of weekly targets, in order to meet the Teachers' Standards (Early Years)
- Ensure the trainee is aware of the roles and responsibilities of all staff.
- Alert the trainee to gaps in his/her knowledge manifested in his/her planning and practice.
- Complete placement review and share with trainee before returning to Partnership office.

### **Requirements and Expectations for the Room Leader (if not the Senior Mentor)**

- Share your planning and assessments with the trainee ..... talk them through the planning process and procedures within your setting.
- Meet regularly with the trainee and support her/him in planning appropriate activities for the age phase of children they are working with practice with children and staff.
- Make arrangements every week to discuss progress.
- Provide a model for practice. Encourage the trainee to work as part of the team.
- Ensure the trainee is aware of the roles and responsibilities of support staff.
- Support and guide the trainee in the implementation of strategies for the management of children's care, learning and behaviour.
- Observe the trainee's practice and provide feedback and targets for development.
- Feedback any gaps in knowledge, arising from the trainee's planning and practice to both the trainee and the designated mentor.
- Provide opportunities to enable the trainee to meet their responsibilities in the context of the setting's practice and assessment requirements.

***If the trainee is experiencing difficulties, alert the Workplace Mentor or Visiting Tutor as soon as possible.***

### **Requirements and Expectations of the UWE Tutor**

**Note** ..... *the role of the UWE Tutor is much broader than indicated below. Their role is also to support the trainee throughout the year within university through individual tutorials – Review Point 1, 2, 3 and 4, also to mark assignments and write final references.*

- Introduce yourself to the setting through a telephone call during the first few days of the professional practice, agreeing clear arrangements for your first visit
- Identify the person who will directly supervise the student in the setting and brief this person along with other members of staff as appropriate. Try to guide setting staff through the content of this handbook, particularly if the setting are not able to attend the UWE mentor training provided. (However attendance to at least 1 UWE mentor training session is now part of the UWE Partnership agreement. Dates will be provided by the Partnership Office).
- When visiting the trainee:
  - Carry out a 30 minute joint observation of an activity with children carried out by the trainee. Discuss trainee progress and observation with Senior mentor and use the UWE observation feedback form to record your dialogue concerning the trainee's progression. Scrutinise both the Professional Development document file and the e-portfolio which the trainee must make available on the day of the visit. Alert the trainee to any gaps in their current practice.
  - Where there is cause for concern, agree targets with the Workplace Mentor and trainee and ensure a Professional Practice Improvement Plan is put into place (on Blackboard). Also ensure that the Programme Leader is alerted to your concerns at this point.

## Equal Opportunities Policy

NB – the term 'Department' refers here to UWE Department of Education, formerly the School of Education.

### The University Context

The University must be a place where people are welcome regardless of race, religion, gender, sexual orientation or disability. Racist, sexist and other discriminatory behaviour is not acceptable and positive action to combat such behaviour is encouraged. This positive commitment is to be reflected in all the University's policies and procedures including those relating to student enrolment, the provision of education, the employment of staff, and the provision of services whether to students, staff or the public.

The Board of Governors therefore endorses the following statement on Equal Opportunities policy:

1. The University affirms its commitment to the equal treatment of all people regardless of their sex, age, race, ethnic or national origins, colour, marital status, sexual orientation, family responsibility, physical and sensory disability, political or religious beliefs and activities, unless those activities are contrary to the policies of the University. It is firmly opposed to any form of discrimination based on these human attributes and values.
2. The University will, therefore, as an employer operate an equal opportunities policy in the recruitment, selection and promotion of staff at all levels. Selection criteria and procedures will be monitored and reviewed to ensure that individuals are recruited and selected on the basis of their relevant merits and abilities by ways that can be shown to be not directly or indirectly discriminatory as defined in the Sex and Race Discrimination Acts. All employees will be afforded the opportunity to undertake training appropriate to their present posts and future aspirations.
3. The University will, therefore, as a provider of educational services, offer equal opportunities for access to its courses within its admissions policy and pursue positive recruitment policies to ensure maximum open access. Selection criteria and procedures will be monitored and reviewed to ensure that students are recruited on the basis of their relevant merits and abilities. Student progress and achievement will similarly depend on their relevant merits and



abilities and will be subject to monitoring and review to ensure that discrimination is not occurring.

4. The University will take appropriate disciplinary or legal action to protect staff and students while at work from any discriminatory behaviour, verbal or physical, by any individual or groups from within or outside the institution.
5. Allegations of discriminatory behaviour by any member of the University, staff or student, will be dealt with under the appropriate Grievance and Disciplinary Procedures. Proven cases of discrimination against students may form the basis for appeals against the decision of Examination Boards.

### **The UWE Department of Education Context**

The Department fully endorses the University's policy and actively promotes measures to ensure that equal opportunities are addressed in all aspects of its work. In doing so the Department is cognisant of the Race Relations (Amendment) Act 2000, the Special Educational Needs Disability Act 2001, The Disability Discrimination Act and the recommendations of the MacPherson Report with regard to the elimination of unlawful discrimination and the promotion of equality of opportunity and good race relations.

The Department accepts that if it is to succeed in its educational and training goals, it must demonstrate its commitment to equality of opportunity in its design and use of buildings, its organisational structures, processes and culture.

The Department seeks to promote equal opportunities through the encouragement of applicants from a wide range of academic and social backgrounds. Consideration will be given to applicants on the basis of their suitability for the proposed programme of study. The Department will monitor the recruitment process and the progress of those joining the Faculty's programmes to ensure discrimination does not occur.

The Department observes the policy agenda of enhanced educational opportunity, particularly in relation to the expansion of higher education and the promotion of 'parity of esteem' between vocational and academic programmes of study. The Department is committed to positive action to promote recruitment of under-represented groups in Education.

In the area of practice and learning, the Department is committed to the promotion of equal educational opportunities in programme design, content, assessment and delivery including the use of language which is non-discriminatory. The Department espouses equality of opportunity as a permeating theme for all its provision, at all levels of practice, and within the framework of its Statement of Pedagogic Principle. This necessarily means a critical examination of its own practice at all points of deliberation and delivery.

The Department recognises its responsibilities in the face of rapid social, demographic and economic change. It will endeavour to ensure that students are alert to the restriction of options that follows from stereotypical expectations; that they are competent to develop the educational opportunities and achievement for all; and that they are motivated to combat inappropriate and discriminatory attitudes.

## Setting/College Context

The Governing Body of every setting ensures that the setting prepares, implements and monitors an Equal Opportunities Policy with respect to the professional practices of the institution. The Governors must consider both educational and employment issues.

UWE Students on placement are expected to be familiar with the Equal Opportunities Policy for their placement setting and will be required to follow the guidelines for professional practice and conduct that are established in this framework document.

UWE staff are also governed by the University's Equal Opportunities Policy.

## Conclusion

The Department reasserts its support for equality of educational opportunity and for positive action to combat disadvantage and challenge stereotypes. This commitment is congruent with the University's Mission and Strategy and with its intention to provide a regional role in the service of its community.

## Legal Responsibilities

### Guidance for Trainees

You need to be aware of the setting's statutory legal responsibilities about the following and ensure that you are familiar with them:

- Medicine: as a student, you **must not** administer medicines in any form to children.
- Sex education: do not undertake any practice in relation to sex education, either as a planned activity or as it arises in class discussion.
- Substance use / misuse: if children report to you any issues relating to drug or solvent abuse, even in confidence, you should immediately report the matter to the Room Leader and / or the setting manager.
- Child protection: if children report to you any issues relating to physical or sexual abuse, even in confidence, you should immediately report the matter to the Room Leader and / or the setting manager, in writing. You should keep a factual record of anything a child discloses to you, even when you have passed the matter on.
- Outdoor play / physical activities (including swimming): qualified early years staff must be present during such activities. You must not take sole responsibility.
- Physical contact: you should be mindful of your professional responsibilities and the legal framework governing physical contact between early years staff and children. (Also make yourself aware of the setting's policy on this).

- Industrial action: discuss your position as a student with the setting manager, should you find yourself in a setting where some of the staff are engaged in industrial action.

## Insurance

While in settings, trainees should be covered by the Employer's Public Liability Insurance. Trainees should note, though, that they are not covered by either the setting or UWE against personal loss, injury or legal liability. They are strongly advised, therefore, to join a professional association which offers such cover.

Faculty of Arts, Creative Industries and Education:  
Department of Education and Childhood



University of the  
West of England

**185 hours attendance  
required for each  
placement (Excluding KS1  
Placement-45hrs)**

### Log of Attendance Hours- Early Years Initial Teacher Training

Trainee Name:

.....

Setting/School:

.....





of children's learning and development progress and in order to do this I am seeking the agreement of the setting, the parents/carers and the children. The aim of this work is to ensure that I am providing appropriate evidence to demonstrate that I am fully meeting the Teachers' Standards (Early Years).

It is important to note that all the participants involved in my work will remain anonymous. My evidence will be scrutinised by tutors and an external moderator. If you would like further details about my programme then please ask me or contact my Senior Mentor. Alternatively you can also contact the EYTS programme leader at UWE.

My contact details-  
Senior Mentor contact details-  
EYTS Programme leader- Ali Shaw ([ali.shaw@uwe.ac.uk](mailto:ali.shaw@uwe.ac.uk))

Sometimes my work may involve taking photographs, video or audio recording to help me observe what is going on. This material will only be used in ways which conform to the requirements of the setting and university policy. Photographs of children in which the children can be identified will not be used. I will delete any copies of these photographs/video/audio once my programme has been completed and marked.

**If you are happy for your child to be part of this study then you do not need to take any action.** I will also be asking your child if they are happy to be involved. I will only include your child in the study if you and your child are comfortable with this. You or your child can opt to withdraw from the study at any time.

**If you do NOT wish your child to be involved in the study then please complete the form below:**

**Opt-out of participation as part of the EYTS Trainee Programme—  
parents/carers**

Child's name:.....

I do NOT wish my child to be involved in this study.

Name: .....

Signature .....

