UNIVERSITY OF WOLVERHAMPTON

Course Specification

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Core Information

Awarding Body / Institution:	University of Wolverhampton
School / Institute:	School of Education and Psychology
Course Code(s):	PE042Z31UW University: Walsall Campus Part-time 1 Years
Hierarchy of Awards:	University Statement of Credit Graduate Employment Based Early Years Initial Teacher Training
Language of Study:	English
Date of DAG approval:	14/Sep/2026
Last Review:	
Course Specification valid from:	2025/6
Course Specification valid to:	

Academic Staff

Course Leader:	Simon Halfhead
Head of Department:	

Course Information

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

Entry Requirements:

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

Entry requirements will follow the DfE ITT Criteria. The following entry requirements are correct as of October 2025 but may be subject to change.

Entrants must have GCSE Grade 4 or equivalent in English (Language or Literature), mathematics and science.

Please note that qualifications in key and functional skills at level 2 are not equivalent to GCSEs in terms of content.

All entrants to early years teaching in England are required to have a UK first degree or equivalent qualification.*

Degree subjects - Legislation does not specify that teachers must have a degree in a particular subject or discipline.

Entrants must take part in a rigorous selection process designed to assess their suitability to train to teach, in line with the ITT Criteria, including background checks such as enhanced DBS checks, Overseas checks, fitness and capacity to teach assessment. Interviews are part of our selection process.

Applicants need to demonstrate an acceptable level of subject knowledge in the early years foundation stage

All trainees undertaking this route must be employed in a setting offering the Early Years Foundation Stage (EYFS) for the duration of the course

All trainees must have the full support of their employing setting and have an appropriate and suitable mentor to ensure compliance to Department for Education, ITT Criteria

**A first degree comprises 300 higher education (HE) credit points of which 60 must be at level 6 of the Qualifications and Credit Framework (QCF). Applicants with a foundation degree will need to supplement this qualification with at least 60 credits at level 6 (HE level 3) in order to attain an equivalent single qualification.*

Distinctive Features of the Course:

Our **Graduate Employment-Based Early Years Initial Teacher Training (EYITT)** course offers a valuable pathway for aspiring early years teachers who want to progress in their careers within the birth to five age range without stepping away from their current employment in an Early Years setting. Designed for motivated EY practitioners who already have a degree, this programme blends rigorous academic study with rich, hands-on professional experience, allowing you to strengthen your practice while you train. You will work closely with expert tutors and experienced early years professionals as well as your trained mentor who will support you to develop further as a confident, reflective, and research-informed practitioner.

This **employment-based** programme enables you to gain **Early Years Teacher Status (EYTS)** while remaining embedded in a setting where you can immediately apply and refine your learning. Through **regular centre-based training days at our campus in Walsall**, **collaborative sessions with expert colleagues, and personalised feedback,** you will deepen your understanding of early childhood development, inclusive practice, and the role of high-quality pedagogy in shaping the life chances of young children. By the end of the course, you will have the knowledge, skills and behaviours to meet the requirements of the **Teachers' Standards (Early Years).**

Key distinctive features include:

- This course enables you to gain a post graduate-level qualification without pausing your employment.
- Be Informed, Be Inspiring, Be Influential. Our curriculum is designed by early years specialists, focused on developing your knowledge, skills and behaviours across the birth-to-five age range including the areas of learning and development and priority areas, such as SEND.
- The course is carefully designed in phases to support your knowledge, skills and behaviours across 0-5 ages and to meet the requirements of the Teachers' Standards (Early Years) by the end of the course.
- Face to face centre-based training days at our university campus in Walsall, West Midlands.
- Our Virtual Learning Environment (VLE), Canvas, provides materials that further enhance the course. You will also have access to our university systems and resources including our library, academic skills support, wellbeing support, as well as careers support.
- A placement in the spring term in a different setting to your employing setting to develop your knowledge, skills and behaviours in a different setting.
- Passionate and experienced tutors who have taught and been leaders in Early Years settings.
- Personalised support through a trained workplace mentor and regular visits from your University Lead Mentor.
- Opportunities to engage with current research and apply evidence-informed approaches directly in your setting.
- A supportive cohort community that encourages reflection, collaboration, and peer learning.
- We are committed to inclusive practice and have a strong emphasis on meeting the needs of diverse learners. This includes supporting trainees with diverse needs and also to support you to meet the needs of children you work with, including children with SEND, EAL and those from disadvantaged backgrounds.
- The University of Wolverhampton celebrates diversity and fosters inclusivity. With students from various backgrounds and cultures, you'll be part of a community that values different perspectives and experiences.
- We take pride in the quality of teaching and research that we provide. We strive to provide an engaging learning environment while offering the necessary support to ensure your success.

This course is ideal for students who want a meaningful, practice-rich route into teaching in the early years and who are passionate about making a lasting impact on children's early learning and development, as well as their families and wider community.

Educational Aims of the Course:

Intakes:

September

Major Source of Funding:

Department for Education

Tuition Fees:

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

Year	Status	Mode	Amount
No related data			

PSRB:

None

Course Structure:

September (Part-time)

Module	Title	Credits	Period	Type
7PE037	Professional Learning and Development for Trainee Early Years Teachers	30	YEAR	Core
7PE038	The Trainee Early Years Teacher 1 – Beginning Practice	0	SEM1	Core
7PE039	The Trainee Early Years Teacher 2 – Developing and Enhancing Practice	0	SEM2	Core

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

Learning, Teaching and Assessment

Regulations Exemption:

This is a course that has additional/alternative rules set out by the Department for Education (DfE), a Professional Statutory and Regulatory Body (PSRB), in the **Initia teacher training (ITT): criteria and accompanying advice** and the **Early years initial teacher training (EYITT): criteria and supporting advice.** It is also subject to Ofsted inspection Frameworks. These are subject to change.

Current Exemptions:

Section 4.5.5: - In accordance with Professional Body requirements for Early Years Teacher Status (EYTS) students will only be allowed two attempts at assessments. There will be no right to retake practice modules but retakes will be allowed for theory modules.

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act 2010: guidance - GOV.UK

Initial teacher training (ITT): criteria and accompanying advice

Early years initial teacher training (EYITT): criteria and supporting advice

Initial teacher education (ITE) inspection: toolkit, operating guide and framework

Safeguarding – Keeping Children Safe in Education

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
CERTHE01 Demonstrate good knowledge and understanding of how babies and children learn and develop and demonstrate good knowledge of the Early Years Foundation Stage (EYFS), including the learning and development requirements, the assessment requirements and safeguarding and welfare requirements. (Knowing)	
CERTHE02 Critically analyse practice to make evidence informed judgments about their implications for high-quality early education and equitable outcomes for all children. (Knowing)	
CERTHE03 Apply evidence-informed pedagogical strategies to plan, teach, assess, and adapt high-quality learning experiences that meet the needs of all learners, including those who are disadvantaged, those with SEND, and those who may face other barriers to their learning and/or wellbeing. (Doing)	
CERTHE04 Employ advanced professional skills to lead, mentor, and collaborate within multi-disciplinary teams, driving improvement in early years settings through reflective inquiry, research-informed innovation, and effective communication with families and stakeholders. (Doing)	
CERTHE05 Articulate and embody a critically reflective professional identity grounded in ethical practice, advocacy for children's rights, and a commitment to social justice, safeguarding, and inclusive education for all learners. (Being)	
CERTHE06 Demonstrate a Level-7 capacity for ongoing professional learning by engaging in critical reflection, practitioner research, and evaluative inquiry, using insights to refine practice. (Being)	

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

Your learning on this course is carefully structured to help you grow in confidence in your knowledge, skills and behaviours. The course focuses on strengthening your knowledge of core concepts in early childhood development, pedagogy, and reflective practice. As you progress, you will apply these foundations to more complex ideas such as leadership, research-informed practice, and designing inclusive learning environments. This phased approach ensures you feel supported as your academic and professional skills deepen.

Teaching is delivered through a blend face to face centre-based training, guided self-study, and workplace learning. These formats are designed to complement each other. In-person sessions allow you to collaborate with peers, take part in practical activities, and engage in reflective discussions, while online learning and resources offers accessible, bite-sized content you can revisit at your own pace.

Throughout the course, you will receive support to build the academic and digital skills you need to succeed. This includes help with academic writing at Level 7, understanding research, contributing to group work, and using digital tools confidently. Our virtual learning environment provides clear resources, exemplars, and materials to guide your independent study.

Your work-based learning is purposefully integrated with your academic development. You will draw on experiences from your setting for discussions, assessments, and professional reflections, helping you link theory to real-world practice. Tutor and mentor support ensures you feel guided at every stage.

Digital fluency is embedded in the programme. You will learn how to use digital platforms ethically and effectively, including how to evaluate information, and where appropriate to use AI tools responsibly.

Assessment Methods/Assessments:

Assessment on this course is designed to support your learning, recognise your professional experience, and help you develop the skills needed for successful postgraduate study and effective early years practice.

Assessments are designed to help you develop intellectual skills including critical thinking, problem solving and reflecting on evidence informed practice. Through critical reading, analysis of research, and reflective inquiry, you will learn to build evidence-based arguments, consider different perspectives, and address complex professional issues. Work-based tasks also encourage you to solve real-world problems, apply theory to practice, and evaluate the impact of your decisions on children's learning and development.

To ensure inclusivity, assessments offer clear instructions, exemplars, and marking criteria. Tutors will provide guidance and signpost further support if you have specific learning needs, and reasonable adjustments can be arranged where appropriate. You will also be encouraged to personalise aspects of your assessments—for example, by choosing themes relevant to your setting, selecting areas that reflect your interests, or designing practice-based projects aligned with your professional goals.

Assessments are spread carefully across the year to ensure a manageable workload and to allow you time to build your confidence

Further Information for Student:

Structured induction period introducing academic expectations, university systems, digital platforms (VLE, library systems), and wellbeing services.

Personal tutor allocation from week 1, with a scheduled early check-in to identify needs related to academic confidence, employment-based pressures, or personal circumstances.

Embedded academic literacies within modules (e.g., modelling how to critique research, structuring a Level 7 argument).

Inclusive curriculum design that uses diverse examples, avoids assumed prior knowledge, and foregrounds equity, children's rights, and anti-discriminatory practice.

Close collaboration with university services (disability support, wellbeing, financial support), with proactive signposting by tutors.

Feed-forward feedback that explicitly shows how early work links to expectations in future assignments and assessments.

Use of exemplars and assessment unpacking sessions to demystify Level 7 standards.

Clear information and Handbook outlining roles, responsibilities, assessment processes, and communication flow between university tutors and setting mentors.

Regular mentor meetings with trained workplace mentors who receive training and guidance from the university.

Tutor visits (virtual and face-to-face) to provide developmental feedback and ensure alignment between academic learning and practice.

Structured reflective practice activities, to support deep learning from practice.

Responsive module evaluation processes, with tutors summarising feedback and stating clear "You said – We did" actions.

Regular course rep / student voice meetings ensuring ongoing dialogue with the cohort, as well as evaluations that support development.

The University provides a wide range of academic and pastoral support to help students succeed in their studies and personal development. This includes access to the Library and Skills for Learning service, and tailored advice from the Careers and Enterprise teams. Students also benefit from 24/7 wellbeing support through WLV Student Life Connect, pastoral care via the Multi-faith Chaplaincy, and assistance from the Mental Health and Wellbeing team. Those living in university accommodation have additional access to Residential Life support, and all students can engage with the Students' Union for advocacy, societies, and further peer-led services.

Currency:

Your course is regularly reviewed and refreshed to make sure it reflects the latest research, priority areas and current issues in early childhood education and care. Module content is updated each year so that you engage with new policy developments, contemporary debates, and innovative approaches used across the early years sector. This ensures your learning remains relevant and evidence-informed. We have an experienced Strategic Partners' Group who support in the co-design of the course.

You will be encouraged to engage actively with research throughout the programme. You will explore this research through reading, discussion, and critical reflection, and you will also develop your own inquiry skills through reflective practice tasks, and research-informed assignments. These experiences help you become a confident, critical thinker who can evaluate evidence and apply it meaningfully in professional contexts.

The University of Wolverhampton's Graduate Attributes—**Global Citizen, Knowledgeable, Professional, and Digitally Fluent**—are woven throughout the curriculum. You will explore different perspectives on early years practice, build advanced knowledge of child development and pedagogy, strengthen your professional identity, and develop digital skills that support ethical and effective practice, including the responsible use of AI and digital tools.

The course also encourages interdisciplinary thinking and lifelong learning. You will work with peers from diverse professional backgrounds, engage with ideas from education, health, psychology, and social care, and will understand the importance of and contribute to multi-agency team working.

Personalisation Opportunities:

This course is designed to recognise you as an experienced practitioner with your own ambitions, interests, and lived experiences. Throughout the programme, you will have opportunities to shape your learning so that it feels meaningful, relevant, and aligned with your future career goals.

Many opportunities allow you to choose a focus that relates directly to your personal interests or the needs of the children and families you work with. For example, you can select themes for reflective inquiries, choose research topics that matter to you, or design practice-based projects that connect to your setting. This flexibility means you can develop expertise in areas that are most important to your professional identity, such as inclusion, language development, leadership, or working with families.

The course values your identity and lived experience, and you are encouraged to bring your cultural, linguistic, and professional perspectives into discussions and reflections. Regular reflective tasks and activities help you track your progress, make purposeful decisions, and shape a personalised professional learning journey,

building on our detailed core offer.

Employability in the Curriculum/Employability and Professional Development:

Throughout this course, you will be supported to grow as a confident, reflective, and highly skilled Early Years practitioner. Your employment-based route and contrasting placement experiences give you a chance to apply your learning in real settings, respond to live challenges, and build a portfolio of practice that showcases your strengths.

You will be encouraged to develop a strong professional identity by engaging with reflective practice, research-informed decision-making, and leadership development. Assessments often draw on your workplace experience, enabling you to evidence your skills, impact, and professional growth.

Professional standards, including the Early Years Teachers' Standards and sector expectations around safeguarding, inclusion, and ethical practice, are embedded throughout your modules, placement experiences, and assessments. This ensures you understand what is required in the workplace and can demonstrate competence and confidence across all areas of practice.

The course provides structured opportunities for you to reflect on your strengths and development needs. You will receive regular feedback from tutors and mentors, take part in professional discussions, and complete reflective tasks that help you identify your next steps.

Support is available for key employability skills, such as developing a strong CV and preparing for interviews.

