



National College for
Teaching & Leadership

Early Years Initial Teacher Training requirements and supporting advice

June 2015

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Summary

About this advice

The document sets out National College for Teaching and Leadership (NCTL) requirements for delivery of Early Years Initial Teacher Training (ITT).

This is an update to the previous Early Years ITT requirements supporting advice (January 2014).

Accreditation

In order to deliver Early Years ITT, a provider must be accredited to deliver Initial Teacher Training ITT leading to the award of qualified teacher status (QTS) and deliver a minimum of one programme leading to this award.

All accredited providers must continue to meet the ITT criteria. Where providers do not meet all these criteria and requirements, NCTL will consider withdrawing allocation of Early Years ITT places.

Further information

The withdrawal of accreditation process is available from [GOV.UK](https://www.gov.uk).

1. Entry requirements

All accredited ITT providers must ensure:

R1.1 That all entrants have achieved a standard equivalent to a grade C in the GCSE examinations in English, mathematics and a science subject.

Scope

The aim of this requirement is to ensure that entrants to Early Years ITT have demonstrated their achievement of a minimum standard of educational attainment and have an acceptable level of subject knowledge in core subjects.

The requirement makes it clear that it is the standard, not the certificate that matters. Applicants who are otherwise suitable but, for whatever reason, have not successfully achieved a GCSE grade C may be given an opportunity to show that they can meet the required standard, either by taking an equivalence test or by offering other evidence of attainment, which should demonstrate a similar level and breadth.

NCTL does not provide a list of qualifications that can be considered equivalent to the GCSE examinations in English, mathematics and science. When Early Years ITT partnerships look for evidence that a qualification is of a standard equivalent to GCSE grade C, they should look at the content not only in terms of its level, but also in terms of its breadth.

Specific Qualifications

Qualifications in key and functional skills at level 2 are not equivalent to GCSEs in terms of content, and Early Years ITT partnerships should look for additional evidence of breadth of knowledge and understanding in applicants with key and functional skills certificates but without GCSEs at grade C or above in English and mathematics.

While applicants with a GCSE grade C or above in English and/or English language may be deemed to have met the requirement, Early Years ITT partnerships should look for further evidence of a breadth of achievement in English where applicants have achieved a GCSE grade C or above in English literature.

Further Information

The [National Recognition Information Centre for the United Kingdom \(UK NARIC\)](#) provides advice on the equivalence of overseas qualifications. UK NARIC can be contacted at: UK NARIC, Oriel House, Oriel Road, Cheltenham, GL50 1XP. Tel: 0871 330 7033; fax: 0871 330 7005

All accredited ITT providers must ensure:

R1.2 That, in the case of graduate programmes of Early Years ITT, all entrants hold a degree (level 6) of a UK higher education institution or equivalent qualification¹.

Scope

The aim of this requirement is to ensure the graduate status of early years teaching. All entrants should have attained a qualification that demonstrates the level of knowledge, understanding and transferable intellectual skills associated with graduate status.

All entrants to early years teaching in England are required to have a UK first degree or equivalent qualification. Any equivalent qualification must be one single qualification, not an aggregation of a number of separate qualifications. Those on undergraduate Early Years ITT programmes will, if successful, graduate and meet the standards for the award of early years teacher status (EYTS) at the same time. Those entering graduate Early Years ITT programmes need to have attained a first degree-level qualification before they commence the programme.

Early years ITT partnerships should view original certificates in order to validate an applicant's degree status. However, they should exercise discretion in the case of recent graduates where there is a delay in the applicant receiving the original certificate. In these cases, providers should obtain written confirmation from the relevant degree-awarding institution that the applicant has achieved graduate status, and should ensure that they view the original certificate as soon as it is available.

Degree Subjects

NCTL does not specify that early years teachers must have a first degree in a particular subject or discipline. It is the Teachers' Standards (Early Years) that specify the subject knowledge required for the award of EYTS. All trainee early years teachers must meet these requirements by the time they complete their training.

Information on degree-level qualifications

Providers will need to make sure those responsible for decisions on entry are familiar with, or have access to, advice on the range of qualifications generally regarded as equivalent to a (bachelor's) degree (level 6) in the UK, including overseas qualifications, professional or vocational qualifications, and qualifications no longer available but held by mature applicants.

¹ A first degree comprises 300 HE credit points of which 60 must be at level 6 of the 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.

For example, the MEng is a four-year first degree, the BPhil is usually a research degree, and some taught master's degrees may be open to people without a first degree.

It is for the provider to decide whether an individual's qualification meets this criterion, and whether a particular master's degree demonstrates the breadth and type of academic engagement that would be expected from first degree study. Partnerships that do not include degree-awarding bodies may wish to seek advice from those that are.

Further information

The [National Recognition Information Centre for the United Kingdom \(UK NARIC\)](#) provides advice on the equivalence of overseas degrees. NARIC can be contacted at: UK NARIC, Oriel House, Oriel Road, Cheltenham, GL50 1XP. Tel: 0871 330 7033; fax: 0871 330 7005

The [Framework for Higher Education Qualifications in England, Wales and Northern Ireland](#) describes the higher education qualifications awarded by UK higher education institutions (HEIs) at five levels, formerly identified as certificate, intermediate, honours, masters and doctoral.

All accredited ITT providers must ensure:

R1.3 That all entrants, as part of the provider's selection procedures, have taken part in a rigorous selection process designed to assess their suitability to teach.

Scope

The aim of this requirement is to ensure that, before anyone is admitted to an Early Years ITT programme, they have been deemed suitable to become an early years teacher. This will help to protect children from trainee teachers who might put them at risk of harm because their previous conduct shows that they are unsuitable for teaching. Early years ITT partnerships will conduct interviews, run background checks, and assess if an applicant has the appropriate intellectual and academic capabilities and personal qualities, attitudes, ethics and values to meet the Teachers' Standards (Early Years). Providers should consider a wide range of evidence to judge applicants' suitability to teach, for example: information from application forms, referees' reports, advice from employers, results of any entry tests or tasks, applicants' portfolios, and interviews.

Interviews

Providers should consider how information from interviews can help to identify and take account of trainees' specific needs during training, including any exemptions from programme requirements on the basis of prior achievement. The interview process might include, for example, observation, discussions of professional portfolios and discussions of prior achievement.

Equality

To comply with equality legislation, providers must ensure that interview procedures promote equality of opportunity and avoid discrimination.

The [Equality Act 2010](#) and [2001 Special Educational Needs and Disability Act 2001](#) require providers to ensure they are not discriminating against applicants with disabilities or special educational needs (SEN).

Applicants with disabilities are under no obligation to disclose their disabilities. Providers must ensure that their provision does not place applicants with disabilities at a disadvantage. Providers must also consider making anticipatory adjustments to promote positively equality of access for disabled applicants, including access to benefits, facilities and services. They should provide as many opportunities as possible for applicants to identify any special arrangements they may require, for example when inviting them for interview or making arrangements for any entrance tests.

Intellectual and academic capabilities

Providers should consider the full range of applicants' knowledge, skills, academic background and prior experience to judge whether they have the capability to meet the Teachers' Standards (Early Years) in the time planned for their training. The selection process provides an opportunity to assess applicants' ability to communicate effectively.

Health and physical capacity to teach

Providers have a responsibility to ensure that trainees have the health and physical capacity to teach and will not put children at risk of harm. Providers are responsible for ensuring that only trainees who have the capacity to teach remain on the programme. People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the [DfE website](#).

Successful applicants offered a place on an Early Years ITT programme may have completed a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions but should ensure that they only ask targeted and relevant health-related questions which are necessary to ensure that a person can carry out the function of an early years teacher.

Disclosure and Barring Service checks

Providers should have regard to the Department for Education's statutory guidance [Keeping Children Safe in Education](#), when carrying out their duties to safeguard and promote the welfare of children. They should ensure that all trainees have been subject to [Disclosure and Barring Service \(DBS\)](#) criminal records checks including a check of the children's barred list.

Providers should confirm in writing to schools and settings, that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged by the provider to be suitable to work with children. Providers are not required to provide any information to schools in addition to this confirmation. Schools may wish to record this confirmation in their single central record, but they are not required to do so.

In the case of employment-based routes, the responsibility lies with the employer to ensure that checks have been carried out. The employing school or setting should inform the provider that a satisfactory check has been obtained.

Providers and employers must check that trainees are not subject to a prohibition order issued by the Secretary of State. The list of prohibited teachers can be found via the [NCTL online employer access service](#). For assistance with this service, please e-mail employer.access@education.gsi.gov.uk.

Providers should establish clear safeguarding procedures and protocols that are agreed by all partners in the partnership, including a common understanding across the partnership of convictions, offences, cautions and warnings that would not pose a barrier to joining a programme of Early Years ITT.

If a provider removes a trainee from a programme, or if they would have removed the trainee had they not left, because that trainee has harmed or poses a risk of harm to children, the provider should seek guidance from the DBS.

Any queries about DBS checks should be referred to the DBS at customerservices@dbs.gsi.gov.uk or on 03000 200 190.

Other background checks

Individuals who are unsuited to working with children may not have any previous convictions, and providers should be vigilant during the selection process. Providers, employing schools or settings have a duty to ensure that trainees are properly managed and supervised and that, if they have concerns, information is referred to the police and the DBS.

Trainees from overseas who teach in schools in England should be subject to criminal record checks, including a check of the children's barred list. The Home Office has published guidance on [criminal record checks for overseas applicants](#).

Childcare disqualification

The Department for Education has published [statutory guidance](#) on the application to schools of the [Childcare \(Disqualification\) Regulations 2009](#) and related obligations under the Childcare Act 2006. Providers should have regard to this statutory guidance when carrying out their duties to safeguard and promote the welfare of children.

Where trainees are salaried, it is the responsibility of the school to ensure that they comply with the legislation. If a salaried trainee is or becomes disqualified from a childcare role, schools should inform the training provider of this. Where trainees are fee-funded, it is the responsibility of the training provider to ensure that the trainee is not disqualified from childcare or that the trainee has obtained a childcare disqualification waiver from Ofsted.

Further advice on the childcare disqualification arrangements can be obtained from the Department for Education by emailing Mailbox.disqualification@education.gsi.gov.uk or on 01325 340 409.

Links

- Statutory guidance: [Regulated Activity \(children\) - supervision of activity with children which is regulated activity when unsupervised](#)
- Statutory guidance: [Working together to safeguard children](#)
- Statutory guidance: [Early Years Foundation Stage \(EYFS\)](#)

All accredited ITT providers must ensure:

R1.4 That all entrants beginning Early Years ITT on or after 1 August 2014 have passed the professional skills tests prior to entry.

Scope

The [professional skills tests](#) are set in the context of the wider professional role of a teacher and for trainees entering Early Years ITT in 2014/15 onwards they must be passed prior to starting a programme of Early Years ITT.

When [registering for skills tests](#), applicants can register for special arrangements.

2. Training requirements

All accredited ITT providers must ensure:

R2.1 That the content, structure, delivery and assessment of programmes are designed to:

- a) enable trainee teachers to meet the entire Teachers' Standards (Early Years) across the age range of training*
- b) ensure that no trainee teacher is recommended for the award of EYTS until they have met all of the Teachers' Standards (Early Years)*

Scope

At the outset, providers should make clear to trainees and to all of those involved in the partnership, the scope and coverage of the programme, including subject and curriculum knowledge and the anticipated outcomes of training.

Programme design underpins all the training requirements and should be flexible enough to meet the needs of every trainee. Providers should look particularly at the extent to which their provision and assessment practices are designed to ensure that trainees meet the Teachers' Standards (Early Years).

Providers should offer trainees specialist training to develop the necessary knowledge and understanding and related pedagogy that will enable them to teach across the full age and ability range of training. Not every school or setting can provide opportunities to teach across the whole 0 to 5 age range, or the full ability range, or a diverse population. Providers will therefore need to work with different schools and settings to give trainees a breadth of experience and provide them with opportunities to demonstrate all of the Teachers' Standards (Early Years).

Schools and early years settings have a crucial role to play in designing training that provides the range of experiences that trainees need. Therefore, providers will need to work across a range of schools and settings to give trainees a breadth of experience and provide them with opportunities to demonstrate all of the Teachers' Standards (Early Years).

Trainee assessment procedures should be rigorous and robust, supporting consistent and accurate judgements. Where schools take significant responsibility for judgements that lead to a recommendation for the award of Early Years Teacher Status, such as during the delivery of School Direct (Early Years) programmes, the ratifying accredited provider should ensure that assessment moderation procedures are robust and that all recommendations for the award are secure. The accredited provider remains

accountable for all assessment judgements and recommendations, and should ensure that this is understood across the partnership through the partnership agreement. Training may be delivered in schools or other settings (subject to R2.3) and is likely to include a combination of unobserved and observed teaching, taught sessions, seminars, workshops, tasks and assignments, and engagement with academic/professional research. The content of professional programmes might include, for example:

- the role of the early years teacher
- planning and assessment to ensure children's progress
- child development and learning
- priorities, such as managing children's behaviour, early reading, and special educational needs and disability
- assessing and evaluating teaching
- the use of evidence and research to inform teaching.

All accredited ITT providers must ensure:

R2.2 That they prepare all trainee teachers to teach across the 0 to 5 age range (the Early Years Foundation Stage) and engage them with the educational continuum of expectations, curricula, and teaching in key stage 1 and 2.

Scope

Training must enable trainees to acquire the knowledge and skills they need to be able to teach across the 0 to 5 age range and engage them with the educational continuum of expectations, curricula and teaching in key stage 1 and 2. To meet this requirement, providers should consider how the programme design and trainees' time in at least two schools or early years settings will ensure that trainees are fully prepared to teach across the full 0 to 5 age range. Furthermore, providers must ensure that the programme design facilitates engagement with the expectations, curricula and teaching in key stage 1 and 2. They can take account of time spent working with children before training starts.

Covering the age range

Teaching across the 0 to 5 age range is a minimum requirement. Providers may, if they wish, offer programmes with some enhancement, for example 5 to 7 year olds. In these cases, the trainee will be assessed only in the 0 to 5 age range of training. Partnerships should however make clear to applicants early in their programme which age ranges their training will cover.

Engagement with key stage 1 and 2

Early years ITT providers must also engage trainees with the curricula and teaching in key stage 1 and 2. Trainees might engage with the expectations in a variety of ways, such as by visits to different schools and settings, observations of lessons, or working with curriculum documents and plans. This requirement does not necessarily mean that trainees must teach lessons in these age ranges. However, a minimum of 2 weeks should be spent engaging with key stage 1.

All accredited ITT providers must ensure:

R2.3 That training programmes are designed to provide trainee early years teachers with sufficient time being trained in early years settings or schools² to enable them to demonstrate that they have met all the Teachers' Standards (Early Years). This means they would typically be structured to include at least the following periods of time to be spent in training in early years settings or schools. This should include a minimum of 2 weeks in a school in key stage 1³:

- a 4-year undergraduate programme 160 days (32 weeks)
- a 3-year undergraduate programme 120 days (24 weeks)
- a graduate (non-employment based) programme 120 days (24 weeks)⁴
- employment-based programme – as determined by the training programme

Scope

Time spent in schools or early years settings should be part of a coherent training programme that enables trainees to meet the Teachers' Standards (Early Years).

Time spent training in settings other than schools or early years settings can form a valuable part of programmes, but cannot be counted for the purposes of meeting this requirement.

Applicants to Early Years ITT with practitioner or teaching experience might not need to spend as much time in schools or early years settings as those with little or no prior experience, as long as they are given enough time during the training programme to demonstrate that they have achieved all the Teachers' Standards (Early Years).

However, providers should be careful not to assume that time spent working in a school or early years setting is in itself sufficient to exempt trainees from the requirement to teach in at least two schools or early years settings. In these cases, trainees will need to be able to demonstrate that they have had an assessed experience of teaching children rather than working in a support role. It is unlikely that any trainee, however experienced, would be able to demonstrate achievement of all the Teachers' Standards (Early Years) over a period of less than six weeks of training (in blocks of no less than two weeks) in a school or early years setting in which their teaching is regularly observed and assessed.

² Section 4 of the Education Act 1996 defines a school as: "an educational institution which is outside the further education sector and the higher education sector and is an institution for providing (a) primary education, (b) secondary education or (c) both primary and secondary education".

³ Time in schools or settings may be completed on a part-time basis to make up the full-time equivalent amounts detailed in C2.3.

⁴ This applies to all primary graduate (non-employment based) programmes beginning on or after 1 August 2013.

Providers should satisfy themselves that partner schools and early years settings have the capacity to undertake their responsibilities. Where a school or early years setting has had an unsatisfactory Ofsted inspection, it may still be possible for providers to use the school or early years setting, especially if the improvements to be made do not affect the age range in which the trainee is training. The partnership will need to be confident that the trainee will not be disadvantaged by the school or setting experience and that the situation is kept under close review.

All accredited ITT providers must ensure:

R2.5 That each trainee early years teacher has taught in at least two schools or early years settings.

Scope

Trainee early years teachers need breadth and variety of experience in schools and early years settings to enable them to meet all of the Teachers' Standards (Early Years). They need to teach children from different backgrounds, and across the 0 to 5 age range, as well as gaining experience of different approaches to teaching and to school and early years setting organisation and management.

The requirement specifies that trainees must have *taught* in two schools or early years settings prior to the award of EYTS. It is not sufficient for trainees only to have had *experience* of two schools or early years settings. Providers may wish to consider whether a trainee with prior assessed experience of teaching in a school or early years setting has gained enough relevant experience to count as one of the two schools or early years settings in this requirement.

Employment-based trainees will often need to be released from their employing schools or early years setting to spend time teaching in another school or early years setting. Providers will want to ensure that the other schools or early years settings are carefully selected to extend the knowledge, skills and understanding of the trainees and provide opportunities for them to demonstrate, through their teaching, how they meet the Teachers' Standards (Early Years).

3. Management and quality assurance requirements

All accredited ITT providers must ensure:

R3.1 That their management structure ensures the effective operation of the training programme.

Scope

Providers must plan their provision to ensure that they comply with the current Early Years ITT requirements and provide the opportunity for trainees to demonstrate that they meet all of the Teachers' Standards (Early Years) for the award of EYTS. Providers are expected to provide training of high quality and undertake continuous improvement. Schools and early years settings should play a significant, and often leading, role in the design and delivery of training provision. The management structure should demonstrate the central role that schools and early years settings play in all aspects of provision, from selection and recruitment, through delivery and training, to the assessment of trainees for the award of EYTS.

Providers must contact NCTL to seek approval for any proposed significant variations to the governance and/or operational structure of the provider. This includes, for example, the loss or removal of a partner organisation, or a change in the accounting officer. If a provider is in any doubt, they should advise NCTL of such a variation. If a provider makes significant changes to its governance and/or operational structures, the NCTL reserves the right to withdraw accreditation, and require the newly configured organisation to seek accreditation as a new provider.

Details of any proposed variations should be sent to ITT.accreditation@education.gsi.gov.uk.

All accredited ITT providers must ensure:

R3.2 That partners establish a partnership agreement setting out the roles and responsibilities of each partner. Provision that is not school or setting-led must assure the significant role of schools and early years settings in recruiting, selecting, training and assessing trainee early years teachers.

Scope

The partnership agreement should be a clear, working document that can be used to guide and inform the contributions of each partner, and help to support coherent arrangements across the various contexts in which the training takes place. The partnership agreement will be underpinned by other practices, such as well-understood procedures for communication between the partners and agreed arrangements for the co-ordination of the training.

Where provision is not school or setting-led, providers must assure the significant role of schools and early years settings in the recruiting, selecting, training and assessment of trainee early years teachers. The roles and responsibilities of all partners should be clearly defined in the partnership agreement.

Other arrangements, such as the partnership's quality assurance procedures, the content and delivery of each of the Early Years ITT programmes, policies for equality of opportunity and the formal organisation and management of the partnership should be addressed in the partnership agreement. The partnership agreement may make reference, for example, to the functions of groups and committees in managing the partnership and the ways in which resources are allocated among partners. **It will set out the criteria for removing schools or settings from the partnership, particularly where quality issues arise.** The agreement and any associated supplementary documentation **should** be reviewed and revised by members of the partnership at appropriate intervals.

Role and responsibilities

All trainers and trainee teachers need to be clear about who is responsible for elements of training and assessment, how provision is managed and how the elements fit together to ensure training addresses all the standards for EYTS.

Partnership agreements should specify the different roles within the partnership including, for example, programme and course leaders, mentors, tutors, training managers, and internal and external moderators. They should also set out how partners contribute towards:

- selecting and interviewing applicants

- moderating assessment judgements of trainees against the Teachers' Standards (Early Years)
- providing professional development opportunities for colleagues within the partnership
- trainee access to resources
- any course and/or programme committees
- quality assurance including improvement planning and self-evaluation
- the promotion of equality of opportunity
- the safeguarding of children

Providers of salaried routes must ensure that all schools or settings where trainees undertake any additional teaching experience are of high quality, understand and agree to the partnership roles and responsibilities and have the capacity to provide the necessary training and support.

Non-school or setting-led training programmes

Where provision is not school or setting-led, the partnership agreement should set out clearly the ways in which schools or early years settings will play a significant role in the recruitment, selection, training and assessment of trainees.

This will include the role of schools or settings in marketing courses, and designing the selection process. It will also include the ways in which schools or settings take the lead in assessing applicants' qualities and attributes. For example: through providing opportunities for applicants to undertake assessed work with children; organising and conducting applicants' interviews; and making suitability judgements of applicants, including judgements about their suitability and capacity to teach, their aptitude for teaching, and their potential to meet the relevant Teachers' Standards (Early Years).

All accredited ITT providers must ensure:

R3.3 That they comply with all current legislation relevant to Early Years ITT.

Scope

In order to be accredited a provider must satisfy the ITT criteria specified by the Secretary of State. This criterion expects ITT partnerships to review and update their provision so that it continues to meet these criteria and associated legislation. Where there is evidence of an ITT provider's non-compliance with current ITT criteria the NCTL will consider withdrawal of accreditation.

The [Education \(Specified Work\) \(England\) Regulations 2012](#) (SI 762) specify what requirements must be satisfied by individuals who are not qualified teachers in order to be able to carry out specified work in schools.

Legislation relating to equality, discrimination and employment applies to ITT providers (also see R1.3). Providers must ensure their provision complies with the [Equality Act 2010](#).

Providers must comply with the requirements of the [Data Protection Act 1998](#), in relation to holding and processing personal data, and to the [Freedom of Information Act 2000](#).

Providers should make sure that all members of the partnership are fully aware of their duties under all relevant legislation and have in place arrangements for ensuring that these are met when selecting, recruiting, training and assessing trainees.

Further information

The following is a sample list of relevant legislation and guidance. This is not intended to be exhaustive and ITT partnerships will need to ensure they have identified and comply with all legislation relevant to Early Years ITT.

The [Equality Act 2010](#) is the governing legislation for all matters relating to all acts of discrimination. Also relevant are:

- [Education \(Health Standards\) \(England\) Regulations 2003](#) (SI 3139)
- [The Special Educational Needs and Disability Act \(2001\)](#)
- [Bridging the gap – a guide to the Disabled Students' Allowances \(DSAs\) in higher education](#)
- [Into higher education 2012](#), a higher education guide for people with disabilities.

The Equality and Human Rights Commission (EHRC) provides further guidance on the Equality Act for [schools](#) and [further and higher education institutions](#). The EHRC also has information on the [Codes of Practice](#) that relate to equal pay, race, disability and gender discrimination.

Other relevant documents include:

- The Health and Safety Executive's [Five Steps to Risk Assessment](#).
- [Guidance for practitioners and managers from HM Government on Information sharing](#).
- Statutory guidance: [Early Years Foundation Stage \(EYFS\)](#)

Guidance from the [Office for Fair Access](#) sets out what providers should do to ensure they promote fair access to higher education.

All accredited ITT providers must ensure:

R3.4 That they monitor, evaluate and moderate all aspects of provision rigorously and demonstrate how these contribute to securing improvements in the quality of training and the assessment of trainees.

Scope

Trainees can only be recommended for the award of EYTS if they meet all of the Teachers' Standards (Early Years). Therefore, the assessment of trainees must be accurate and reliable in establishing, consistently over time, whether or not trainees meet the standards. In order to ensure accuracy and reliability the providers should have clear and robust assessment and moderation arrangements in place, informed by appropriate criteria for the various aspects and stages of the training.

External moderators have a key role to play in ensuring consistency of standards across as well as within Early Years ITT partnerships. Partnerships will need to ensure that external moderators have relevant expertise and experience to enable them to carry out their roles competently. They will also wish to ensure that the views of external moderators are taken into account fully when reaching decisions about trainees' achievement of the Teachers' Standards (Early Years).

Evaluation

Providers should clearly define the arrangements and responsibilities for monitoring and evaluating the quality of training provision across all the contexts in which it takes place, and identify ways in which it could be improved.

Providers may wish to collect and analyse a variety of data to inform their understanding of the effectiveness of their provision. For example, they may collect and analyse data or other evidence about the following:

- training sessions, in order to establish their fitness for purpose and to identify strengths and weaknesses across the different contributions to the programme
- trainees' evaluations of how their training needs have been met
- tutors' evaluations of the training programme and how it is administered
- trainees' perceptions of their training
- former trainees, induction tutors and employing schools and settings
- feedback from internal and external moderation about the effectiveness and accuracy of the assessments of trainees against the Teachers' Standards (Early Years)
- external moderator feedback about the effectiveness of training provision in helping trainees to meet the Teachers' Standards (Early Years)
- the implementation of equality policies, and
- NCTL and Ofsted feedback.

Internal moderation

Internal moderation provides a system of checks and balances within a partnership to ensure that trainees in different settings are assessed accurately and reliably. Providers should ensure that arrangements for internal moderation are in place and that they work effectively. The roles and responsibilities of those carrying out such arrangements are likely to be contained in the partnership agreement (see requirement R3.2).

Internal moderation procedures could include, for example:

- the involvement of staff with relevant expertise from two or more partners when assessing trainees
- detailed scrutiny by a moderating panel of a sample of trainees, including any judged by an assessor as on the pass/fail borderline, or likely to fail
- joint observations of trainees' teaching
- discussions by relevant staff of all the evidence available, including that derived from trainees' previous experience and achievement
- arrangements for feeding back information to the partnership about the accuracy and consistency of assessment arrangements and about elements of good practice to support improvements.

External moderation

Providers should appoint suitable external moderators. External moderators should have no direct involvement with the work of the partnership. They should be able to offer an external perspective on the attainment of other providers' trainees being assessed for the award of EYTS, which should help to verify the accuracy of the assessments made by the provider. Providers should consider how to use external moderators to corroborate and standardise their assessments of trainees.

Providers may wish to consider, when appointing external moderators, whether they have appropriate curriculum or age-phase expertise to enable them to provide specialist feedback.

The responsibilities of external moderators might include:

- detailed scrutiny of a sample of trainees, including a representative cross-section of trainees together with all trainees that internal moderators regard as being on the pass/fail borderline, or possible failures
- observation of the teaching of all trainees in a designated sample, such as those assessed as being borderline satisfactory to good, or borderline good to outstanding
- discussion with internal assessors and/or moderators of all the evidence available about individual trainees who have achieved the Teachers' Standards (Early Years)

- scrutiny of internal moderation arrangements, drawing on the some of the evidence gained from activities above
- producing a report that includes an evaluation of the strengths and weaknesses of the provision observed, clearly linked to the Teachers' Standards (Early Years) and Early Years ITT requirements, and including an evaluation of the accuracy of the assessments of trainees' attainment against the Teachers' Standards (Early Years)

In addition, providers should have procedures in place for monitoring and evaluating the management of their programmes including, for example, arrangements for the selection and de-selection of partner schools and settings. They will draw on the kinds of evidence detailed above to inform the work of any committees that serve the partnership.

Providers should have systematic procedures in place in order to demonstrate that monitoring and evaluation have secured improvements in quality and outcomes for trainees. This may mean keeping comparative data and other evidence over a period of time.

Similarly, providers may wish to examine the procedures and practices they have in place for enhancing and improving the subject and pedagogical knowledge of all trainees and the knowledge of relevant curriculum areas for early years and key stage 1 and 2. These should be evaluated against the success of trainees in meeting the Teachers' Standards (Early Years). The evidence will need to be sufficiently robust to enable the provider to draw conclusions, and act upon them.

All monitoring and evaluation processes and activities should focus on impact and outcomes – particularly in the context of the standards achieved by trainees. Reporting and documenting of such activities should be evaluative rather than descriptive. These activities and processes might feed into improvement plans. Providers are encouraged to compare their own provision with that of other providers when monitoring and evaluating programmes.

4. Employment-based requirements

All accredited providers of employment-based Early Years ITT must ensure all of the following:

R4.1 For the period of training, all applicants who are undertaking the employment-based training route must be employed in a setting offering the Early Years Foundation Stage (EYFS).

R4.2 No trainee will be required to perform more than 90% of the duties normally required of a full-time early years teacher.



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Teaching & Leadership

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