



Department  
for Education

# **Early Years Initial Teacher Training requirements and supporting advice**

**July 2019**

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## Overview

This document contains guidance and accompanying advice from the Department for Education (DfE). This means that accredited Early Years initial teacher training (EYITT) providers must have regard to this guidance when carrying out their duties relating to EYITT.

The criteria are highlighted in grey boxes under the relevant sections.

Accredited EYITT providers must ensure they meet these criteria to remain compliant. EYITT providers who do not comply with these criteria may be subject to removal of permission to recruit to this route.

## Eligibility

To offer early years ITT, you must be [an accredited initial teacher training provider](#). You must offer at least one programme that leads to the award of early years teacher status (EYTS).

As an accredited ITT provider, if you do not comply with all ITT criteria, DfE will consider [withdrawing your allocation of early years ITT places](#).

## **Fee charging in 2019 to 2020 for full-time undergraduate courses**

### **Fee charging in 2019 to 2020 for full-time fee-funded courses**

The maximum tuition fee that providers registering in the Approved (fee cap) section of the [Office for Students](#)' (OfS) register can charge students for the 2019 to 2020 academic year is determined by the Higher Education (Fee Limits and Fee Limit Condition) (England) Regulations 2018, in powers conferred by the Higher Education and Research Act 2017.

This act also sets out the requirements for establishing OfS access and participation plans for 2019 to 2020.

Approved (fee cap) providers with a Teaching Excellence and Student Outcomes Framework (TEF) award for 2019 to 2020 may charge up to £6,165 for a full-time course if they do not have an OfS access and participation plan in place, or up to £9,250 if they have an OfS access and participation plan in place.

Approved (fee cap) providers without a TEF award for 2019 to 2020 may charge up to £6,000 for a full-time course if they do not have an OfS access and participation plan in place, or up to £9,000 if they have an OfS access and participation plan in place.

School centered initial teacher training (SCITT) providers that have not registered in the Approved (fee cap) section of the OfS register are not subject to the Higher Education and Research Act 2017, and are able to set their own tuition fees without reference to OfS.

DfE requires that SCITT providers must not charge trainees over £9,250 for full-time programmes of ITT in 2019 to 2020.

### **Student support in 2019 to 2020 for full-time courses**

The level of fee loan support available to trainees in 2019 to 2020 will, in most cases, be determined by which part of the OfS register the provider has applied to register in.

Students taking designated courses at Approved (fee cap) providers in 2019 to 2020 will qualify for fee loans to meet the full cost of their course subject, up to a maximum full-time fee loan limit of £9,250.

The same full-time fee loan will apply to any SCITT providers registered as Approved (fee cap) providers with the OfS. SCITT providers not registered as Approved (fee cap) providers will be subject to a maximum fee loan limit of £9,250.

Providers registering in the Approved section of the OfS register (approved providers) are not subject to maximum fees, and are not required to submit an access and participation plan to OfS.

Trainees taking full-time ITT courses with approved providers will only be able to access loans of up to £6,000 towards their fees, or up to £6,165 where approved providers have a current TEF award.

## Fee charging in 2019 to 2020 for part-time fee-funded courses

The maximum tuition fee that providers registering in the Approved (fee cap) section of the [Office for Students](#) (OfS) register can charge students for the 2019 to 2020 academic year is determined by the Higher Education (Fee Limits and Fee Limit Condition) (England) Regulations 2018, in powers conferred by the Higher Education and Research Act 2017.

This act also sets out the requirements for establishing OfS access and participation plans for 2019 to 2020.

Approved (fee cap) providers with a Teaching Excellence and Student Outcomes Framework (TEF) award for 2019 to 2020 may charge up to £4,625 for a part-time course if they do not have an OfS access and participation plan in place, or up to £6,935 if they have an OfS access and participation plan in place.

Approved (fee cap) providers without a TEF award for 2019 to 2020 may charge up to £4,500 for a part-time course if they do not have an OfS access and participation plan in place, or up to £6,750 if they have an OfS access and participation plan in place.

School centered initial teacher training (SCITT) providers that have not registered in the Approved (fee cap) section of the OfS register are not subject to the Higher Education and Research Act 2017 and are able to set their own tuition fees without reference to OfS.

Any SCITT that registers with the OfS should inform the Market Regulation team at [itt.accreditation@education.gov.uk](mailto:itt.accreditation@education.gov.uk).

## Student support in 2019 to 2020 for part-time courses

The level of fee loan support available to trainees in 2019 to 2020 will, in most cases, be determined by which part of the OfS register the provider has applied to register in.

Students taking designated part-time courses at Approved (fee cap) providers in 2019 to 2020 will qualify for fee loans to meet the full cost of their course subject, up to a maximum part-time fee loan limit of £6,935.

The same part-time fee loan will apply to any SCITT providers registered as Approved (fee cap) providers with the OfS. SCITT providers not registered as Approved (fee cap) providers will also be subject to a maximum fee loan limit of £6,935.

Providers registering in the Approved section of the OfS register (approved providers) are not subject to maximum fees and are not required to submit an access and participation plan to OfS.

Trainees taking part-time ITT courses with approved providers will only be able to access loans of up to £4,500 towards their fees, or up to £4,625 where approved providers have a current TEF award.

Regulations setting student support arrangements for 2019 to 2020 came into force on 21 February 2019.

# 1. Entry requirements

1.1 – All accredited EYITT providers must ensure that all entrants have achieved a standard equivalent to a grade 4<sup>1</sup> in the GCSE examinations in English and mathematics and a science subject.

The aim of this criterion 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.

It is the standard, not the certificate that matters. Applicants who haven't successfully achieved a GCSE grade 4 may be given an opportunity to take an equivalence test or offer other evidence of attainment, which demonstrates a similar level and breadth. Providers should consider making similar arrangements for candidates who cannot provide original certificates as evidence.

DfE does not provide a list of qualifications that can be considered equivalent to the GCSE examinations in English, mathematics and science. When ITT partnerships look for evidence that a qualification is of a standard equivalent to GCSE grade 4, 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. ITT partnerships should look for additional evidence of breadth of knowledge and understanding in applicants who have key and functional skills certificates but don't have GCSEs at grade 4 or above in English and mathematics.

Providers should look for further evidence of a breadth of achievement in English where applicants have achieved a GCSE grade 4 or above in English literature only.

## Further Information

The [National Recognition Information Centre for the United Kingdom \(UK NARIC\)](#) provides advice on the equivalence of overseas qualifications.

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<sup>1</sup> For the equivalent of grades awarded under the new GCSE grading structure, refer to [Your qualification, our regulation: GCSE, AS and A level reforms](#)

## Degree Criteria

1.2 All accredited ITT providers must ensure that, in the case of graduate programmes of early years ITT, all entrants hold a first degree of a United Kingdom higher education institution or equivalent qualification<sup>2</sup>.

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 entering graduate early years ITT programmes need to have attained a degree before they commence the programme.

Early years ITT trainees on the undergraduate route will need to meet the [Teachers' Standards \(Early Years\)](#) to be awarded early years teacher status (EYTS) as they graduate.

Providers should view original certificates 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 awarding institution that the applicant has achieved graduate status. Providers should view the original certificate as soon as it is available.

In cases where an original certificate is no longer available, providers must gain assurance of graduate status and must keep an audit trail of the evidence obtained.

## Degree subjects

Legislation 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 standards by the time they complete their training.

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<sup>2</sup> 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



## Information on degree-level qualifications

Providers will need to make sure those responsible for decisions on entry are familiar with the qualifications generally regarded as equivalent to a first (bachelors) degree in the UK. This includes:

- overseas qualifications
- professional qualifications
- vocational qualifications
- qualifications no longer available but held by mature applicants

For example, the Master of Engineering (MEng) is a 4-year first degree, the Bachelor of Philosophy (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 requirement, 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.

The [Framework for Higher Education 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.

## Suitability

1.3 – Accredited ITT providers must ensure 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.

Providers must ensure that, before anyone is admitted to an early years ITT programme, they have been deemed suitable to train to teach. This will help to protect children and young people from trainee teachers who might put them at risk of harm because their previous conduct shows they are unsuitable for teaching. ITT partnerships should conduct interviews, run background checks, and assess if an applicant has the potential to meet the [Teachers' Standards \(early years\)](#) by the end of their training programme.

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,
- 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 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 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.

Prior to the award of EYTS, providers must assure the trainees' English and mathematics. Providers must assure that trainees demonstrate competence in the following areas:

- Speaking, listening and communicating are fundamental to a teacher's role. Teachers should use standard English grammar, clear pronunciation and vocabulary relevant to the situation to convey instructions, questions, information, concepts and ideas with clarity. Teachers should read fluently and with good understanding.
- Writing by teachers will be seen by colleagues, pupils and parents and, as such, it is important that a teacher's writing reflects the high standards of accuracy their professional role demands.
- Teachers should use data and graphs to interpret information, identify patterns and trends and draw appropriate conclusions. They need to interpret pupil data and understand statistics and graphs in the news, academic reports and relevant papers. Teachers should be able to complete mathematical calculations fluently with whole numbers, fractions, decimals and percentages. They should be able to solve mathematical problems using a variety of methods and approaches including: estimating and rounding, sense checking answers, breaking down problems into simpler steps and explaining and justifying answers using appropriate language.

Any work to address shortfalls in English and mathematics must be undertaken by the trainee teacher in addition to other aspects of their training. It is the trainee's responsibility to secure fundamental English and mathematics, whereas responsibility for assurance lies with the provider. Fundamental English and mathematics may be implemented, supported and assured in different ways by different providers.

## 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 and young people at risk of harm. 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.

Successful applicants may be asked to complete a fitness questionnaire prior to commencing the programme. ITT providers should not ask all-encompassing health questions but should ensure 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 [Keeping Children Safe in Education](#) statutory guidance when carrying out their duties to safeguard and promote the welfare of children. This will include obtaining and considering [Disclosure and Barring Service \(DBS\)](#) criminal records checks and children's barred list information.

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.

Where a school or college allows an individual to start work in regulated activity before the DBS certificate is available, they should ensure the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

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.

When determining an individual's suitability to train to teach, providers and employers should check that a trainee has not previously been removed from a programme because they have behaved in a way that indicates they may not be suitable to work with children, or if the previous provider would have removed the trainee had they not left.

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

Schools should ensure that all trainee teachers, at the start of their training in each school or setting, are provided with the following:

- the child protection policy
- the staff behaviour policy (sometimes called a code of conduct)
- information about the role of the designated safeguarding lead
- a copy of Keeping Children Safe in Education

Providers may wish to recommend to applicants that are checked early in the recruitment cycle that they register with the DBS update service.

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

Any queries about DBS checks should be referred to the DBS at [customerservices@db.gov.uk](mailto:customerservices@db.gov.uk) or on 03000 200 190.

## **Other background checks**

Candidates who are unsuited to working with children may not have any previous convictions, and providers should be vigilant during the selection process. Providers or employing schools 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.

Candidates who have lived or worked outside the UK must undergo the same checks as all other staff in schools and colleges. In addition, further checks should be carried out so that events that occurred outside the UK can be considered. The Home Office has published guidance on [criminal record checks for overseas applicants](#).

Providers and employers must check that candidates are not:

- subject to a prohibition order issued by the Secretary of State
- prohibited to teach in another country of the European Economic Area (EEA)

The lists of prohibited teachers is on the [Teacher Services System](#).

## Childcare disqualification

ITT providers should have regard to the [Disqualification under the Childcare Act 2006 statutory guidance](#) and related obligations under the Childcare Act 2006 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 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 at [disqualification@education.gov.uk](mailto:disqualification@education.gov.uk) or on 01325 340 409.

## Links

Statutory guidance:

- [Regulated Activity \(children\) - supervision of activity with children which is regulated activity when unsupervised](#)
- [Working together to safeguard children](#)
- [Keeping children safe in education](#)

## Professional Skills Tests

1.4 – All accredited ITT providers must ensure that all entrants, beginning early years ITT have passed the professional skills test prior to entry.

The [professional skills tests](#) are set in the context of the wider professional role of a teacher.

Candidates commencing ITT programmes on or after 1 April 2020 will not be required to pass the skills tests prior to entry.

Trainees who have passed the skills tests and a course leading to QTS do not need to re-take the skills tests if they later take a course leading to EYTS.

Trainees who have passed the skills tests and a course leading to EYTS do not need to re-take the skills tests if they later take a course leading to QTS.

Applicants can register for special arrangements when [registering for skills tests](#).

## 2. Training requirements

2.1 – All accredited ITT providers must ensure:

- that the content, structure, delivery and assessment of programmes are designed to:
  - a. enable trainee teachers to meet all the Teachers' Standards (Early Years) and
  - b. ensure that no trainee teacher is recommended for the award of EYTS until they have met all of the Teachers' standards (Early Years).

At the outset, EYITT 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 how 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.

Early years settings and schools have a crucial role to play in designing training that provides the range of experiences that trainees need. Not every setting can provide opportunities to teach across the whole 0-5 age range, and the full ability range. Providers may 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 \(Early Years\)](#).

Prior to the award of EYTS, providers must assure the trainees' English and mathematics. Providers must assure that trainees demonstrate competence in the following areas:

- Speaking, listening and communicating are fundamental to a teacher's role. Teachers should use standard English grammar, clear pronunciation and vocabulary relevant to the situation to convey instructions, questions, information, concepts and ideas with clarity. Teachers should read fluently and with good understanding.
- Writing by teachers will be seen by colleagues, pupils and parents and, as such, it is important that a teacher's writing reflects the high standards of accuracy their professional role demands.
- Teachers should use data and graphs to interpret information, identify patterns and trends and draw appropriate conclusions. They need to interpret pupil data and understand statistics and graphs in the news, academic reports and relevant papers. Teachers should be able to complete mathematical calculations fluently with whole numbers, fractions, decimals and percentages. They should be able to solve

mathematical problems using a variety of methods and approaches including: estimating and rounding, sense checking answers, breaking down problems into simpler steps and explaining and justifying answers using appropriate language.

Trainee assessment procedures should be rigorous and robust, supporting consistent and accurate judgements. Where providers/employers take significant responsibility for judgements that lead to a recommendation for the award of EYTS, 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 2.3) 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

Reference to up-to-date and relevant research is integral to the design and delivery of all ITT programmes. Providers should ensure that trainees are able to apply research evidence to all aspects of their teaching.



## Age Ranges

2.2 – All accredited ITT providers must ensure that they prepare all trainee teachers to teach across the 0-5 age range (the [EYFS](#)) and engage them with the educational continuum of expectations, curricula, and teaching in key stage 1 and 2.

Teaching across the 0-5 age range is a minimum requirement. Providers may wish to offer programmes with some enhancement, for example training to teach 5 to 7 year olds. In these cases, trainees will be assessed only in the 0-5 age range of training.

Trainees might engage with the expectations of Key Stages 1 and 2 in a variety of ways, such as by visits to different settings and schools, 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.

Providers should consider how the programme design and trainees' time in at least 2 settings will ensure they are fully prepared to teach across the 0-5 age range.

## Training in schools

2.3 – All accredited ITT providers must ensure:

- that training programmes are designed to provide trainee early years teachers with sufficient time being trained in early years settings or schools 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 training in schools or settings:
  - a 4-year undergraduate programme 160 days (32 weeks)
  - a 1,2 or 3-year undergraduate programme 120 days (24 weeks)
  - a secondary graduate (non-employment based) 120 days (24 weeks)
  - a primary graduate (non-employment based) programme – 120 days (24 weeks)
  - employment-based programme – as determined by the training programme

Time spent in early years settings or schools should be considered 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 as much time training in schools or settings. These trainees should be given sufficient time during the training programme to demonstrate that they have achieved all the [Teachers' Standards \(Early Years\)](#).

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

## Two Settings/Schools

2.4 – All accredited ITT providers must ensure: that each trainee early years teacher has taught in at least two early years settings or schools.

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

Trainees must have taught in 2 settings or schools prior to the award of EYTS. It is not sufficient for trainees only to have had experience of working in two early years settings or schools. Providers may wish to consider whether a trainee with prior assessed experience of teaching in an early years setting or school has gained enough relevant experience to count this as one of the two settings specified.

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 should ensure that other 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

3.1 – All accredited ITT providers must ensure: that their management structure ensures the effective operation of the training programme.

Providers must plan their training programmes to ensure that they comply with this publication and provide the opportunity for trainees to demonstrate that they meet all of the [Teachers' Standards \(Early Years\)](#) for the award of EYTS. Training should be of high quality and providers should seek continuing improvement.

Early years settings and schools 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 they play in all aspects of the provision, from selection and recruitment, through delivery and training, to the assessment of trainees for the award of EYTS.

Partnerships should ensure that they address [trainee teacher workload](#), using the [teacher workload toolkits](#).

Providers must contact DfE to seek approval for any proposed significant variations to their governance and/or operational structure. This includes, for example, the loss or removal of a partner organisation, or a change in the accounting officer. If a provider makes significant changes to their governance and/or operational structures, DfE 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.gov.uk](mailto:ITT.accreditation@education.gov.uk).

## Partnerships

3.2 – All accredited ITT providers must ensure 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 early years settings and schools in recruiting, selecting, training and assessing trainee early years teachers.

The partnership agreement should be a clear, working document that can be used to:

- guide and inform the contributions of each partner
- help to support coherent arrangements across the various contexts in which the training takes place.

The roles and responsibilities of all partners should be clearly defined in the partnership agreement including, for example, well-understood procedures for communication between the partners and agreed arrangements for the co-ordination of training.

Other arrangements should be addressed in the partnership agreement, such as the:

- partnership's quality assurance procedures
- content and delivery of each of the early years ITT programmes,
- policies for equality of opportunity
- organisation and management of the partnership
- partnership's role in addressing and managing trainee teacher workload.

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 settings or schools 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.

### Roles 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 graduate employment-based programmes must ensure that all settings or schools where trainees undertake their placements 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 and settings will play a significant role in the recruitment, selection, training and assessment of trainees.

## Legislation

3.3 – All accredited ITT providers must ensure that they comply with all current legislation relevant to early years ITT.

ITT partnerships must review and update their provision so that it continues to comply with associated legislation. Where there is evidence of non-compliance with these criteria, the DFE will consider withdrawing a provider's permission to recruit to EYITT places.

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

- [Education \(Specified Work\) \(England\) Regulations 2012](#) (SI 762) – specify the requirements that must be met by individuals who are not qualified teachers to carry out specified work in schools
- [Equality Act 2010](#)
- [Freedom of Information Act 2000](#)
- [Data Protection Act 2018](#) (read the '[Guide to the General Data Protection Regulation](#)')
- [Counter-Terrorism and Security Act 2015](#) (the CTSA 2015)

From 1 July 2015 specified authorities, including all schools, are subject to a duty under section 26 to have “due regard to the need to prevent people from being drawn into terrorism”. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the [Prevent duty guidance](#)”).

## 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 \(SI 3139\)](#)
- [Special Educational Needs and Disability Act \(2001\)](#)
- [Disabled Students' Allowances \(DSAs\) in higher education](#)
- [Disability Rights UK, education and skills guidance 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](#)

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

Early years ITT providers should familiarise themselves with the Competition and Markets Authority's consumer law advice for undergraduates. Providers that do not meet their obligations to undergraduate students may be in breach of consumer protection law. Find out more about [Higher education: consumer law advice for providers](#).



## Quality Assurance

3.4 – All accredited ITT providers must ensure that they monitor, evaluate and moderate all aspects of their provision rigorously and demonstrate how these contribute to securing improvements in the quality of training and the assessment of trainees.

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 these standards.

In order to ensure accuracy and reliability 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 an important role to play in ensuring consistency of standards across as well as within early years ITT partnerships. Providers will need to ensure that external moderators have relevant expertise and experience to enable them to carry out their roles competently. They should also ensure that the views of external moderators are taken into account 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 areas for improvement.

Providers may wish to collect and analyse a variety of data to inform your understanding of the effectiveness of their training. 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
- DfE and Ofsted feedback

## Internal moderation

Internal moderation should provide 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 work effectively. The roles and responsibilities of those carrying out these arrangements are likely to be contained in the partnership agreement (see requirement 3.2).

Internal moderation procedures may include:

- the involvement of staff with relevant expertise from 2 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 trainees' previous experience and achievements
- 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 who have no direct involvement with the work of the partnership. They must offer an external perspective on the attainment of other providers' trainees being assessed for the award of EYTS. This should help to verify the accuracy of the provider assessments. Providers should use external moderators to corroborate and standardise the assessments of trainees.

Providers may wish to consider, when appointing external moderators, whether they have appropriate subject, 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 including the accuracy of the assessments of trainees, clearly linked to the [Teachers' Standards \(Early Years\)](#) and these early years ITT requirements

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 settings or schools. They should draw on the kinds of evidence above to inform the work of any committees that serve the partnership.

Providers should have systematic procedures in place 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.

Providers may also wish to examine the procedures and practices for enhancing and improving the subject and pedagogical knowledge of relevant curriculum areas for early years and Key Stages 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 providers 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 process should feed into improvement plans. Providers should compare their own provision with that of other providers when monitoring and evaluating programmes.

## 4. Employment-based requirements

4.1 – Early years ITT accredited providers of the graduate employment based route must additionally ensure that:

- for the period of training, all trainees undertaking this route must be employed in a setting offering the Early Years Foundation Stage (EYFS)
- no trainee will be required to perform more than 90% of the duties normally required of a full-time early years teacher

## Notes

Note 1 – For the equivalent of grades awarded under the new GCSE grading structure, refer to [Your qualification, our regulation: GCSE, AS and A level reforms.](#)

Note 2 – 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.

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