

Programme Specification for Early Years Initial Teacher Training

This document applies to students who commence the programme in or after September 2017

1.	Awarding institution/body	National College for Teaching and Leadership (NCTL)
2.	Teaching institution	University of Worcester
3.	Programme accredited by	National College for Teaching and Leadership (NCTL)
4.	Final award or awards	Early Years Teacher Status
5.	Programme title	Early Years Initial Teacher Training
6.	Pathways available	N/A
7.	Mode and/or site of delivery	Taught and Work Based Learning
8.	Mode of attendance and duration	Graduate Entry (Full time, 1 year); Graduate Employment Based (Part time, 1 year)
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	Teachers' Standards (Early Years) (2013) https://www.gov.uk/government/publications/early-years-teachers-standards
11.	Date of Programme Specification preparation/ revision	September 2017

12. Educational aims of the programme

The Early Years Initial Teacher Training programme will provide successful trainees with the award of Early Years Teacher Status from the National College for Teaching and Leadership (NCTL), to enable them to teach across the Early Years Foundation Stage.

The EYITT programme delivered at the University of Worcester includes the Graduate Entry (full time study with unpaid practice experience blocks) and Graduate Employment Based route (part time with practice experience blocks in paid employment).

The EYITT programme is designed to meet the individual training needs of experienced early years practitioners already working in the sector and for career changers who wish to make the transition to work within the early years sector. An individual training plan will support experienced Graduate Employment Based trainees develop and enhance their practice and Graduate Entry trainees to gain knowledge and understanding of early years practice to support them in leading early years practice. Both Graduate Entry and Graduate Employment Based routes at the University require the trainee to already hold a degree before commencing the programme of study; however the degree can be in any subject discipline.

Trainees will undertake assessments and practice experience in at least two early years settings and across the 0-5 age range with babies, toddlers and young children, to gain evidence of practice and the meeting of the Teacher's Standards (Early Years). Trainees will also complete a 2 week block placement in a key stage 1 classroom to gain knowledge and understanding of the phase after the Early Years Foundation Stage.

The programme will develop trainees' skills, knowledge and understanding as early years teachers through a combination of academic study (and attendance at University) and practice experience. The range of practice experience expected within the programme provides trainees with an awareness of how different patterns of organization, leadership and teaching styles best support effective learning and provide equality of opportunity for all children.

Trainees will be expected to develop and demonstrate the knowledge, skills and teaching competences which will enable them to observe, plan, teach, organise and assess children's

progress and learning across the Early Years Foundation Stage. They will learn how to plan and manage the children's learning, and begin to work in co-operation with other professionals, parents and each other, in order to ensure quality teaching and learning experiences and realistic outcomes for all children in the early years.

The requirements of the programme are set by the NCTL and can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591303/EYITT_R_requirements_Supporting_Advice_2017-18.pdf

The programme aims to equip trainees to:

1. Reflect upon their own value based roles and responsibilities within the international context of multi-professional and integrated environments.
2. Recognize their own power to promote continuous improvement and change through interaction and collaboration in the diverse learning and wider community.
3. Develop dispositions to research using contemporary methods both independently and as part of a research community.
4. Develop as competent and effective advocates when working with children and families in order to promote their safety and wellbeing.
5. Synthesise subject knowledge through a reflective approach in complex situations and to develop a commitment to their own personal and professional development.
6. Appreciate the uncertainty, ambiguity and limitations of knowledge.
7. Adopt a personal philosophy to underpin their professional practice.

Aligned to the practice element of the programme, trainees are expected to attend the Post Graduate Certificate in Leading Early Years Practice modules (MAED4159, MAED4158 and MAED4157) as a requirement of the Early Years Initial Teacher Training programme at the University. Trainees have the option to submit assessments for the 3 Masters Modules to enable them to exit the programme with EYTS and a Post Graduate Certificate in Leading Early Years Practice. The Masters element of the programme is delivered and assessed separately and sits within the validated Masters programme specifications.

13. Intended learning outcomes and learning, teaching and assessment methods

Intended learning outcomes and learning, teaching and assessment methods

Knowledge and understanding

On successful completion of the programme, trainees will be able to:

- a) Recognise the development, needs and experience of young children, and the services which support them.
- b) Demonstrate a critical awareness of a range of professional roles and responsibilities within and across different environments and internationally.
- c) Critically analyse integrated policy and practice in the context of continuous change.
- d) Have sound knowledge of safeguarding and Child Protection and understanding of how to act as an effective advocate with children and families in order to promote their safety and wellbeing.
- e) Critically evaluate current issues, challenges and ethical dilemmas within the field of early childhood.
- f) Critically reflect upon factors affecting inclusion and diversity.
- g) Critically reflect upon theories, assumptions, concepts and data to achieve solutions to work-based problems.

Cognitive Skills and Intellectual Skills

On successful completion of the programme, trainees will be able to:

- a) Critically analyse and synthesise information and ideas, which will be sufficient to make judgements or frame questions to achieve a solution and derive principles to guide further actions.
- b) Engage in self-appraisal/reflection on practice that will lead to significant insights that impact further personal and professional development.
- c) Undertake effective action-planning leading to appropriate action and learning that is likely to be complex and impact on the work of others.
- d) Critically evaluate and argue a position/solution which involves critical appraisal and justification of alternative strategies within a range of contexts, whilst recognising the change, ambiguity and uncertainty involved.

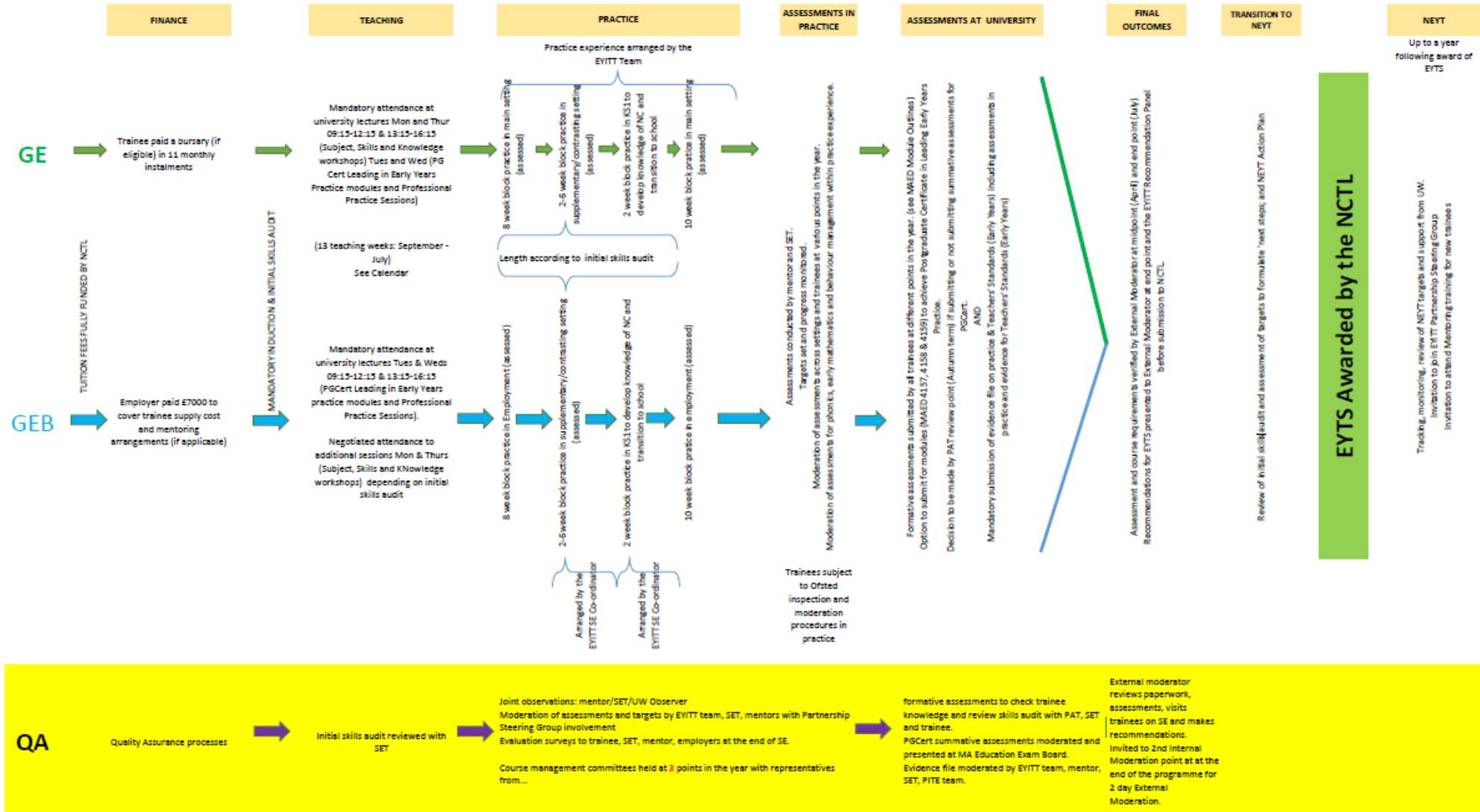
In practice, on successful completion of the programme, trainees will be able to:

1. Demonstrate achievement of the Teachers' Standards (Early Years) (September 2013).
2. Set high expectations which inspire, motivate and challenge all children by fostering and developing skills, concepts and attitudes necessary for effective learning.
3. Promote good progress and outcomes by children by identifying aims and objectives for learning and specific learning outcomes, with clear reference to purpose, progression and differentiation, taking account of individual needs and the setting's planning.
4. Demonstrate good knowledge of early learning and EYFS.
5. Plan education and care taking account of the needs of all children by having knowledge and understanding of the development of children across the early years (babies, toddlers and young children), and implement developmentally appropriate practice within each age-phase.
6. Adapt education and care to respond to the strengths and needs of all children.
7. Make accurate and productive use of assessment.
8. Safeguard and promote the welfare of children, and provide a safe learning environment.
9. Fulfil wider professional responsibilities to make a positive contribution to the wider community and multi-agency team working.

Learning, teaching and assessment

The EYITT programme is differentiated between the Graduate Entry (GE) and Graduate Employment Based (GEB) route as follows:

EYITT programme flowchart



Learning and teaching is through a combination of interactive workshops focussing on Subject, Skills and Knowledge, Professional Practice with lectures and seminars, studying alongside students following the Postgraduate Certificate in Leading Early Years Practice.

The learning and teaching strategies used will be selected according to the following purposes:

- **Whole group lectures/ workshops/ seminars:** EYITT trainees are expected to attend all Masters module lectures and core EYITT (Professional Practice) sessions at UW and are invited to attend specific Subject, Skills and Knowledge workshops, which they feel will support gaps in their subject or professional knowledge and as identified in their individual training plan (in the first instance, from their Initial Skills Audit).

Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities.

Seminars enable the discussion and development of understanding of topics covered in lectures and are focused on developing subject specific skills and applied individual and group project work.

- **Peer Group:** This is an important feature of the framework within which trainees develop. As mature trainees with a range of previous learning experiences, they are expected to engage in a collaborative approach to learning including peer coaching.
- **Directed Study:** Trainees will be required to reflect upon and further research issues raised within lectures and workshops and either to feedback the outcome to the whole group or produce written material for group resource purposes.
- **Individual Study:** EYITT trainees will research into good teaching and learning in the Early Years. They will undertake subject knowledge for teaching tasks based on individual needs, complete Induction tasks and the Evidence File. EYITT trainees have the option to submit the Summative Assessments for the MAED modules to work towards the award of Postgraduate Certificate in Leading Early Years Practice.
- **Tutorials:** These are provided by individual tutors, either to individuals or small groups, to target support in areas of need. Tutorial can be with the Personal Academic Tutor or Module Tutors.
- **Websites:** Trainees will be required to access appropriate websites including those of the Government, NCTL and TDA in order to ensure that they are aware of the most up to date material relevant to their programme and its component elements.
- **VLE:** Trainees will have access to University teaching and learning materials along with supplementary resources via the Virtual Learning Environment (VLE) Blackboard.

Learning, teaching and assessment methods also include the following:

- Summative Assessments for the Postgraduate Certificate in Leading Early Years Practice modules (Optional) – See Masters Programme Specification and MAED module outlines for further details.
- Assessed Evidence File against the Teachers' Standards (Early years) to cover all standards.
- E-learning (Blackboard) – resources will be available on blackboard, including access to the resource list online and discussion boards.
- Formative Tasks and Directed Study Tasks linked to Professional Practice and Subject, Skills and Knowledge Workshops
- Group Tasks in class and online
- Independent Learning

- Lectures and seminars (Postgraduate Certificate in Leading Early Years Practice attendance)
- Online discussions (on Blackboard and/or Yammer)
- Peer group study
- Practice Based Learning Tasks (included in the Evidence File).
- Reflection on practice – included in the Evidence File against each of the Teachers' Standards (Early Years)
- Subject, Skills and Knowledge Workshops
- Tutorials with module tutors (for MAED module assessments) and Personal Academic Tutor (PAT) and Setting Experience Tutor (SET)
- Practice Experience Assessments completed over the duration of Practice Experience (120 assessed days) divided into blocks of practice over the academic year (see figure 1 above). The length of the supplementary and key stage 1 blocks of practice will be determined by the Initial Skills Audit completed by the trainee at induction.
- Individual Training Plan informed by the Initial Skills Audit at Induction and review of targets in practice experience.

14. Assessment strategy

The programme follows the Assessment requirements set by the National College for Teaching and Leadership (NCTL). Trainees will be assessed against the Teachers' Standards (Early Years). As part of the ongoing assessment process trainees are required to complete an Evidence File to demonstrate their ability in meeting the Teachers' Standards (Early Years), providing evidence and reflection for each Standard subset.

A variety of formative learning activities are planned to enable all students to participate and develop their knowledge and understanding of subject specific knowledge.

Each trainee is allocated a 'Setting Experience Tutor' (UW staff) who will work in collaboration with the trainee and their work based Mentor to assess trainees progress against the Teachers' Standards (Early Years). Trainees are graded as emerging, pass, good or outstanding in their practice experience.

Assessment of Practice experience

A range of assessments within the programme will be used for both formative and summative purposes and relate directly to trainees' developing competence and knowledge. The Formative assessment requirements take into account the need to monitor trainees' subject knowledge of the EYFS. The optional submission of the Summative Assessments for the Postgraduate Certificate in Leading Early Years Practice consider the trainee's academic level of writing, research and ability to lead early years practice (regulation of assessment for the Postgraduate Certificate in Leading Early Years Practice can be found in the Masters Programme Specification). The assessments relate directly to the principles and objectives of the programme and are designed to help trainees to reflect on their professional development, provide evidence of learning from primary and secondary sources and identify future targets.

The Evidence File

For the award of Early Years Teacher Status, students must complete all necessary documentation and provide evidence of practice and assessments in practice within their Evidence File. The Evidence File is based on the Standards for the Award of Early Years Teacher Status. The Evidence File is designed to be formative in helping trainees to work towards achieving these standards. It is also used as part of the summative assessment of practice of teaching.

The standards are set out under the following headings in the profile:

1. Professional attributes

2. Professional knowledge and understanding
3. Professional skills

Formative Assessment

Early Years Initial Teacher trainees are expected to use the Evidence File regularly and to gather evidence of their performance as their practice experience progresses. The trainee is responsible for the Evidence File and for providing evidence. The supervisor/teacher/mentor's role is to verify and comment on the evidence collected in order to give the trainee constructive feedback throughout their practice experience and to write a final report at the end of the practice experience.

Evidence should include reference to:

1. lesson plans, observations;
2. supervisor/ teacher/ tutor comments and observations;
3. children's work;
4. lesson evaluations;
5. Reflections to accompany evidence submitted.

Trainees, supervisors/teacher/mentors and tutors should refer to the Teachers' Standards (Early Years) (2013) regularly and specific reference should be made to the planning, teaching and assessment of literacy and numeracy. Observation sheets are also available for teachers/mentors and Setting Experience Tutors to provide feedback on the trainees' overall progress.

The Evidence File is a working document. It should inform discussions about the trainees' progress throughout the practice experience and be used daily to monitor the trainees' strengths and weaknesses. It should be regarded as an evaluation document that demonstrates the trainees' ability to reflect on their practice and use the advice offered by supervisors/teachers, mentors and tutors to move their practice forward. Weekly targets should be set by the trainee and mentor using the Teachers' Standards (Early Years) to identify strengths and weaknesses.

Formative Assessments will be set as part of the content delivered through the Postgraduate Certificate in Leading Early Years Practice. These should be completed by each trainee to enable tutors to assess their level of knowledge and identify where additional subject input is required.

Summative Assessment

The descriptions within the Evidence reporting documentation have been developed from the Standards. They are used to help teachers/mentors to monitor and assess the trainees' performance and should be used in conjunction with the Standards. The stage descriptions become progressively more demanding and describe the development that trainees are expected to make during their programme to achieve the Standards necessary to gain Early Years Teacher Status.

Stage descriptions indicate whether the trainee is operating at the following levels: emerging (fail), pass, good or outstanding. Each aspect of practice experience contains stage descriptions for the purposes of assessment.

Teachers/mentors/SETs should select the description that most suitably describes the stage at which the trainee is operating. All trainees who are assessed at pass, good or outstanding will pass their practice experience.

The Lead Mentor and the University SET using the Evidence Reporting document will assess the trainees' practice experience jointly. Where agreement over final grades for the practice cannot be resolved, the student will receive an additional visit from the Programme Leader, the

Placement Coordinator or the Lead Assessor. The External Examiners will see a range of trainees during their Practical Experience.

It is expected that trainees will show a 'good' or better level of practice set out in the Standards for the Award of Early Years Teacher Status. A key role for the External Moderator is to monitor and moderate the assessment of practice experience in order to ensure that the Standards for the Award of Early Years Teacher Status are being met. Predicted Ofsted grades are given to trainees in order to set challenging targets and Ofsted grades are awarded on completion of the training. The Primary Partnership team sees the value of the assessment as both formative and summative. Its summative use is demonstrated through action planning at the end of each experience. Trainees' will be informed of these procedures through induction and details set out in the programme handbook.

In order to be recommended for EYTS and the successful completion of the programme, trainees must:

1. Achieve a pass grade in each directed study tasks which forms part of the formal assessment programme;
2. Satisfy the Examiners in practice experience;
3. Fulfil all published programme requirements;
4. Demonstrate that they have met the current requirements for EYTS.

15. Programme structures and requirements

Trainees will complete taught sessions within the university and block placements in early years settings, and a school to gain KS1 experience and knowledge of the curriculum, as part of their training programme. An outline of the teaching programme for the academic year is available within the programme handbook.

In a typical University week, trainees will attend 12 – 24 contact hours of teaching. The precise contact hours will depend on the Initial Skills Audit completed at induction and the identified needs of the individual to attend Subject Skills and Knowledge workshops.

Typically contact time will be structured around:

- 12 hours of interactive workshops
- 12 hours of lecture and seminar activities of around 15 students

A basic outline of the taught sessions at University is as follows:

Day 1	Day 2	Day 3	Day 4
9:15-12:15pm Subject, Skills and Knowledge Workshop (Optional to GEB, Mandatory for GE)	9:15-12:15pm MAED module (knowledge input) (Mandatory for GE and GEB)	9:15-12:15pm MAED module (knowledge input) (Mandatory for GE and GEB)	9:15-12:15pm Subject, Skills and Knowledge Workshop (Optional to GEB, Mandatory for GE)
13:15-16:15pm Subject, Skills and Knowledge Workshop (Optional to GEB, Mandatory for GE)	13:15-16:15pm Professional practice workshop (Mandatory for GE and GEB)	13:15-16:15pm Professional practice workshop (Mandatory for GE and GEB)	13:15-16:15pm Subject, Skills and Knowledge Workshop (Optional to GEB, Mandatory for GE)

In addition to the contact time, trainees are expected to undertake a minimum of 12 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online, preparing coursework assignments (if submitting for the Postgraduate Certificate in Leading Early Years Practice) and presentations, and preparing the Evidence File for meeting the Teachers' Standards (Early Years).

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

A typical outline of the programme is as follows:

SETTING/SCHOOL EXPERIENCE KEY

	GEB EMPLOYING / GE PRINCIPLE SETTING		KEY STAGE 1		GEB AND GE SUPPLEMENTARY SETTING
--	--------------------------------------	--	-------------	--	----------------------------------

Wk no.	Key Dates and University Taught Sessions	Setting/ School Experience Weeks
1.	INDUCTION & 1 DAY MENTOR TRAINING	
2.	TEACHING WEEK 1	
3.	TEACHING WEEK 2	
4.	TEACHING WEEK 3	
5.	TEACHING WEEK 4	
6.	TEACHING WEEK 5 / Pre- PBL Tutorial with SET	
7.	SCHOOL HALF TERM	1
8.	SET Visit 1	2
9.		3
10.		4
11.		5
12.		6
13.	SET Visit 2	7
14.		8
15.	Christmas Break	
16.	Christmas Break	
17.	BANK HOLIDAY MONDAY EYITT STUDY WEEK/TUTORIAL WITH SET	
18.	TEACHING WEEK 6 Internal Moderation 1	
19.	TEACHING WEEK 7	
20.	TEACHING WEEK 8	
21.	TEACHING WEEK 9/ Pre practice tutorial with SET	
22.		9
23.	SCHOOL HALF TERM	10
24.		11
25.	SET Visit 3	12
26.		13
27.		14
28.	SET phone call to KS1	15
29.	EASTER BREAK	
30.		
31.	TEACHING WEEK 10 Internal Moderation	
32.	TEACHING WEEK 11	
33.	TEACHING WEEK 12	
34.	TEACHING WEEK 13 / Pre-practice tutorial with SET	
35.	Bank Holiday Monday	16
36.		17
37.	SET visit 4	18
38.	Bank Holiday Monday SCHOOL HALF TERM/ EYITT STUDY WEEK	
39.		19
40.		20
41.	SET visit 5	21
42.		22
43.	Final Professional Discussion Between trainee and SET	23
44.	Internal Moderation 3	24
45.	External Moderation x 2 days	25
46.	OUTCOME NOTIFIED THIS WEEK	

Trainees' subject knowledge will be monitored through their engagement with the Postgraduate Certificate in Leading Early Years Practice modules (where attendance is mandatory). Submission of Summative Assessments is optional for trainees who wish to work towards the PGCert award. The award map for the Postgraduate Certificate in Leading Early Years Practice is contained within a separate Programme Specification (for Masters).

Trainees will be expected to engage in private study to support any identified gaps in their knowledge following an Initial Skills Audit completed at Induction. Additionally, trainees will be expected to attend specific Subject, Skills and Knowledge workshops identified as part of their Individual Training plan. Trainees' needs will be identified from the Initial Skills Audit completed at Induction and reviewed as part of the ongoing assessment process and review of the trainees' Individual Training Plan.

It is a requirement of the course to complete 120 days of assessed practice with the 0-5 year age range. This is divided into 3 blocks throughout the academic year. Trainees will be expected to complete a minimum of 120 days of assessed practice within their Principle (Graduate Entry trainees) or Employed (Graduate Employment Based trainees), a supplementary setting and a key stage 1 classroom (see figure 1). Trainees employed by a setting, must be working with the Early Years Foundation Stage curriculum. The 2-6 weeks length of the supplementary practice experience will be determined by the qualifications and experiences of individual trainees. This will be identified on the trainees' Individual Training Plan.

Trainees that already hold Qualified Teacher Status and have experience of teaching in a Key Stage 1 classroom may be exempt from the Key Stage 1 block experience provided that their previous employer supports their application to recognise prior learning and can produce a report to demonstrate their understanding and knowledge of key stage 1 against the Teacher's Standards (Early Years). A template for the report to recognise prior experience in key stage 1 is available in the programme handbook.

16. QAA and professional academic standards and quality

Early Years Teacher Status (EYTS) has become recognised as the gold standard in early years training and is awarded by the National College for Teaching and Leadership.

The programme has been designed to demonstrate the NCTL's Teachers' Standards (Early Years, 2013). Early Years Teacher Status is awarded to graduates who are leading education and care and who have been judged to have met all of the standards in practice from birth to the end of the Early Years Foundation Stage (EYFS).

The EYITT programme is inspected by Ofsted as part of the ITT inspection process.
<https://www.gov.uk/government/publications/initial-teacher-education-inspection-handbook>

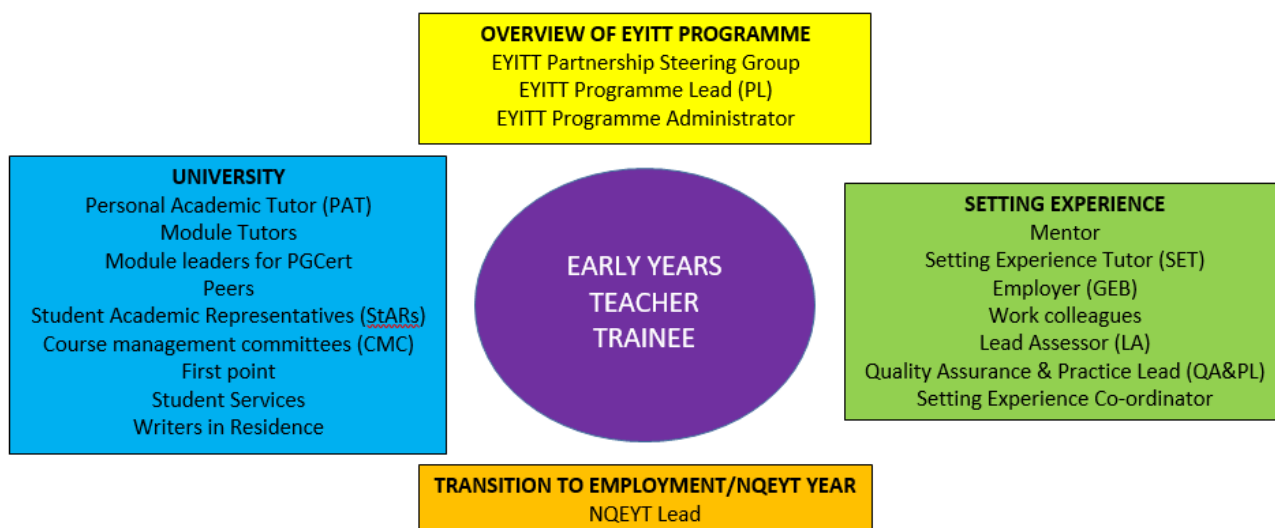
A rigorous and robust Quality Assurance system is in place (see figure 1, QA row).

As a graduate entry programme, it is located at level 7 of the FHEQ.

17. Support for students

Trainees will receive support from the team that surrounds them:

EYITT: Team around the trainee



Further details on the roles and responsibilities of the Team around the trainee are located within the Programme handbook.

In addition, trainees will also receive

- Tutorials from their lead mentor/setting supervisor to review progress and targets to update the Trainee's Individual Training Plan.
- Formal observations of their teaching at least once per week
- Mid-point review meeting during each block placement
- Support from a named Setting Experience Tutor (SET), who will be a member of staff within the Centre for Children and Families. They will make themselves available by e-mail and telephone, and visit the trainee in the setting during block placements.
- Guidance on subject support and pedagogical methodology
- Information literacy sessions and support from a subject liaison librarian
- Disability and Dyslexia Service
- Subject specific induction
- Feedback on the trainee's Evidence File.
- Programme handbook, notice board and module outlines
- Study skills support
- Independent study support
- Careers advice
- Blackboard course specific information site.
- Learning and peer group support
- Subject specific Journal and website information
- Practice experience support from tutors, setting staff and mentor.

The following hyperlinks to Student Services and the Disability and Dyslexia Service are included below:

<http://www.worcester.ac.uk/student-services/index.htm>

<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

18. Admissions

Entry requirements and Disclosure and Barring Service (DBS) requirements

- All candidates must hold a degree of a British university or an award recognised as equivalent by the Qualifications Branch of the Department for Children, Schools and Families (DCSF).
- All candidates must have gained a grade C/4 or better in GCSE (or recognised equivalents) in English Language, Mathematics and Science.
- All candidates must have passed the Professional Skills Tests for Literacy and Numeracy.
- All candidates must have a clear Enhanced DBS before commencing the programme and a SOMA Health check completed.
- Graduate Employment Based trainees must be employed in an Early Years setting/ School with children 0-5 years.

Admissions policy

The University operates an [Equal Opportunities Recruitment Policy](#). The University welcomes applications from males, ethnic minority groups and disabled people, who are currently under-represented in the profession. The Institute of Education works closely with central student support services, including the Admissions Office, Student Services and the International Centre, to support students from a variety of backgrounds. We actively encourage and welcome students from the widest range of economic and cultural backgrounds and value the contribution of mature learners. Applicants with additional requirements are also welcomed and will be assessed so that the University can identify strategies to best support individuals with additional needs.

The University seeks trainees from a variety of backgrounds and with differing personality characteristics. This is assessed from application and interview procedures. Successful candidates need to demonstrate lively minds together with the ability to communicate their interest and enthusiasm to pupils, professional colleagues, parents and other adults. It is probable they will display qualities of self-confidence, resilience, adaptability and determination with imagination and sensitivity to the needs of others. They will be people who also have a disposition to carry on learning and who have a keenness to share their interest with others

Admissions procedures

All applicants apply using the UW application format and submit this to Admissions along with supporting evidence and references.

The application form is available on the UW EYITT webpage:

<https://www.worcester.ac.uk/documents/EYITT-Application-form.doc> and the application supporting guidance is also available online: <https://www.worcester.ac.uk/documents/EYITT-application-form-guidance.pdf>

Admissions/selection criteria

The University wishes to recruit trainees who have a strong commitment to Early Years teaching as a career. It is expected that candidates for interview will have gained some appreciation of the demands and expectations of teaching as a result of experience in Early Years settings. A conscious decision about commitment to teaching would be based on this experience. Further work with children, in a paid or voluntary role, would also be deemed valuable. Care is taken to ensure that prospective candidates are aware of the emphasis placed upon a period of relevant experience before attending for interview. Candidates are advised to draw attention to any experience of this type when completing their application form.

As part of the regulatory requirements, applications to the programme adhere to the Early years initial teacher training requirements and supporting advice (July 2016) documentation:

1. Each application will be considered by UW Registry Admissions and the Programme Leader.
2. Evidence of qualifications will be checked.
3. On admission a copy of the Criminal Records Bureau Check Certificate will be required, or a new ENHANCED DBS (Police Check) will be initiated.
4. References and personal statements will be required.
5. Supporting Evidence for selection of candidates will include:
 - experience of working with young children
 - the academic ability and commitment necessary to postgraduate level of study
 - a genuine interest in Early Years Education and Care
6. Evidence of written English will be required in the personal statement section of the application form.

Following an application, provided the applicant meets or is expected to meet the programme entry requirements, they will be invited to interview. As part of the interview process, candidates will be invited to give a 5 minute presentation, complete a written task and answer a set of questions with the interview panel. There may be group discussions following individual presentations with questions presented by the interviewers and other candidates. Applicants will be informed of the interview panel's decision and any conditions via Admissions office.

The criterion used to select applicants in relation to each stage of the process is as follows:

Stage of Application and Interview	Criteria
Application: Qualifications and experience	Entry requirements met/ working towards
Application: Self-Assessment	Experience in the early years
Application: Applicant's statement	Knowledge, experience, dedication and motivation to train as an early years teacher.
Application: References	Suitability to train in Early Years Initial Teacher Training and commitment to further study.
Interview: 5 minute presentation	Communication and presentation skills, knowledge and understanding of early years practice, level of research into the early years teacher role/ curriculum areas, awareness of early years best practice and evidence of wider reading.
Interview: Group discussion/ Question and Answer	Team work, communication skills
Interview: Written task	Literacy skills, level of knowledge and evidence of wider reading.
Interview: Question and Answer with the Interview panel	Commitment to early years practice and to further study, awareness of programme requirements and understanding of the role of the early years teacher.

19. Methods for evaluating and improving the quality and standards of teaching and learning

Steering group and Course Management Committee

EYITT Steering group meetings are held tri-annually. The steering group makes strategic decisions related to EYITT provision. The Steering group is made up of employers, mentors, university staff, EYTs and current trainees.

In addition to the above, the holding of EYITT Course Management Committee meeting allow issues specific to Early Years Initial Teacher trainees, mentors and other stakeholders to be raised and taken forward as necessary to the Steering group.

The role of the EYITT Steering group is to oversee partnership arrangements, complementing the role of the EYITT Course Management Committee.

The remit is to:

- Contribute to the long term planning for programme developments;
- Review annually the Centre for Children and Families priorities, improvement planning and the CCF Self-Evaluation Document (SED);
- Keep under review the partnership agreement;
- Review roles and responsibilities within the partnership;
- Advise on partnership funding arrangements;
- Advise on overall partnership issues;
- Approve mechanisms for quality assurance;
- Review evaluation strategies utilised in the centre;
- Recommend to the Partnership Evaluation Committee the criteria for selection /de-selection of settings;
- Advising on mentor training, partnership documentation and placement structure and capacity;
- Contribute to innovative models of partnership working and convey the vision and highest aspirations for those working in the partnership.

Internal Moderation

There are three moderation points over the year where assessment, observation and documentary evidence are scrutinized. As part of this process, the standardization of trainee practice observations is completed and key areas of practice re: Phonics, Maths, SEND and behaviour management are moderated.

External Moderation

An external moderator is appointed to the programme. As part of their role, they will:

- Undertake a detailed scrutiny of a representative cross-section sample of trainee files
- Observe the teaching of all trainees in a designated sample.
- Give feedback to mentors, SETs and/or moderators on the evidence available about trainees who have achieved the Teacher's Standards (Early Years).
- Scrutinise internal moderation arrangements, drawing on some of the evidence gained from the activities above.
- Produce a report that includes an evaluation of the strengths and weaknesses of the provision observed, clearly linked to the Teacher's Standards (Early Years) and the EYITT requirements; it will also include an evaluation of the accuracy of the assessments of trainees' attainment against the Teacher's Standards (Early Years).

Review of the programme

Review and evaluation of the programme uses a cumulative process based on information from Early Years Initial Teacher Trainee, tutor evaluations; mentor and tutor evaluations of practice experience in each year, and the annual External Moderator report. These feed into the Steering Committee, which is charged with monitoring and evaluating the health of the programme and the minutes of the meetings pass to the Head of the Centre for Children and Families.

The Programme Leader's Self Evaluation Document (SED) accounts for evidence and analysis of the programme, including evaluations of practice experience, trainee, mentor and setting experience tutor survey evaluations on the training programme and quality assurance

procedures. The SED includes improvement planning, which is commented upon in subsequent years' reports, and which guide the future planning of the programme team. This report informs the Head of Centre and Head of Institute on strengths and developments of the course.

The Self Evaluation Document (SED) is scrutinised by Ofsted, which also monitors that improvement plans are implemented and that programme and institutional issues are considered and resolved. Responsibility for the oversight of the University-wide process of monitoring and evaluation lies with Academic Quality and Standards Committee. In all these ways, a continuous cycle of monitoring evaluation and implementation can be offered at institutional, programme and individual component level.

Early Years Initial Teacher Trainee Perception and Evaluation

Early Years Initial Teacher trainees provide feedback in both written (survey evaluations) and oral form via Course Representatives, and ensure that informal and formal feedback is given to the trainee's Setting Experience Tutor and/or to the EYITT Programme Leader. In addition, tutors are encouraged to raise issues they may have noticed from observations of the trainee's teaching. Minutes from the Course Management Committee are kept and made available to the trainee teachers via the university VLE (Blackboard). Trainees sit on the Course Management Committee and are encouraged to take a full part in the monitoring and evaluation process.

Trainees will be expected to complete online evaluation surveys for each of their practice experience blocks. These will be emailed to the trainees UW email account in the last week of each block experience. Feedback will inform the Self Evaluation Document for the programme and issues raised will be discussed at Course Management Committee and with the EYITT Partnership Steering group.

Trainees will be expected to complete module evaluations (mid and end point) for MAED4159, MAED4158 and MAED4157. These evaluations will inform the delivery of the Postgraduate Certificate in Leading Early Years Practice.

Trainees will also record evaluations for each Professional Practice and Subject, Skills and Knowledge Workshop that they attend within their Evidence File. These will be audited by the Setting Experience Tutor and will inform the review of the trainees Skills Audit.

Lead Mentor Evaluation

The Lead Mentor works with the Setting Experience Tutor and the trainee in practice, observing and assessing the trainee's competence in practice against the Teachers' Standards (Early Years). The Lead Mentor, Setting Experience Tutor and trainee will work together to update the trainee's Individual Training Plan during trainee's Practice experience. Feedback is welcomed from the Lead Mentor and they are invited to complete two evaluation forms throughout the academic year and attend the course committee meetings in order to give a summative critique of the Programme. Discussions are also held between the Lead Mentor and the Setting Experience Tutor. Lead Mentors are invited to moderation and standardization events organized at the University to ensure consistency in assessments in practice and targets set with their trainees.

Assessment

The assessment process is carried out by the University. Setting Experience Tutors (SET) and mentors conduct assessments with the trainee on their ability to meet the teachers' Standards (Early Years). The assessment process will feed into the EYITT Recommendation Panel which includes the External Moderator.

20. Regulation of assessment

Early Years Teacher status is conferred by NCTL on the recommendation of the University following successful completion of the Early Years ITT programme.

The programme does not lead to an award of the University.

The course operates with reference to the general principles and procedures of the [Taught Courses Regulatory Framework](#) and bespoke regulations overseen by the Early Years ITT Recommendation Panel, as follows:

Early Years ITT Recommendation Panel

- Membership of the panel is as follows:

Chair: Head of Department or nominee
Programme Leader
Programme Assessors
External Moderator
Secretary

- The EYITT Recommendation Panel is responsible for:
 - a) acting in accordance with the Regulations and Procedures of the University and the Programme, and to meet as necessary after each assessment point to fulfil this requirement
 - b) scrutiny and approval of assessment items and their marking
 - c) assuring the appropriate standards for the programme
 - d) considering the performance of trainees
 - e) confirming the grades achieved by trainees
 - f) noting the decisions of the Mitigations Committee
 - g) noting the decisions of the Cheating Academic Misconduct Committee
 - h) making decisions on a trainee's retrieval of failure
 - i) confirming eligibility for Early Years Teacher and the recommendation to NCTL
- The EYITT Recommendation Panel is responsible for reviewing the progress of all trainees on at least an annual basis.

Requirements to complete the programme

Trainees must successfully complete all elements in order to pass the programme:

1. Complete Induction tasks;
2. Provide evidence of subject knowledge which will be audited throughout the programme. Trainees will be required to provide evidence of teaching in their Evidence File;
3. Complete 120 days of Assessed practice across Babies, Toddlers and Young Children phases, with evidence of experience in a Key Stage 1 classroom;
4. Maintain, review and achieve the Individual Training Plan agreed between the trainee, Lead Mentor and Setting Experience Tutor to demonstrate a pass grade in all directed tasks;
5. Compile an Evidence File with an interim and final commentary and submit the Evidence File to demonstrate achievement of the Teachers' Standards (Early Years);
6. Complete observations of teaching practice.

Full details of the assessment requirements, including the assessment criteria, are published in the programme handbook.

Programme Participation and Mitigating Circumstances

- Trainees are expected to participate fully in their programme of study, engage actively with learning opportunities and take responsibility for their learning. Persistent failure to engage may result in termination of registration. Trainees will be liable for tuition fee debts for periods during which they were registered.
- Trainees are expected to comply with deadlines set for submission of assessment tasks and the evidence file.
- Where mitigating circumstances prevent a trainee from meeting programme requirements or assessment deadlines, a claim for exceptional mitigating circumstances supported by independent documentary evidence should be submitted to the Mitigations Committee. See Procedure for Dealing with claims of Exceptional Mitigating Circumstances.
- Cases of alleged academic misconduct will be investigated through the University Procedures for investigation of alleged Academic Misconduct.

Requirements to pass and retrieval of failure

- Trainees have multiple opportunities to demonstrate success in meeting assessment requirements through completion of the individual training plan and compilation of the evidence file through the academic year.
- Practice experience is jointly assessed by the University (Setting Experience Tutor) and the practice setting mentor, and trainees graded as emerging, pass, good or outstanding.
- All trainees must meet the minimum requirement of a pass. If a trainee is identified as 'emerging', they will be deemed as not meeting the minimum requirements of the programme and will be identified as failing the programme.
- The EYITT Recommendation Panel is responsible for determining the arrangements for retrieval of failure for trainees who have not achieved a pass grade in practice experience, and/or have not met other requirements for successful completion of the programme.
- Trainees will be entitled to one reassessment opportunity to retrieve a failure in practice experience.
- Failure in the original and reassessment opportunity of a practice experience and/or any other requirement for successful completion of the programme will result in withdrawal from the programme.

21. Indicators of quality and standards

EYITT has been introduced by the NCTL as a development of the Early Years Professional Status programme. EYITT will be inspected by Ofsted and the requirements of the programme have changed from those of EYPS, which was inspected by the QAA. However, examples of our outstanding practice within the EYPS programme are noted below and the EYITT programme builds on our excellent outcomes from the EYPS/EYTS programme.

The QAA report (November 2014) for Early Years Professional Status (EYPS, the precursor to this programme) noted that the following areas of outstanding or exceptional practice included:

- The Early Years Conference: The Prime Organisation held a conference for Early Years Professionals and Teachers on 6 June 2014. This enabled past and present trainees to hear from respected academics and professionals from the Early Years sector during the morning sessions, as well as for past trainees in the afternoon, to deliver workshops to delegates. The feedback from delegates was extremely positive and one mentor/past trainee commented that the event 'was the best piece of professional development the institution has ever offered me'. There has been significant impact on the trainees themselves who offered the workshops and there has been impact measured by the mentors on the practice in settings as a direct result of the Prime Organisation holding the conference with trainees leading elements of practice, particularly in behaviour management and wellbeing. The impact that the conference has had also reached settings through the delegates who attended thus making the event an example of exceptional

practice that has made a particularly positive contribution to the programme. As part of this EYITT programme, trainees will be invited to the CCF conferences.

- The Professional Development Review (PDR) risk assessment 'traffic light' system: Trainees meet with their mentors and are able to discuss their personal and professional development on a regular basis. Mentors are able to access the 'rag-rated' overview of a trainees' development either by requesting this from the course team, or through trainees themselves who might choose to share their profile with the mentor. In addition to the comments contained within the PDR, trainees, mentors, settings and the Prime Organisation/Delivery Partner can see very quickly how a trainee is achieving, how they are developing, and the progress the trainee has made simply by glancing at the document. This provides a swift overview of a trainee's progress, and enables the trainees themselves to see clearly how they have progressed, as well as the areas where they must continue to develop. The traffic light system has been in place for the last year [2013-14] and is valued by both trainees and mentors. Documentation for the EYITT programme has been updated to reflect the qualities of the PDR.
- The Prime Organisation's attention to the collection, collation and dissemination of feedback across the Partnership Steering group. The EYITT Partnership Steering group is planned to take place tri-annually to enhance the development of the programme.

Graduates in employment

In 2015/16 98% of trainees completing their programme were either employed within the sector or continued with their education. This is an increase of 3% from the previous year. Data before 2015/16 was for the EYPS programme. And there is no data for 2016/17 as the programme did not run.

In 2015-2016, the following numbers completed.

COURSE	STUDENTS COMPLETING 15-16			
	students completing in 15-16	Students achieving award	Percentage of total	Students achieving award after July 2016
EYITT GE	2	2	100%	1
EYITT GEB	5	5	100%	
EYITT UG	4	4	100%	1
TOTALS:	11	11	100%	2

100% of trainees completing the programme in 2016 met the requirements of the Teachers' Standards (Early Years). There is currently no benchmark data to compare this to as the programme was new to 2015/2016.

End of course evaluations for UG, GEM and GEB in 2015/16 showed high levels of satisfaction. 80% of trainees who completed the online questionnaire rated the overall quality of training as good or very good.

22. Graduate destinations, employability and links with employers

Student employability

The programme prepares for teaching across the age-range 0-5 years.

As part of the programme requirement set by the NCTL trainees on the Graduate Employment Based Route are in employment before commencing on the programme and are supported in their skills in leading quality practice within their place of employment throughout the programme.

Trainees on the Graduate Entry Route may be career changers and are supported in seeking employment within the early years sector as part of the course requirements. Working with the EYITT team, they may be referred to employability services available at the University. The Setting Experience Tutor (SET) and Mentor in practice can provide the trainee with support and guidance in their new career path, setting targets and creating a personalised learning plan following on from the Initial Skills Audit and at review points throughout the academic year. On completion of the programme many of these trainees are employed within their practice setting.

A session is held at University of Worcester in order to guide trainees into their first year as an Early Years Teacher.

Graduate destinations

On successful completion of the programme EYTs may go on to do the following:

- Leading practice with Under 5s
- Management / supervisory roles in Early Years Settings.
- Social care, Family Support
- Children's charities e.g. Barnados
- Health and welfare services
- Local Authority Children's Services
- Early Year's Consultant
- Family support workers
- Post-graduate qualifications in Social Work, teaching and research degrees.

Links with employers

OFSTED registered early years settings provide Practice Experience opportunities for trainees on this programme. The programme is designed to aid the development of professional standards in the workplace, enhancing the skills, knowledge and understanding of the individual and developing skills to lead practice in the early years.

Members of the programme team are also involved in local and national networks where employer feedback can inform continual reflection on delivery and content of the programme and advice given to trainees with regard to the qualities and skills needed in the workplace.

The programme includes the EYITT Partnership Steering Group which is made up of the team delivering Early Years Initial Teacher Training at the University together with employers in the early years sector and Early Years Professionals/Teachers (EYPS/ EYTS) who have trained with the University of Worcester. Their role is to oversee partnership arrangements and contribute to the planning and delivery of the programme, including Quality Assurance process, Marketing and Recruitment, Reviews and Evaluations, Advice and Guidance and Programme delivery. The group meets three times each year to monitor Centre for Children & Families' EYITT partnership and inform the partnership, programme development and strategic issues.

The role of the group is to oversee partnership arrangements, complementing the role of the Course committee.

The remit is to:

- Contribute to the long term planning for programme developments;
- Review annually the Centre for Children and Families priorities, improvement planning and the CCF Self-Evaluation Document (SED);
- Keep under review the partnership agreement;
- Review roles and responsibilities within the partnership;
- Advise on partnership funding arrangements;
- Advise on overall partnership issues;
- Approve mechanisms for quality assurance;
- Review evaluation strategies utilised in the Centre;
- Recommend to the Partnership Evaluation Committee the criteria for selection /de-selection of settings;
- Advising on mentor training, partnership documentation and placement structure and capacity;
- Contribute to innovative models of partnership working and convey the vision and highest aspirations for those working in the partnership.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.