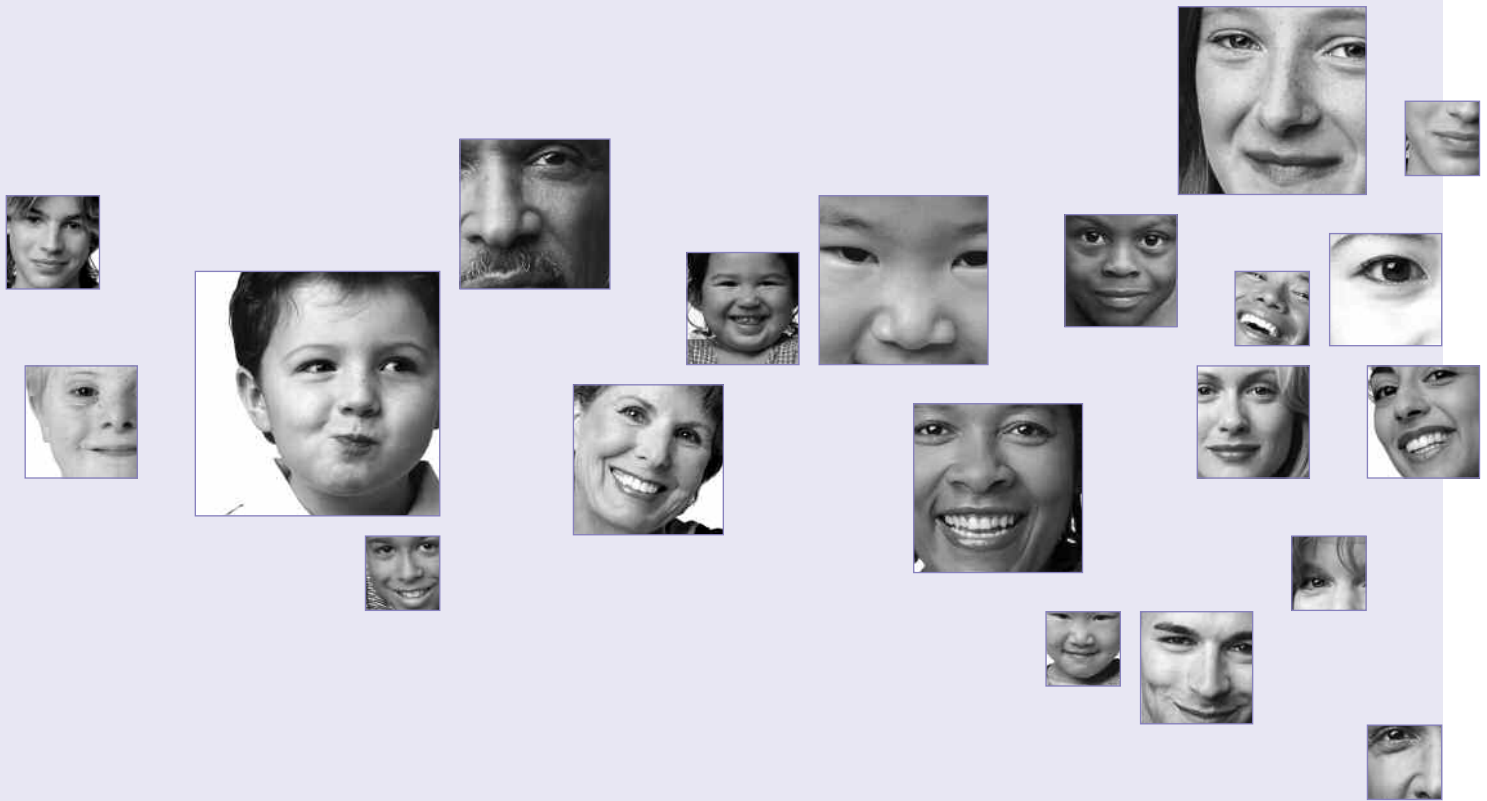


early years professional prospectus



3	Introduction
4	Section 1 – Background
6	Section 2 – Reform of the Early Years Workforce
7	Section 3 – The National Standards
8	Section 4 – Training and Assessment Pathways
14	Section 5 – Training
18	Section 6 – Assessment
20	Section 7 – Quality Assurance
21	Section 8 – Registration
22	Section 9 – Funding
26	Case Studies





early years  
professional prospectus

# Introduction

This prospectus sets out our approach to the award of Early Years Professional Status (EYPS) to support the development of a new Early Years Professional (EYP) role.

It will be of interest to:

- training providers;
- employers in the private, voluntary, independent and maintained sectors that intend to identify, advise and select candidates for EYP training;
- local authorities in relation to their role in managing and administering the Transformation Fund;
- early years stakeholders; and
- potential candidates for whom additional information will be produced by September 2006.

# Section 1

## Background

### 1.1

The system-wide change in children's services outlined in *Every Child Matters: Change for Children*<sup>1</sup> provided the context for the Children's Workforce Strategy, which aims to develop a world class workforce to improve outcomes for children. This identified four major strategic challenges:

- recruiting more people into the children's workforce;
- developing and retaining more people in the workforce;
- strengthening integrated working and developing new workforce roles; and
- improving and strengthening leadership, management and supervision.

### 1.2

*The Ten Year Childcare Strategy: Choice for Parents the Best Start for Children*<sup>2</sup> proposed radical reforms for the early years. Through the Childcare Bill, currently before Parliament, the Department for Education and Skills (DfES) is proposing new duties on local authorities to improve outcomes for all children under five, secure sufficient childcare for working parents and improve information for parents. The Bill will also reform and simplify the regulation and inspection of early years provision and, in so doing, remove the distinction between early education and childcare for under fives, and from September 2008 establish a new Early Years Foundation Stage (EYFS)<sup>3</sup>.

### 1.3

Evidence from the Effective Provision of Pre-School Education (EPPE)<sup>4</sup> study shows that improving the quality of the early years experience is directly related to better outcomes for children. Key factors contributing to the quality of this experience are well-qualified leaders, trained teachers working alongside and supporting less qualified staff and staff with a good understanding of child development and learning.

<sup>1</sup> Every Child Matters: Change for Children, DfES, 2003 ([www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk))

<sup>2</sup> Choice for parents, the best start for children: a ten year strategy for childcare, DfES, DWP, DTI, HMT, 2004.

<sup>3</sup> The Early Years Foundation Stage is a new statutory framework for childcare and education in the early years. It will apply to all settings offering provision for children from birth to compulsory school age – including day nurseries, childminders, pre-schools, playgroups and maintained and independent schools. The EYFS aims to raise the quality in the early years by removing the existing artificial distinction between care and education, to better reflect the way young children learn and develop.

<sup>4</sup> The Effective Provision of Pre-School Education, Project: Findings from the Pre-School Period, Sammons, Sylva, Melhuish and Blatchford, 2003.



## 1.4

The Government's response to the national consultation on the future of the children's workforce<sup>5</sup> highlighted the need for further reform of, and support for the early years workforce. In particular, the response identified the benefits of developing the role of Early Years Professional (EYP) and confirmed the Government's aim to have EYPs in all children's centres offering early years provision by 2010 and in every full day care setting by 2015. A Transformation Fund<sup>6</sup> has been established to improve the quality of provision in the early years, without passing on the cost to parents.

## 1.5

Early Years Professionals will be key to raising the quality of early years provision. They will be change agents to improve practice. They will lead practice across the Early Years Foundation Stage, support and mentor other practitioners and model the skills and behaviours that safeguard and promote good outcomes for children.

<sup>5</sup> Children's Workforce Strategy: The Government's response to the consultation, DfES, 2006.

<sup>6</sup> The Transformation Fund guidance explains how the £250m fund can be used to create a more professional early years workforce. Guidance and frequently asked questions on the Transformation Fund can be found at [www.everychildmatters.gov.uk/earlyyearsworkforce](http://www.everychildmatters.gov.uk/earlyyearsworkforce)

## Section 2

# Reform of the Early Years Workforce

### 2.1

The early years workforce works in a wide range of settings, including full daycare, nursery and primary schools, playgroups, out-of-school settings and children's centres, as well as in home-based childcare, crèches and family support. Historically settings have been strongly associated with either care or education but, increasingly, many settings and home-based childcare 'integrate' care and education.

### 2.2

Currently the statutory requirements and guidance on the extent to which early years workers need specific qualifications varies between settings. Individuals within the early years workforce have a range of qualifications and undertake various roles with differing levels of responsibility.

### 2.3

The CWDC and its partners recognise the importance of increasing levels of training and development across the whole of the early years workforce, the need to recruit and retain highly qualified staff and provide opportunities for more people to receive on-the-job training to equip them for their role and offer career progression opportunities. The CWDC and its partners have identified as initial priorities the development of Early Years Professional Status and support for the achievement of the National Occupational Standards at Level three. These priorities will help to establish an early years 'climbing frame'<sup>7</sup> built around Level 3 and Level 6 qualifications and awards, with Foundation Degrees providing a bridge for those who wish to achieve EYPS.

### 2.4

Improving workforce skills, knowledge and competences will be key to delivering the new Early Years Foundation Stage. Early Years Professionals will work in a range of settings in the private, voluntary, independent and maintained sectors and will be key to leading and improving practice across the new EYFS. The CWDC believe that, over time, only those with EYPS should lead the delivery of the new Early Years Foundation Stage. The CWDC also believes that the relationship between Qualified Teacher Status (QTS) and EYPS should be clarified in time for the introduction of the new Early Years Foundation Stage in 2008. The Government agrees that further clarity is needed. The Government and CWDC wish to ensure that people with QTS are attracted to and are retained in the early years workforce.

### 2.5

It is not assumed or intended that an EYP should lead and manage multi-agency, multi-disciplinary, children's centre settings. However, in some smaller early years settings the EYP may in fact also be the setting leader. The National Professional Qualification in Integrated Centre Leadership (NPQICL)<sup>8</sup> addresses the needs of those in a leadership role within multi-agency Children's Centres. Standards for leaders of integrated settings are being developed in parallel with the NPQICL award.

### 2.6

To support the reform of the early years workforce the DfES asked the CWDC to work in partnership with the Training and Development Agency for Schools (TDA) and with early years stakeholders to:

- define the standard of skill, knowledge and practice experience required for EYP status;
- develop a robust process for conferring EYP status on those who meet the required standards; and
- develop proposals for additional training solutions for those whose existing skills, knowledge and practice experience need some enhancement to meet the EYP Standards.

<sup>7</sup> The indicative job titles of the Early Years Climbing Frame:

- Level 2 - assistant early years practitioner
- Level 3 - early years practitioner
- Level 4 - senior early years practitioner
- Level 5 - assistant early years professional
- Level 6 - early years professional
- Level 7 - integrated centre leader/manager

<sup>8</sup> Further information on the NPQICL can be found at [www.ncsl.org.uk/programmes/npqicl](http://www.ncsl.org.uk/programmes/npqicl)

## Section 3

# The National Standards

### 3.1

Those seeking to gain EYP status, which will be equivalent in Level to qualified teacher status, will need to demonstrate they have met a set of national Standards at Level 6. In consultation with early years stakeholders, the CWDC and its partners developed draft EYP Standards, together with a set of requirements relating to the suitability, qualifications and experience of candidates. These were subject to extensive consultation and have been revised in the light of that consultation. The final version of these Standards will be published on 17 July.

### 3.2

The EYP Standards set out the national expectations for anyone wishing to gain EYP status and work as an EYP. They are outcome statements that indicate what candidates must know, understand and be able to do in order to achieve EYPS. They cover working safely with babies and children from birth to the end of the new EYFS. Achievement of the Standards will enable members of the workforce to move across the range of early years provision, which will encourage and support learning and development.

### 3.3

The Standards are specific, explicit and assessable, and are designed to provide a clear basis for the award of EYPS, regardless of the type of training. To achieve this purpose, each Standard has been set out discretely. However, being an EYP implies more than meeting a series of discrete Standards. It is necessary to consider the Standards as a whole to appreciate the skill, creativity, commitment, energy and enthusiasm that leading practice in the early years requires and the intellectual and leadership skills required of the effective EYP. The Early Years Professional role is a new one. It includes being a 'change agent' in a setting in order to raise the quality of provision and improve outcomes for children.

### 3.4

The CWDC is currently drafting guidance to the EYP Standards to be used with the first phase of training which lasts from September 2006 to January 2007. This guidance will be refined in the light of the experiences of these candidates. The guidance will be issued to phase one training providers in July and will:

- illustrate the type of activities and responsibilities undertaken by the EYP;
- set out the scope of each of the EYP Standards; and
- provide examples of how each Standard can be demonstrated in different settings.

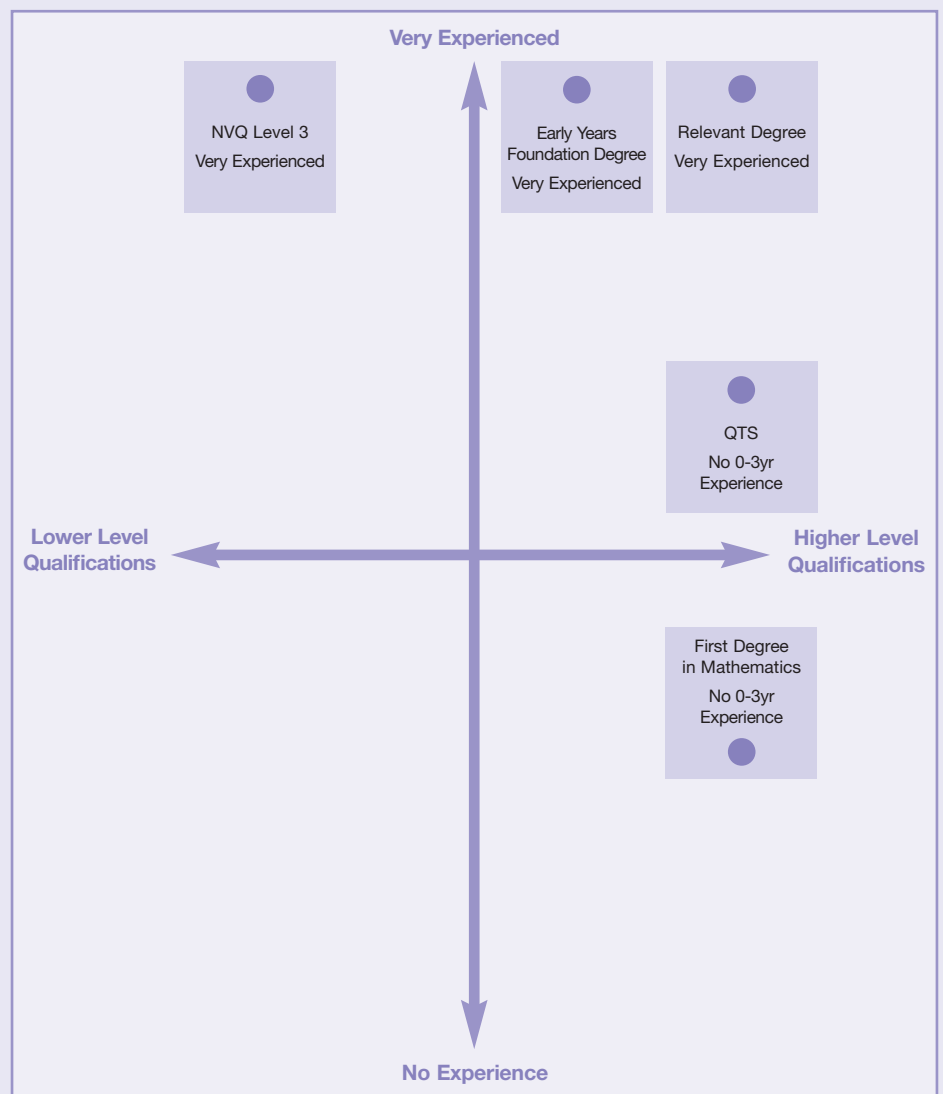
The guidance will continue to be developed as training providers gain more experience of training and assessment and as the EYP role becomes established.

## Section 4

# Training and Assessment Pathways

### 4.1

Individuals with a wide range of experience and qualifications working in a range of settings and roles, as well as new recruits, are potential candidates for EYPS. As the diagram illustrates, they may have graduate level qualifications that may or may not be relevant to the EYP Standards; alternatively, they may be very experienced and have fewer qualifications, or be somewhere between. In considering which is the most appropriate pathway, individuals and training providers will wish to consider both the candidate's experience and level of qualifications. The diagram gives an indication of the potential range of candidates.





## 4.2

Whatever their background and qualifications all candidates must meet the EYPS entry requirements before starting on the validation pathway. To cater for candidates from a range of settings and roles we have at this stage identified four pathways to achieving EYPS. These four pathways are:

- the three-month part-time validation pathway for those close to demonstrating the Standards;
- the six-month part-time extended professional development pathway (EPD – short);
- the fifteen-month part-time extended professional development pathway (EPD – long); and
- the full training pathway lasting twelve months full-time.

## 4.3

Training providers will be required to personalise their training programmes by differentiating content and experience. This is an important principle of the EYPS programme. Without such differentiation, we will fail to maximise the number of practitioners able to operate at this level and make a major contribution to improving the care and development of babies, toddlers and young children.

## 4.4

Candidates with relevant Level 3 and 4 qualifications will need to achieve a degree or equivalent qualification before they can embark on one of the pathways identified in 4.2. Candidates with an Early Years Foundation Degree (Level 5) or equivalent qualification can complete the long EPD pathway or relevant degree modules to the value of 60 points at HE Level 3 before starting one of the other pathways. Depending on their previous experience, candidates with a degree (Level 6) will be eligible for the validation, short EPD or full training pathway. Over time the CWDC will look at pathways to EYPS for those with Level 3 qualifications and significant relevant experience.

## 4.5

As part of the process of helping candidates identify which is the most appropriate pathway, training providers will complete an initial diagnostic assessment of candidates' training needs. Only those who are close to meeting the Standards will be enrolled for the validation pathway. Other candidates will be advised to undertake the short or long EPD pathway, or the full training pathway prior to validation.

## 4.6

At the end of the validation pathway candidates will undertake a common assessment process. This is a self-contained unit of preparation and assessment; it ensures national consistency in the interpretation of the Standards and provides a sound basis for the internal and external moderation of results. This validation process allows candidates to confirm that they have met the national Standards.

## 4.7

The four pathways (Annex A contains case studies for each pathway) are explained opposite.

## The validation (assessment-only) pathway

### 4.8

The focus of this pathway is on the 'validation' of evidence of candidates' existing attributes, knowledge, understanding and skills, rather than on gaining new knowledge, skills and experience. Those candidates who proceed directly from the initial diagnostic assessment to the validation pathway, by virtue of the appropriateness of their qualifications and their experience, will already be close to meeting the EYP Standards. However, all candidates irrespective of the nature and length of their pathway to EYPS or where they complete their training, will undertake the validation process.

### 4.9

Candidates will complete an initial three day needs assessment process that includes a briefing on the Standards and an introduction to the assessment process. It will include centre-based assessment to, among other things, assess candidates' professional leadership skills. This assessment will be based on tried and tested assessment centre techniques in which candidates work with others for some of the time on, for example:

- practical exercises based on issues and scenarios appropriate to the candidates' day-to-day work;
- a group discussion with other candidates, led by each of the candidates in turn; and
- an interpersonal exercise, using actors.

The concluding stage of this needs assessment process is a personal interview which provides candidates with formative feedback on their skills and aptitudes.

### 4.10

The last, and main, part of the validation pathway is the assessment process. This is outlined in detail in section six of this prospectus.

## The extended professional development (EPD) pathways for candidates who need to enhance their qualifications and experience

### 4.11

There are two pathways for those who have qualifications and experience that are broadly relevant to EYPS but who require further training and/or experience to meet the Standards:

- the short EPD pathway; and
- the long EPD pathway.

### 4.12

Following the initial diagnostic assessment candidates will have been advised to follow the short or long EPD process before going forward for the validation process. Whatever pathway is more appropriate, the programme will be differentiated to enable individual candidates to 'top-up' their knowledge, understanding and experience in order that they meet the EYP Standards. Tables A and B give examples of the different types of training and practice experience that may be needed within each EPD pathway.

**Table A – The short EPD pathway**

Profile of typical candidate	Knowledge and/or experience needed	Example of provision
QTS in the primary age-range, with experience of working with 3-5 year olds.	Knowledge of child development and practice with 0-3 year olds. Experience of leading practice for 0-3 year olds.	Part-time module on child development and professional practice with 0-3 year olds. Block placement or day attachment to work with 0-3 year olds in an appropriate setting. Support from a mentor.
Degree in Early Childhood Studies with experience of working with 0-5 year olds.	May need additional experience working in 0-5 settings. May need experience of leading practice. May need support to relate knowledge to professional practice.	Additional experience in situ, plus experience of leading practice in their own setting tailored to the candidate's needs. Support by a mentor on leadership and relating knowledge to practice. May need part-time module on the links between theory and practice.
QTS in the primary age-range, without experience of working with 3-5 year olds.	Knowledge of child development and practice with 0-3 year olds. Experience of practice with 0-5 year olds. Experience in leading practice for 0-3 year olds.	Part-time module on child development and professional practice with 0-3 year olds. Deployment to work with 3-5 year olds in their own setting, plus placement in another setting to work with 0-3 year olds. Support from mentor.

**Table B – The long EPD pathway**

Profile of typical candidate	Knowledge and/or experience needed	Example of provision
Early Years Foundation Degree and experience of work with 0-5 year olds.	Additional higher education course to reach degree level.	Part-time or full-time relevant degree modules to the value of 60 points at HE Level 3. Additional experience in situ of leading practice in their own setting tailored to the candidate's needs.
Degree in unrelated subject with substantial experience across the 0-5 age range.	May need knowledge of child development and practice with 0-5 year olds.	Part-time modules on child development and professional practice with 0-5 year olds.
Vocational degree and substantial experience of working with 0-5 years in another role (e.g. health visitor).	May need experience of practice with 0-5 year olds. May need experience of leading practice. May need support to relate knowledge to professional practice.	Additional experience in situ, plus experience in leading practice in their own setting tailored to the candidate's needs. Support from mentor on leadership and relating knowledge to practice. May need part-time module on the links between theory and practice.

## The full training pathway

### 4.13

This pathway accommodates the needs of candidates with graduate level qualifications and, typically, very limited relevant experience with 0-5 year olds. Table C gives examples of the provision that may be needed for candidates following this pathway.

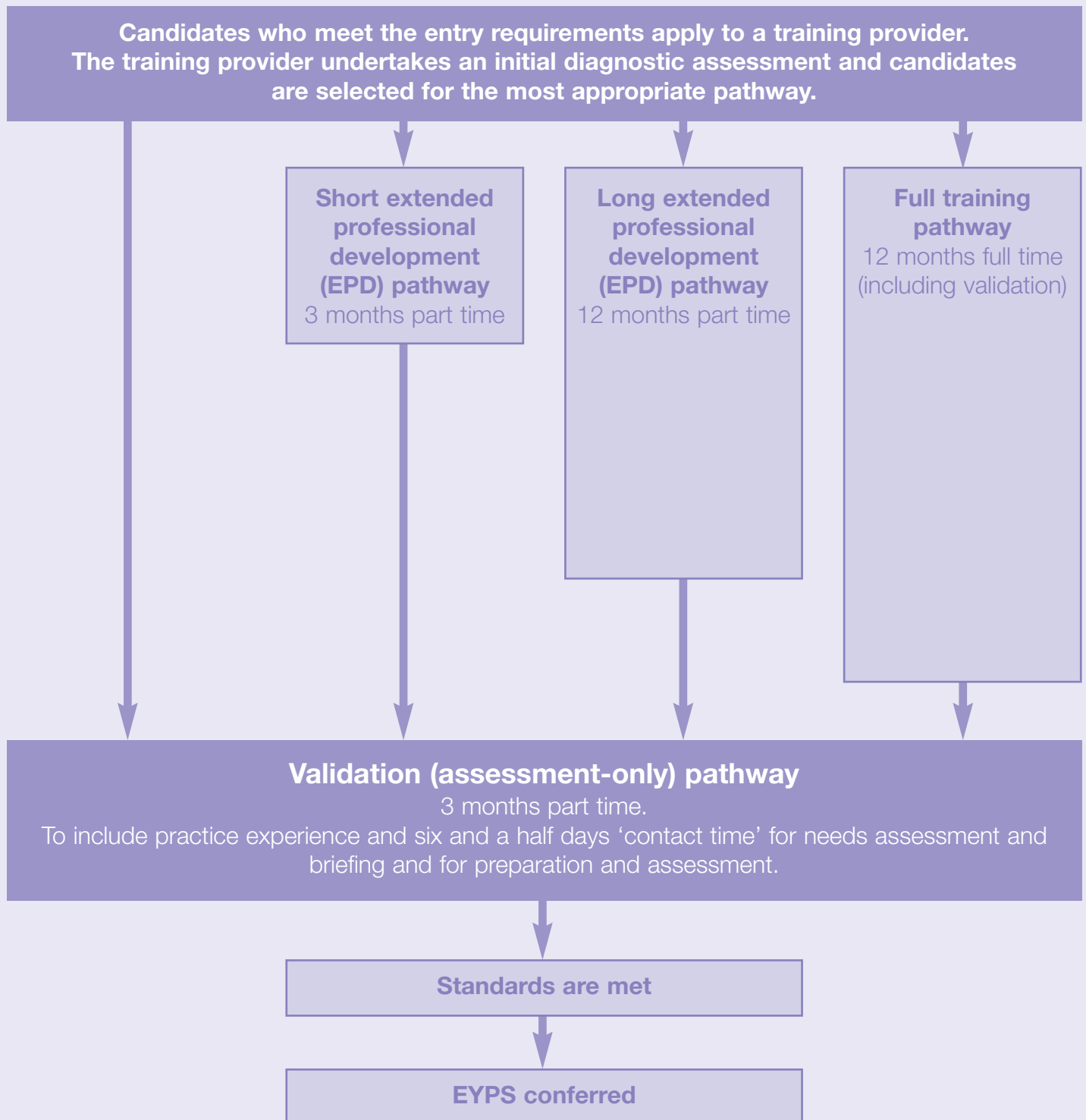
**Table C – The full training pathway**

Profile of typical candidate	Knowledge and/or experience needed	Example of provision
Degree in psychology with a major study in child development. Some observation of, or research on, 0-5 year olds.	Knowledge of child development and of the professional practice with 0-5 year olds. Experience of working with 0-5 year olds.	Module on links between theory and practice. Lengthy placements, with support from mentor. Placements to include experience of leading practice.
QTS for the secondary age-range.	Knowledge of child development and practice with 0-5 year olds. Experience of practice with 0-5 year olds. Experience of leading practice for 0-5 year olds.	Modules on child development and professional practice with 0-5 year olds. Extended placements in order to work with 0-5 year olds in a range of settings. Support by a mentor.
Some broad or vocational degree, such as in health or the social sciences, which may include some study of child care and development, with some contact with children.	Knowledge of child development and of the professional practice of working with 0-5 year olds. Experience of working with 0-5 year olds.	One-year full-time programme of study and placements, with support from a mentor. There may be some scope for the accreditation of prior learning and achievement. Placements to include experience of leading practice.
Other degrees.	Knowledge of child development and the professional practice of working with 0-5 year olds. Experience of working with 0-5 year olds.	One-year full-time programme of study and placements, with mentoring. Placements to include experience of leading practice.

#### 4.14

The four pathways, their relationship to the initial diagnostic assessment and the validation activities, can be summarised in the following diagram.

#### Pathways to EYPS



# Section 5

## Training

### 5.1

The CWDC has started to implement the validation pathway. In April 2006 the CWDC invited a small number of training providers<sup>9</sup> to work with the CWDC and its partners on a phase one programme for this validation pathway. This programme, which starts from September 2006, will enable up to 600 candidates to achieve EYPS by January 2007. These providers will work with CWDC and its partners to implement and evaluate the training and assessment system. Phase one training providers will concentrate on assessing those candidates who are already close to meeting the Standards.

### Support for phase one training providers

### 5.2

The phase one training providers have been asked to devise, organise and deliver a programme to support the achievement of EYP Standards and to meet individual candidates' needs. To support these providers the CWDC will publish guidance materials that exemplify each of the EYP Standards and provide training on the assessment system.

### 5.3

Each phase one training provider will receive support for the day-to-day operation of the programme. The CWDC will also support training providers' interpretation of the Standards by:

- establishing a 'help-line' offering telephone and e-mail responses to training providers' day-to-day enquiries about the operation of the training and assessment programme, and the interpretation of the EYP Standards;
- publishing newsletters on policy-related issues;
- visiting the phase one training providers to review work in progress and offer advice on assessment and moderation;
- publishing a report for all training providers on the strengths and weaknesses of current practice; and
- issuing working instructions in the light of evolving policy and emerging practice.

### Conditions placed on phase one training providers

### 5.4

As this is a new programme the CWDC has asked the phase one training providers to ensure their provision meets a number of conditions which have been set out in the grant letter. These conditions include:

- establishing internal quality assurance systems;
- establishing management and administration systems;
- adhering to rules on the selection, training and support offered to tutors and assessors;
- adhering to rules on the selection of candidates;
- requirements on how the provision should be evaluated; and
- requirements on the internal moderation of the results of the assessment.

The following paragraphs provide more detail on each of the above conditions.

<sup>9</sup> Phase one training providers are listed on the CWDC web site at [www.cwdcouncil.org.uk/projects/earlyyears](http://www.cwdcouncil.org.uk/projects/earlyyears)



## Condition 1 - internal quality assurance

### 5.5

Phase one training providers have been asked to establish policies and procedures that, taken together, will assure high quality, including clear and appropriate arrangements for:

- management and administration, including liaison with CWDC;
- marketing the programme;
- selecting tutors and assessors;
- training tutors and assessors;
- selecting candidates;
- mentoring and continuing support for tutors and assessors, within a context of performance management;
- internal moderation, which ensures continuous improvement; and
- self-evaluation.

## Condition 2 - management and administration

### 5.6

Phase one training providers have been asked to:

- identify a project manager for EYP training and assessment, who is supported and directed by senior staff in the organisation;
- establish a clear management infrastructure, backed up with appropriate administrative support;
- integrate the EYP work within the normal organisational arrangements for project management, personal line management and accountability;
- ensure the management infrastructure includes provision for open, responsive and collaborative relationships with CWDC; and
- where training providers are working in partnership, establish clear management arrangements and assign one partner to a lead role.

## Condition 3 - selection, training and support for tutors and assessors

### 5.7

Phase one training providers have been asked to:

- recruit suitably qualified trainers and assessors with recent and relevant experience;
- train them on the interpretation of the Standards, the organisation and management of the training and the particular forms of assessment and moderation;
- update tutors and assessors on changes to policy, emerging issues and good practice;
- provide support and mentoring to tutors and assessors, including meeting any continuing professional development needs identified through performance management, and
- ensure managers and administrators associated with the programme receive suitable briefing and training.

## Condition 4 - selection of candidates

### 5.8

Phase one training providers have been asked to:

- market provision to candidates, employers and local authorities;
- provide advice and guidance to individual candidates about their options;
- ensure candidates meet the entry requirements as laid down by CWDC;
- follow fair recruitment processes having regard to equality of opportunity; and
- offer candidates the most appropriate pathway having regard to their profile.

### 5.9

In selecting the experienced candidates for the validation pathway, phase one training providers are required to ensure candidates meet the following entry requirements:

- be physically and mentally fit to work as an Early Years Professional;
- show that they do not have a criminal background that might prevent them working with children, or as an Early Years Professional, and have not previously been excluded from working with children;
- hold a degree in Early Childhood Studies or an equivalent qualification(s) that provides a relevant and appropriate underpinning knowledge for the role. Applicants with a Foundation Degree will need to supplement this qualification with at least 60 credits at HE Level 3;

- have achieved GCSE at grade C or above (or recognised equivalents) in English and mathematics; and
- demonstrate that they can read effectively and are able to communicate clearly and accurately in spoken and written Standard English.

And on completion candidates should have sufficient recent and relevant experience that enables them to demonstrate the Standards across the 0-5 age range.



## Condition 5 - evaluation of provision

### 5.10

Training providers have been asked to establish their own mechanisms for self-evaluation and continuing improvement. These might include: review discussions with tutors; scrutiny of tutors' planning and of assessors' records; observation of briefings for candidates and assessment practice; and surveys of candidates' and other stakeholders' views.

## Condition 6 - internal moderation of outcomes

### 5.11

Training providers have been asked to train assessors to act as moderators of each other's assessments. The ultimate purpose behind internal moderation is to ensure there is consistency in the judgements being made (i.e. whether candidates' evidence meets the Standards). An important secondary purpose, however, is to provide feedback to assessors on the appropriateness of their assessments, including final recommendations. This feedback is significant for the continuing improvement in assessment practice, both individually and collectively. It also affords the provider some additional evidence to assess the continuing professional development needs of tutors/assessors and whether to continue to employ or deploy particular assessors.

## Phase two training providers

### 5.12

The second phase of training and assessment will start from January 2007 when the CWDC will introduce training and assessment on all four pathways. The CWDC will run a tendering exercise, inviting bids from potential training providers who wish to deliver this EYPS training and assessment. The invitation to tender for this work will be published on 17 July 2006.

### 5.13

Training and assessment on these four pathways will be in line with the conditions identified above and be based on the final version of the Standards. The tender documents will provide fuller details of what potential training providers will need to do.

# Section 6

## Assessment

### 6.1

To attain EYPS all candidates will be assessed against the Standards. The assessment process will be appropriate for those working in different settings, and with babies, toddlers and young children. It will be common to all candidates irrespective of the nature and length of their pathway to EYPS or where they completed their training.

### 6.2

The CWDC has designed an assessment process for all EYP candidates. It aims to be:

- *consistent* – the Standards and requirements are specific and assessable and provide a clear basis for the reliable and consistent award of EYPS, regardless of the candidate's background, location, training pathway or type of training;
- *rigorous* – assessment procedures will be clearly defined and accompanied by guidance, assessors will be trained and assessments will be moderated;
- *credible* – assessment will focus on the practical application of the required attributes, skills and knowledge. The assessment process will avoid a 'tick-box' approach; and

- *manageable* – burdens on staff working in the early years will be minimised. Many of the Standards are inter-related and single assessment opportunities are likely to produce evidence for a wide range of Standards. To reflect the complexity of the EYP role, assessors will be asked to make over-arching judgements that take account of evidence from a wide range of sources. The Standards will be accompanied by guidance that sets out the scope of each Standard and suggests the kind of evidence that could be relevant in making judgements about whether a candidate is meeting all the Standards in full.

This consistent and rigorous assessment will help to provide confidence to employers and maximise candidates' opportunities to work across and between settings.



### 6.3

Assessment will include:

- candidates undertaking, documenting and evaluating a number of tasks as a natural part of their work. They will be provided with a clear template of the requirements for these tasks. These requirements emphasise quality rather than quantity in order to keep the assessment process as manageable as possible;
- candidates providing a concise and short portfolio of supporting evidence against the Standards; and
- a one-day assessment visit to their workplace. Prior to this visit, the assessor will have assessed the tasks outlined above and drawn up a schedule of what will be assessed/verified during the visit. The visit itself will follow a prescribed format that includes a tour of the setting, interviews with the candidate, scrutiny of documentation and interviews with other individuals who can provide further evidence of the capability of the candidate.

### 6.4

Candidates who meet the Standards through this assessment process will be recommended for the award of EYPS. Following the national moderation process those who are judged as having met the Standards will be awarded EYPS. This status is likely to be awarded by the CWDC on behalf of the Secretary of State for Education and Skills

## Section 7

# Quality Assurance



### 7.1

As outlined earlier continuing self-evaluation is central to phase one in order to inform subsequent developments and help to shape the policy for EYPS. However, self-evaluation will only provide a partial picture of the EYP programme and in due course CWDC will commission a formal evaluation to review the development of the training programme, the performance of individual training providers, and the impact that EYP training has had on outcomes for children.

### 7.2

A second key aspect of quality assurance relates to candidates' and employers' confidence in the assessment process. In the early days of this programme it is vital that all candidates, irrespective of where and how they are trained, reach the same high level of competence. To ensure the consistency of assessments and the recommendations for the award of EYP status, the CWDC will establish arrangements for moderation in which all training providers will participate. This moderation process will establish whether the assessment process is fit-for-purpose and identify the extent to which the arrangements need be adapted before they are transferred to phase two provision.

## Section 8

# Registration



### 8.1

To collect data and statistics on this training programme the CWDC is developing a national web-based database of candidates for EYP status. Training providers will enter data on individual candidates at each stage of the training and assessment process. This will provide the CWDC and training providers with up-to-date information and analysis and offer opportunities for statistical analysis as well as financial reporting.

### 8.2

This database could be used as the basis of a register for all those with EYPS. In early 2007 the CWDC will review how this system is operating and look at whether it could be adapted to create a registration system for those with Early Years Professional Status.

# Section 9

## Funding

### The Transformation Fund

#### 9.1

In addition to funds allocated to the local authorities, the CWDC has been allocated £51.8m from the Transformation Fund to cover the costs of developing training and assessment pathways to EYPS and to provide financial support to EYPS candidates. This funding has been allocated to the CWDC to support candidates with Level 5 and Level 6 qualifications who wish to gain EYPS.

#### 9.2

During 2006-08 the local authority administered part of the Transformation Fund will offer incentives to settings in the private, voluntary and independent sectors to put candidates forward for training and assessment leading to EYPS.

#### 9.3

From September 2006, support from the local authorities' administered section of the Transformation Fund will be available through local authorities for a Recruitment Incentive of £3,000 each year (and more in London) for full day care settings in the private and voluntary sector to employ staff, for the first time, who are aspiring to achieve EYPS within two years; and a Quality Premium of £5,000 each year (and more in London) for those full day care providers in the private and voluntary sectors with an employee who will reach EYPS within two years.



## Payments to training providers

### 9.4

CWDC will use its portion of the Transformation Fund to make up to four types of payment to the training provider for each of the four pathways. These funds will be used to pay:

- course fees, which the training provider retains;
- bursaries, which the training provider passes on to the candidate;
- mentor support payments, which are retained initially by the training provider but over time, as their capacity to support candidates grows, this will be paid to settings; and
- supply cover payments, which the training provider passes on to settings.

Training providers will be required to distribute funds to individual candidates and settings in accordance with the funding rules established in the July 2006 tender document for phase two provision.

The following table summarises **indicative** figures for the amounts to be offered per candidate for each type of payment for each pathway.

	Validation pathway	Short EPD pathway	Long EPD pathway	Full training pathway
Course fee	£500	£1,300	£4,000	£6,300
Diagnosis, assessment, and internal quality assurance paid to provider	£700	£700	£700	£700
Supply cover or bursary	£500 (setting)	£1,000 (setting)	£4,000 (setting)	£5,000 (bursary)
Mentor support	£100	£400	£1,000	£1,000

## Candidate numbers

The following table summarises **indicative** candidate numbers for each pathway from 2006. Depending on the number of training organisations whose tenders, in response to the invitation to bid on 17 July, are accepted the CWDC will review the number of training places available for each of the pathways.

	Validation pathway Sept 2006	Validation pathway Jan 2007	Validation pathway Sept 2007	Validation pathway Jan 2008	Short EPD pathway Jan 2007	Short EPD pathway Sept 2007	Long EPD pathway Jan 2007	Full training pathway Jan 2007
<b>Possible</b> places	<b>600</b>	<b>800</b>	<b>1,200</b>	<b>1,200</b>	<b>600</b>	<b>1,900</b>	<b>1,000</b>	<b>2,000</b>
<b>Possible</b> number of training providers	<b>10</b> plus 1 national provider	<b>16</b>	<b>24</b>	<b>24</b>	<b>12</b>	<b>38</b>	<b>25</b>	<b>40</b>
<b>Possible</b> number of places per training provider	<b>50</b> (the national provider has 100 places)	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>40</b>	<b>50</b>

Information on other indicative numbers for 2007-08 will be announced in the autumn of 2007, and indicative numbers beyond 2008 in due course.



## Payment processes

### 9.5

Training providers will enter information about their organisation, the candidate and where appropriate the candidate's employer on to the CWDC web-based system.

Following receipt of confirmation via the web-based system that each of the candidates has completed a specified segment of the relevant pathway the CWDC will make payment in arrears by BACS transfer.

### 9.6

Training providers will be required to perform their own audit checks to ensure the information supplied to the CWDC is robust, particularly in relation to onward payments to the candidate for the bursary and to the candidate's employer for the supply cover and over time for mentor support. The CWDC will perform its own audit checks on these payments on a sample basis.

### 9.7

Payment will be on a phased basis for each candidate, with the frequency of payment varying depending on the length of the training pathway being undertaken. Payments will be split into three segments, of which 40% will be paid at the start of the training, 30% for candidates who are confirmed as completing the halfway stage, and the remaining 30% towards the final confirmed completion date.

### 9.8

Where the funding rules for phase two provision requires payments to be made to settings and candidates, the training providers will be responsible for organising these in a timely and appropriate way.

# Case Studies

## Annex A

**The following case studies illustrate candidates who may come forward for the validation, the EPD pathways and the full training pathway.**

### Validation pathway

**Candidate A** was a qualified teacher employed by the local authority to support private/voluntary/independent settings. She now works in a large children's centre where her responsibilities extend across the 0-5 age range. In her previous role she was involved in ensuring that *Birth to Three Matters* was embedded in practice. Candidate A would like to achieve EYPS to validate her role and to enable her to support and mentor other staff. She contacted a phase one provider and has undertaken the initial diagnostic process which confirmed her own self-evaluation and she is ready to proceed to the validation pathway. She expects to achieve EYPS in January 2007.

**Candidate B** worked for five years as an early years practitioner in a private day nursery for 0-5 year olds. She worked part-time as a teaching assistant in the nursery class attached to the school her children attended. After undertaking a degree through the Open University, she achieved Qualified Teacher Status (QTS) through the graduate teacher programme. The nursery class has recently become part of a new children's centre offering full day care in partnership with a local private day nursery. The local authority suggested she consider EYPS and put her in touch with one of the phase one training providers. The initial diagnostic process confirmed that she is ready to proceed to validation. She expects to achieve EYPS in January 2007.

**Candidate C** completed an Early Years Foundation Degree part time whilst employed in an independent school registered for full day care. She has subsequently undertaken a lead role in the setting and has completed a part time 'top up' programme for a Degree, which she achieved in June 2006. She was encouraged to achieve EYPS by her employer who contacted a phase one provider. Candidate C has completed the initial diagnostic process and is ready to proceed to validation. She expects to achieve EYPS in January 2007.

### Short EPD pathway

**Candidate D** is a mathematics graduate. When her own children were younger she assisted in the local playgroup. When they moved on to school she became the playgroup supervisor and when the playgroup developed to offer full day care, in order to meet the OfSTED requirements, she took an NVQ in Early Years Care and Education at Level 3. The advisory teacher from the local authority suggested she consider achieving EYPS and, after undertaking the initial diagnostic process, she was keen to complete the module on child development and professional practice. She will start an short EPD pathway in January 2007.

**Candidate E** is a recently qualified primary teacher who has been working with children in the Foundation Stage in a nursery class, which will be part of a children's centre in the next round of designations. He wants to prepare for extension of provision across the 0-5 age range and recognises the need to develop his knowledge and practice with 0-3 year olds. The local authority is working in partnership with an higher education institution to offer EYPS training and assessment and, following the initial diagnostic process, have arranged for him to work one day each week with 0-3 year olds in a neighbouring children's centre. As part of the short EPD pathway, he will undertake a module on child development and professional practice with 0-3 year olds. He expects to achieve EYPS in June 2007.

**Candidate F** was recruited by a private day nursery using Transformation Funding to cover the cost of employing a graduate. After achieving an Early Childhood Studies (ECS) Degree she worked part time as a nanny for a family with two children under five, one of whom is autistic. She also worked part-time in a nursery class supporting a child with communication difficulties. She is keen to develop her career and the setting where she works is committed to providing her with a range of experience across the 0-5 age range and opportunities to lead practice. Following the initial diagnostic process, candidate F will undertake a part-time module to enable her to link the theory from her ECS Degree to practice. The provider has identified a mentor and candidate F is expected to achieve EYPS by September 2007.

## Long EPD pathway

**Candidate G** worked for a number of years in a private day nursery. After achieving a Level 3 Diploma in Nursery Nursing, candidate G took up a post in a nursery class and worked toward and achieved an Early Years Foundation Degree. Candidate G was keen to work in full day care again and was recruited by a private day nursery, which used the Transformation Fund to subsidise the cost of employing a graduate. Her new employer contacted an EYPS provider and candidate G starts an long EPD pathway in January 2007. After 'topping up' her Foundation Degree, she will undertake her assessment as part of the validation process. She expects to achieve EYPS by March 2008

**Candidate H** has a degree in dance and drama. She worked as a childminder and has substantial experience across the 0-5 age range. Her own children have recently started school and she is keen to develop her career. Candidate H was recruited by a private day nursery using the Transformation Fund to subsidise the cost of employing a graduate. Her employer contacted an EYPS provider and candidate H will start on an long EPD pathway in January 2007, undertaking a part-time module on child development and professional practice with 0-5 year olds. However, she needs to improve her GCSE grade in mathematics and so, in the meantime, she has enrolled at a local college. The provider will allocate a mentor to work with her and the setting to prepare her for the assessment as part of the validation process, starting in December 2007 and finishing in March 2008.

**Candidate I** has a BSc in Public Health Nursing and is a Registered Health Visitor. She recently opened a private day nursery with a partner who manages the administration. She would like to achieve EYPS to set the standard for the setting and will start on an long EPD pathway in January 2007 undertaking a part-time module on links between theory and practice. The provider will allocate a mentor from January to work with her to prepare for her assessment as part of the validation process starting in December 2007 and finishing in March 2008.

## Full training pathway

**Candidate J** left school at 18 to take up youth work. After three years he decided to complete a full-time history degree. During his degree he continued to work with teenagers at a local youth centre. On graduation he has decided to train to become an EYP and has approached his local training provider. As he is not currently employed, he does not have access to the local authority part of the Transformation Fund. However he can complete the full time training pathway and his training provider will organise relevant training, including substantial placements with mentor support in 0-5 settings, in order for him to prepare for assessment against the Standards in December 2007.

**Candidate K** is a mature applicant who recently completed a psychology degree which includes a substantial study on child development. She is due to graduate in July 2006 and plans to train to become an EYP. She approached three training providers and selected the one that was most able to tailor the training programme to meet her needs. She will begin training in January 2007 and expects to complete two substantial placements, with mentor support, which will cover the 0-5 age range. She hopes to be assessed against the Standards in December 2007.

For further information please call

**0113 244 6311**

**or visit [www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk)**

or write to the Early Years Team at CWDC,  
13-14 South Parade, Leeds, LS1 5QS  
or fax us on 0113 390 7744.