

UNITED KINGDOM

of Great Britain and Northern Ireland

ECEC Workforce Profile

Country report author

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1. ECEC governance

Preamble

The UK, comprising England, Wales, Scotland and Northern Ireland, has a mixed economy in ECEC with the majority of provision for 0- to 5-year olds traditionally provided by the private, voluntary and independent (PVI) sector and an early start to compulsory schooling at 5 years (4 in Northern Ireland). However, more recently there has been an increase in state-funded provision for 3- to 5-year olds (and latterly for disadvantaged 2-year olds) in nursery and reception classes in primary schools, with almost all schools now adopting a 4+ admissions policy (September after the 4th birthday).

Politically the UK has been undergoing a period of gradual change over the last 30 years with increasing devolution of responsibilities to its four constituent nations. Governance of ECEC services is amongst the devolved matters. This has resulted in increasing divergence between education and social services policies and systems, including provision and regulation of services for young children and their families.

The picture of the ECEC workforce across the UK is confused and confusing. Devolution has resulted in increasing divergence in policies across the four nations, each leading to a different set of problems and anomalies. There remain, however, some common overarching features:

- (a) a mixed economy of care; reflecting in part the UK's modified neo-liberal political and economic position in championing business/ private enterprise and supporting social enterprise and voluntary organisations with state intervention for essential public services;
- (b) higher status accorded to education than to care; based partly on historical associations between caring/mothering as 'women's work' for which no qualifications were necessary;
- (c) qualified teachers (with QTS) enjoying significantly better pay, career structures, conditions of service and CPD entitlements than other workers due to the different status of education and care and strong unionisation of the teaching workforce combined with differential patterns of employment across the public /Local Authority and PVI sectors;
- (d) absence of unionisation amongst the non-teaching workforce; poorly paid and poorly qualified women working in relative isolation in small private and voluntary settings are less likely to join unions;
- (e) absence of men, particularly in work with the youngest children; largely due to (b) and its consequences;
- (f) national specification – whether statutory or through guidance – of minimum standards and curriculum, partly as a means of standardising provision across what is because of (a) a highly variable sector;
- (g) regulation and enforcement regimes through inspectorates that act as mechanisms of control, standardisation and accountability and provide information to justify public expenditure;
- (h) competence-based qualification requirements based on national standards and curriculum frameworks. Though these differ between the nations (strongly educational in England, based on generic social care models in Wales and Scotland) **they all determine a core practitioner requirement currently at level 4 EQF/level 3 ISCED** except in special circumstances;
- (i) despite stated aspirations towards graduate leadership, and progress in developing higher level qualifications, the minimum requirements for leadership of the majority of non-school ECEC settings remain at level 4 EQF/level 3 ISCED.

The rest of this report describes in detail the provision and governance of ECEC, workforce structures, qualification and competence requirements separately for each of the 4 nations.

However, where features are largely shared and to avoid repetition, some sections have been integrated.

1.1 England: ECEC governance

England is by far the largest of the 4 nations at 55.2.million (ONS 2017). Following the election of a new government in 2010, the Department for Children, Families and Schools previously responsible for ECEC ceased to exist and was renamed the Department for Education. This marked a significant shift in policy. The previous integrated policy framework entitled *Every Child Matters* (HM Treasury 2003) that called for all children to be healthy, stay safe, enjoy and achieve, have economic security and make a contribution to society, was abandoned along with ambitious targets for reform and development of an integrated children’s workforce. The flagship Sure Start programme, providing integrated Children’s Centres accessible to all in disadvantaged areas throughout the country, was also down-graded. Funding was reduced and the emphasis placed on targeted provision for the most disadvantaged/problematic families with a shift towards signposting rather than direct provision of services such as day care.

The incoming government placed greater emphasis on educational outcomes as well as the role of schools in providing ECEC services for children as young as two. It abolished the target for all non-school ECEC settings to be graduate-led and changed the relevant (level 6 EQF) qualification from the multi-professional Early Years Professional Status to an education-led Early Years Teacher Status with no mention of the term ‘play’ in their standards. However, though meeting the same entry requirements and going through similar assessment processes as the established teaching profession, the new Early Years Teachers were not to be given Qualified Teacher Status (QTS). The implication of this has been that they are not recognised as teachers under the 1944 Education Act, cannot take charge of a nursery or reception class in a state-maintained school, and are not entitled to the same pay and conditions as other teachers. The incoming government also abolished the General Teaching Council for England, bringing standards for qualified teachers and for the new Early Years Teachers under the direct control of the Department of Education via an executive agency – the National Council for Teaching and Leadership (NCTL).

New standards were also developed for core practitioners with a strong educational emphasis and, as with EYTS, no mention of the term ‘play’. These standards form the basis of an Early Years Educator qualification at level 3 on the **Regulated Qualifications Framework (RQF)** - equivalent to level 4 EQF. The RQF regulates qualifications in England and is maintained by Ofqual – the Office for Qualifications and Examination Regulation – which, like *Ofsted*, is a non-ministerial government department. Ofqual sets out the code of practice for competing awarding bodies and approves and regulates vocational and academic qualifications and their assessment outside of Universities.

Play is still, however, strongly featured in the *Early Years Foundation Stage* (DfE 2017), which sets out the statutory curriculum framework plus safeguarding and welfare requirements for all provision for children from birth to age five inclusive and regardless of setting.

In England, regulation and inspection of all services for children and young people, including early years, out-of-school and residential childcare as well as schools, is integrated under Ofsted – the Office for Standards in Education, Children’s Services and Skills. This has enabled inspection frameworks gradually to be aligned and merged despite the remaining constraints of differing legal frameworks. Ofsted is a non-ministerial government department that reports directly to parliament via the Select Committee on Education. This gives it some degree of independence from ministerial/political oversight by the Department for Education. Her Majesty’s Chief Inspector is legally required to provide an annual report on standards in schools and, since 2001, to report separately on standards and issues in early years services. Ofsted registers providers of early years education and childcare (other than schools) on either the Early Years Register (compulsory for provision that includes under-fives) or the Childcare Regis-

ter (compulsory for provision from 5 to 8 and optional for older age groups or activity clubs). Inspection, which was initially annual for early years providers, is now on a proportionate risk basis, so providers graded as ‘good’ or ‘outstanding’ may not be inspected for three to five years. Schools are inspected on a six-year cycle while inspection of those on the Childcare Register is limited to a 10% sample annually unless complaints or concerns are expressed.

Ofsted provides feedback on strengths and weaknesses in relation to the inspection framework but usually has stopped short of giving specific advice. This has been left to Local Authority (LA) advisory services. However, more recently the government has sought to reduce the responsibilities and budgets of LAs while at the same time encouraging more mutual support between schools and early years settings, for example, through Teaching Schools and system leadership roles (networks of national, local and specialist lead teachers recognized for specific expertise). It can be argued that, as well as giving greater autonomy at school level, recent policy changes have deliberately downgraded the role of LAs in order to provide more scope for direct central government influence.

1.2 Wales: ECEC governance

In 2016, Wales covered a population of circa 3.1 million (ONS 2017). The National Assembly for Wales (commonly known as the Welsh Assembly) was established in 1999 and has legislative and administrative powers covering all forms of health, education and social services for young children and their families. The system is multi-sectoral, with early childhood education under the auspices of the Welsh Government Department of Education and Skills whereas childminding, day nurseries and parent support are the responsibility of Health and Social Services and programmes to encourage parents back into employment come under the Department for Communities and Tackling Poverty. These divisions in central government are reflected in similar divisions of responsibility at Local Authority level. However, considerable changes are currently underway to early years services in Wales.

The regulation of services for young children in Wales to date has not been integrated under a single regulator as in England. Instead, Wales chose to keep separate regulation and inspection regimes with early education under ESTYN – the office of Her Majesty’s Inspectorate for Education and Training in Wales – and day nurseries and family day care under the Care and Social Services Inspectorate for Wales (CSSIW) that operates a different set of quality indicators. However, an Independent Review (Graham 2014) of arrangements, commissioned by the Welsh government, recommended that a Single Quality Framework under a new unified early years regulation and inspection system for children under 7 be established by 2016 and set out a staged approach to reaching that goal including, if necessary, the creation of a new integrated ECEC inspectorate. The Welsh government has considered the report of the Independent Review and work has already begun on an integrated inspection framework across ESTYN and CSSIW. This began its pilot phase from September 2015.

The Independent review also recommended the phased introduction of higher requirements for qualifications moving towards all workers qualified to level 3 (EQF 4, ISCED 3) or working towards such a qualification, level 5 (EQF 5) for leaders by 2020 and a competency based route to graduate status (level 6, EQF 6) by 2024. Rather than adopting the twin track model of teachers with EYTS or QTS as in England, the review recommended a new ‘early childhood specialist route to Qualified Teacher Status should be introduced, specialising in child development in the years from birth to seven and the Foundation Phase from 2017’ (Graham 2014, Independent Review panel report: 11). However, this recommendation has yet to be accepted.

Wales defines early years as the period from pre-birth to the end of the Foundation Phase. The statutory Foundation Phase curriculum framework covers 3 to 7 year olds in both maintained schools (i.e. primary and nursery schools) and non-maintained settings (pre-schools, playgroups and day nurseries and Flying Start centres). (Flying Start offers early learning and care for disadvantaged children from two years old - see later).

In 2015, a statutory *Foundation Phase Profile* (Welsh Government 2016a) was introduced to ensure a nationally consistent baseline assessment during the reception year. This is part of the planned comprehensive *Early Years Development and Assessment Framework* across the birth to 7 years age range that is currently under development. The Foundation Phase Profile will also contribute evidence towards the new Early Years Outcomes Framework (Welsh Government 2016b) which it is hoped will provide a tool for results-based accountability that will help measure the effectiveness of local and national government policies across all aspects of children's health, care, development, well-being and safety.

Standards and qualifications for teachers were until recently regulated through the General Teaching Council for Wales; however, a new Education Workforce Council with a broader remit is currently taking over the functions of the GTCW and is due to start registering learning support staff for the first time as well as teachers (those with Qualified Teacher Status) from 2016. Qualifications to work in early years settings other than schools are approved through the Care Council for Wales and are regulated by the recently established Qualifications Wales. They continue to relate to the national occupational standards set down by employers, workers and other stakeholders through Skills for Care and Development. The Care Council for Wales is also the registration body for qualified social workers, however, unlike in Scotland, there is currently no register of ECEC workers.

Unlike in England, an overarching integrated policy framework continues to be reflected in the annual children's plan for Wales, entitled *Building Brighter Futures* (Welsh Government 2013), and in the new *Early Years Outcomes Framework* referred to earlier.

As an alternative to Sure Start (the government funded initiative that established children's centres in the 20% most disadvantaged areas in England and Northern Ireland), the Welsh government supports its own Flying Start initiative. Flying Start is a multidisciplinary programme based primarily on the universal Health Visiting service that targets extra Health Visitors time and resources on families with children under 4 living in the 20% (soon to be increased to 25%) most disadvantaged neighbourhoods in Wales. Centre-based day care, early learning and language development sessions may also be part of the offer along with parent/family support and home visiting services provided according to assessed need. Responsibility for Flying Start has recently been transferred to the Welsh Department for Education and Skills.

1.3 Scotland: ECEC governance

Scotland's legal, educational and qualifications frameworks have long been distinct from those of England and Wales. It has its own elected parliament that operates within a budget settlement determined under an agreed formula with Westminster and makes its own laws with the exclusion of UK-wide reserved matters such as defence, macro-economic and foreign policy. The Scottish Government governs a population of around 5.4 million (ONS 2017). After a close run referendum on independence in 2014, the Scottish parliament has received further delegation of responsibilities to include, for the first time, limited tax raising powers.

The Scottish Government is currently funding 640 hours per year of early learning for 3- to 5-year olds and vulnerable 2-year olds. National responsibility for the early education and child-care system in Scotland remains split across the Department for Health and Social Services working in conjunction with local authorities. In turn, as in Wales, regulation and inspection of early years settings are also split. Under-threes and wrap around childcare in the private, voluntary and independent sector (the PVI sector accounts for 41% of provision for under-fives according to SSSC 2015) is regulated and inspected by the Care Inspectorate while the Scottish Social Services Council sets the Standard for Childhood Practice and registers all leaders/managers of settings as well as core practitioners and qualified support workers. National guidance for *Pre-birth to Three* was developed by Learning and Teaching Scotland in conjunction with health interests in 2010. In contrast the early learning element for 3- to 5- year olds,

wherever it occurs, comes under the *Early Years Framework* (Scottish Govt. 2009) and is inspected by the education inspectorate - Education Scotland - which also provides a range of training resources and good practice guidance. However, early learning provision in schools must be led by qualified teachers registered with the General Teaching Council for Scotland (GTCS) – the body that sets the standards for entry and career progression for the whole of the teaching profession and approves Initial Teacher Education courses leading to Qualified Teacher Status (QTS).

These historically rooted divisions of responsibility are not conducive to the sorts of integrated, holistic approaches to early learning and childcare (ELC as it is called in Scotland) that are now considered most appropriate for young children and families and are reflected in the Scottish Government's (2014) *Building the Ambition* document. It is therefore hardly surprising that recent reviews and policy developments have sought to overcome central divisions through a bewildering array of strategic groups and initiatives. A 'Workforce and Quality Group' has been given responsibility for implementation of agreed recommendations of the Early Years Workforce Review undertaken in 2015 (Siraj and Kingston 2015). A new 'Early Learning and Childcare Strategic Forum' is being established for stakeholder representation in addition to the existing 'Early Years Task Force', which initiated the 'Early Years Collaborative' in 2012. This brings together all 32 community planning partnerships from across Scotland and across health, social services, education and PVI sector interests and claims to be '...the world's first multi-agency quality improvement programme to support the transformation in early years' (Scottish Government 2016a). This methodology is intended to support, develop and evaluate small change projects that have the potential to be scaled up. Meanwhile a new 'Early Learning and Childcare Census Advisory Group' is overseeing more appropriate data collection (current systems report on schools and social services/care separately). A 'Strategic Evidence Group' will oversee research in the field while the Early Years Task Force has responsibility for prioritising and implementing policy changes. Moreover, the Care Inspectorate and Education Scotland are working together on a joint outcomes and improvement oriented inspection framework and the new Scottish Council for Educational Leadership is scoping potential for including those with Childhood Practice Awards (endorsed by the SSSC) in their educational leadership training opportunities.

In Scotland, the Scottish Qualifications Authority (SQA) accredits all qualifications and is the sole examination and awarding body for both academic and vocational awards outside of universities. Scottish Vocational Qualifications (SVQ) at levels 1 to 8 (levels 1-5 EQF) in the Scottish Credit and Qualifications Framework (SCQF) are based on UK-wide national occupational standards. The SCQF has a total of 12 levels up to Ph.D. with a Bachelor's Degree with Honours pitched at level 9 (level 6 EQF).

The outcomes of the recent Curriculum for Excellence (see UK Key Contextual Data, *Section Curriculum – Scotland*) review (Education Scotland 2016) are resulting in major revisions to the Scottish Intermediate, Higher and Advanced Higher certificates system while maintaining the strong tradition of a much broader education from 16 to 18 than in England. New National Group Awards allowing for both work-based and study based routes are likely to replace the original work-based SVQs and separate intermediate/ higher units. Negotiations with higher education have led to agreed principles for a graduate level qualification for work across the children's sector aligned to the Standard for Childhood Practice. This provides a broad-based, multidisciplinary approach relevant to work with children of all ages and their families, and implementation is intended to lead to a substantial increase in the number of graduate-led settings in early learning and childcare. This new award also fits well with Scotland's integrated policy framework for children entitled *Getting it Right for Every Child – GIRFEC* (Rose 2012), through which the well-being of individual children is intended to be the personal responsibility of named professionals in successive, multi-agency services starting with the health visitor and passing to the teacher. However, pilot implementation resulted in a number of challenges in relation to the sharing of information and the Scottish Supreme Court has now ruled that

minor amendments must be made to the Children and Young People (Scotland) Act 2014 in order to comply fully with Article 8 of the EU Convention on Human Rights. Full implementation is expected to begin shortly (Scottish Government 2016b).

1.4 Northern Ireland: ECEC governance

With a population of over 1.86 million in 2016 (ONS 2017), the six counties of Northern Ireland form the smallest nation of the UK. It has a complex and often fraught history of both governance from Westminster and self-governance through an elected Assembly based in Stormont. Northern Ireland now has a devolved power sharing arrangement through a National Executive in which the main political parties representing the dominant protestant/unionist majority and the catholic/ republican minority have both been guaranteed ministerial appointments and influence. As with Scotland and Wales, the devolved powers of the Northern Ireland Assembly extend across education, health and social welfare. The Department of Education for Northern Ireland (DENI) oversees all education services, including pre-school education and Sure Start. It delegates responsibility for administering early years grants and monitoring Sure Start to regional Childcare Partnerships.

The Sure Start programme provides a range of services for young children under 4 and their families including the Developmental Programmes for 2- to 3-year olds. Sure Start Children's Centres are currently being extended to the 25% most disadvantaged areas. Responsibility for Sure Start was originally transferred from the Department for Health, Social Services and Public Safety to the Department for Education Northern Ireland (DENI) in 2006 along with the rest of early years services including childminding and childcare in order to co-locate responsibility within a single department.

A draft integrated *Early Years Strategy 0–6* was produced in 2010 but received a poor response on consultation. Childminding and childcare were then relocated back with Health and Social Service interests in 2012. In the following year, the Department of Education launched *Learning to Learn: A Framework for Early Years Education and Learning* (DENI 2013) that set out a strategy for 3- to 6-year olds from a narrower educational perspective with progress overseen by an Early Years Stakeholder Group representing providers as well as government interests.

Given that the compulsory school starting age is set at the September after a child's 4th birthday (the earliest in the UK), and the preponderance (62%) of school-based nursery class places for 3-year olds over funded places in the PVI sector (DENI 2013), early years provision outside of schools is largely restricted to day care 0–4, pre-school groups of mainly 3-year olds and wrap-around care. Funded places are available for all 3-year olds and for disadvantaged 2-year olds (proposed changes mean that target 2 year olds are likely to have separate provision in future). This is set at a minimum of 12.5 hours per week for 38 weeks in Northern Ireland compared to 30 hours in England, since September 2017.

Staffing ratios for the PVI sector are broadly the same as in England at 1:8 for 3- to 4-year olds with a level 3 qualified leader, however this requirement is currently in a state of transition and new leaders are required to hold a level 5 Diploma in Leadership for Care, Learning and Development or the playwork equivalent in the case of Out-of-School care. Meanwhile at least advisory access to someone with a higher level 4–6 qualification is considered essential but, unlike in Scotland and Wales, this does not have to be a qualified teacher.

The Council for the Curriculum, Examinations and Assessment (CCEA) regulates qualifications and issues curricular guidance for pre-school groups (3 year olds) with funded early education places and separate curricular guidance for the Foundation Stage (4 and 5-year olds) in schools.

The pre-school version (CCEA 2014a) offers guidance on planning, observation, assessment and record keeping and wider issues such as equal opportunities as well as a curriculum

framework. This is broadly similar to other parts of the UK but an emphasis given upfront to the arts and creativity is distinctive.

The Foundation Stage (CCEA 2014b) builds on and extends the six areas above plus introduces Religious Education for the first time as agreed with the four main Christian Churches in Northern Ireland and incorporates ‘mutual understanding’ into Personal, Social and Emotional Development. These features reflect the unique history and issues of Northern Ireland.

There is a strong tradition of parent/ community run pre-school groups affiliated to Early Years - The Organisation for Young Children (formerly the Northern Ireland Pre-School Playgroups Association, NIPPA) as well as of voluntary organisations operating in the most challenging areas. Because residential patterns have historically been split into predominantly protestant and catholic areas, community groups have tended to reflect that pattern, though services run by the big voluntary organisations have tried to stand out against replicating divisions in staff recruitment. In addition, churches of both persuasions have had a greater role in the provision of education at all levels than in the rest of the United Kingdom. Building on the previous policy for Community Relations, Equality and Diversity in Education, which sought to develop mutual understanding and respect between different communities, in 2015 the NI government adopted a policy of ‘Shared Education’ (DENI 2015). As well as continuing to fund and support integrated schools (which still account for only 7% of all school pupils) shared education includes support for sharing of facilities, teachers, staff and governor training, support for Irish medium schools, inter-school projects and inter-faith initiatives including in early years.

The first two years of compulsory schooling in Northern Ireland (4- and 5-year olds) come under the Foundation Stage while proposals in *Learning to Learn* (DENI 2013) suggested the Foundation Stage should be extended to incorporate 3 year olds in the funded pre-school year. This would be designed to ensure a smooth transition from a play-based environment to more formal learning. As in other parts of the UK, only qualified teachers with QTS are allowed to lead classes in maintained nursery and primary schools. Standards for teachers are determined by the General Teaching Council (Northern Ireland) which also regulates teacher registration, Initial Teacher Education and teacher’s Continuing Professional Development.

Regulation and inspection of early years services are split. Inspection of funded pre-school education, together with all other phases of education and the safeguarding of pupils within them, is vested in the Education and Training Inspectorate for Northern Ireland (ETINI). However, unlike Ofsted in England, the Education and Training Inspectorate is not responsible for the registration of pre-school groups or for wrap around care, day nurseries, childminders and other children’s services. These aspects of early years are deemed care and are registered and inspected on an annual basis by specialist Early Years Teams of social workers based with the five local Health and Social Care Trusts. The basis of the inspection focuses on suitability of the premises, equipment and persons and the standard of care offered – an approach reminiscent of that pertaining in England pre-2001 when Ofsted took over responsibility from 150 local authorities.

2. Who belongs to the early years workforce?

2.1 Regular contact staff in ECEC provision

In all four nations, classes in maintained schools and nurseries must be led by a Level 6 teacher with Qualified Teacher Status (QTS), whereas the staffing requirements in the Private, Voluntary and Independent (PVI) Sector remain diverse, although there are moves to raise the basic requirements to Level 3. The following tables provide an overview of regular contact staff by

country, first in the Private, Voluntary and Independent (PVI) sector (*Section 2.1.1. to 2.1.4*) and then in the Maintained sector (schools) (*Section 2.1.5 to 2.1.6*).

Note from the editors: In other country reports, the core practitioners (i.e. staff with group or centre responsibility) in these tables are categorised according to one of five ECEC professional profiles adapted from the original SEEPRO study (see *Box 1* at the end of this section). However, since job titles and qualification requirements are so highly variable in the UK, particularly in the PVI sectors of the four nations, a descriptor has been allocated only in those cases where a clear profile is visible.

2.1.1 England: regular contact staff in the PVI sector

Table 1

England: Regular contact staff in full-day and sessional care, children's centres and out-of-school provision by staff type

Job Title	Main ECEC workplace settings and age range	Main position/s	Main age range of IPS	Min. qualification requirement and ECTS points/EQF level/ISCED level ¹
Children's Centre Manager <i>From 2014 onwards, also:</i> Early Years Teacher (EYTS)	Children's Centre (0–5 plus parent support)	Senior Manager	Variable depending on qualification	Usually Bachelor's Degree or equivalent with relevant professional qualification in Social Work (e.g. QQSW), Nursing (e.g. RGN) or Teaching (e.g. QTS or EYPS/EYTS) ECTS points: 180 EQF level 6 ISCED 2013-F: 0922/0112 ISCED 2011: 6
Nursery Manager or Person-in-Charge Playgroup or Pre-school Manager or Leader	Day Nurseries (0–5) *or Children's Centres (0–5 plus parent support). Mainly PVI sector Community***/ PVI playgroups and pre-schools (2/3–5) Children's Centres	Setting Manager Play-group/pre-school manager or Curriculum Leader	0–5	**From 2014 onwards: Early Years Educator ECTS points: n/a ² EQF: level 4 ISCED 2013-F: 0112 ISCED 2011: 4
Group/Room Leader OR Early Years Educator (EYE)	Day Nurseries (0–5) or Children's Centres (0–5 plus parent support). Community/ PVI playgroups and pre-schools (2/3–5)	Qualified early years core practitioner able to work independently and supervise junior staff	0–5	Early Years Educator 2 years upper secondary education plus GCSEs in Maths & English ECTS points: n/a EQF: level 4 ISCED 2013-F: 0112 ISCED: 3
Nursery Nurse OR Playgroup Worker OR	Day Nurseries (0–5) or Children's Centres (0–5 plus parent support). Community/ PVI playgroups and pre-schools (2/3–5)	Qualified early years core practitioner able to work independently	0–5	Early Years Educator 2 years upper secondary education plus GCSEs in Maths & English ECTS points: n/a

¹ UNESCO 2012, 2014

² n/a: not applicable

Job Title	Main ECEC workplace settings and age range	Main position/s	Main age range of IPS	Min. qualification requirement and ECTS points/EQF level/ISCED level ¹
Early Years Practitioner OR Early Years Educator (EYE)				EQF level 4 ISCED 2013-F: 0922/0112 ISCED 2011: 3
Nursery Assistant OR Playgroup Assistant OR Special Needs Assistant	Day Nurseries (0–5) or Children’s Centres (0–5 plus parent support) Community/ PVI playgroups and pre-schools (2/3–5)	Paid assistant working under supervision.	Not applicable	None mandatory. But must hold RQF level 2 Certificate in Early Education and Care to count within required 50% ratio
Apprentice	Day Nurseries (0–5) or Children’s Centres (0–5 plus parent support). Community/ PVI playgroups and pre-schools (2/3–5)	Paid trainee working under supervision	Early Years (0–5)	Maths and English GCSE intermediate secondary RQF level 2 Working towards RQF level 3 (EQF 4) Early Years Educator award
Parent Volunteer	Children’s Centres (0-5 plus adult parent support). Community/ PVI playgroups and pre-schools (2/3–5)	Assistant across all areas working under supervision	Not applicable	Not applicable ****Disclosure and Barring Service check required
Play Leader OR Play Worker OR Care Assistant	Out-of-school care facility (Before school breakfast club; after school club) 3/4/5 to 11. Holiday Play scheme (3/4/5–11)	Leading group or activity in provision for young children out of school hours	Variable depending on qualification. Playwork 5–16	None mandatory. Up to the manager to decide. Commonly will hold NVQ level 2/3 or Diploma in Playwork (EQF 3 or 4)

Explanatory notes:

*In Day Nurseries that are part of chains, overall management responsibility may lie with a senior or area manager with day-to-day operation of the setting delegated to the local setting manager who may or may not have a substantial direct role with children. Proprietors of private nurseries are not required to hold any qualifications but must appoint a manager who does.

**Transitional arrangements apply to other relevant level 3 qualifications started before 2014.

***In community playgroups the management function for staff appointments, policy and budgets etc. is vested in a local community management committee with the Playgroup Leader having day-to-day responsibility for the operation of the group.

****The Disclosure and Barring Service provide checks against police records and the statutory lists of those barred from working with children. All those who work with children and/or vulnerable adults must be checked including regular volunteers.

2.1.2 Wales: regular contact staff in the PVI Sector

Early education and childcare services for children under eight outside of schools (i.e. day nurseries, childminders, pre-schools, playgroups and out-of-school/ holiday play schemes and Flying Start Centres) are regulated and inspected by the Care and Social Services Inspectorate for Wales (CSSIW) and are subject to the National Minimum Standards for Regulated Childcare in Wales (Welsh Government, 2012). Staff ratio requirements are the same in Wales as in Eng-

land. Because ESTYN inspects the funded early learning component in all types of setting, some provision is subject to both forms of registration and inspection. The Care Council for Wales has overall responsibility for the development of the non-school ECEC workforce and provides a range of training resources for ECEC workers.

Table 2

Wales: Regular contact staff in full-day and sessional care, Flying Start programmes, and out-of-school provision by staff type

Job Title	Main ECEC work-place settings and age range	Main position/s	Main age range focus of IPS	Min. qualification requirement and ECTS points/EQF level/ISCED level
Flying Start Manager <i>Profile:</i> Health Care Professional	May or may not be based in Flying Start Centre. Responsibility extends over whole programme including home visiting and parent support. 0–4 plus adults	Senior Manager	Lifelong (health) plus birth to 3 development	Usually Bachelor's Degree in Nursing plus relevant professional qualification in Health Visiting ECTS points: 180 EQF level 6 ISCED 2013-F: 0922 ISCED 2011: 6
Flying Start Leader Nursery Manager/Person in charge <i>OR</i> Creche Manager <i>OR</i> Sessional Manager <i>OR</i> Playgroup/Pre-school Leader <i>OR</i> ***Cylch Meithrin Leader	Flying Start: day care and home visiting provision Day Nurseries (0–5) Mainly PVI sector **Community/ PVI playgroups and pre-schools (2/3–5) Playgroup/ pre-school manager or Curriculum Leader Welsh-speaking playgroup or pre-school (2/3–5)	Manager/ Leader * Setting Manager Setting manager Playgroup/ pre-school manager or Curriculum Leader	0–5	Diploma in Leadership for Children's Care, Learning and Development (Management) ECTS points: n/a EQF level 5 ISCED 2013-F: 0922 ISCED 2011: 5 Diploma**** in Children's Care Learning and Development ECTS points: n/a EQF level 3 or 4 ISCED 2013-F: 0922 ISCED 2011: 3
Deputy Manager <i>OR</i> Advanced Nursery Practitioner <i>OR</i> Room Leader	Day Nurseries (0–5) Community/ PVI playgroups and pre-schools (2/3–5)	Senior practitioner with supervisory role	0–5	Diploma**** in Children's Care Learning and Development ECTS points: n/a EQF level 3 or 4 ISCED 2013-F: 0922 ISCED 2011: 3
Flying Start Practitioner Nursery Practitioner <i>Profile:</i> Early Childhood Pedagogy Professional	Flying start settings including home visiting Day Nurseries (0–5) or Children's Centres (0–5 plus parent support).	Core practitioner – able to work independently Core practitioner – able to work independently	Lifelong (health and parenting) plus birth to 3 development 0–5	To count within required ratios 100% of Flying Start, 100% of Foundation Phase (3-7) practitioners, 80% of other day nursery staff and 50% of sessional care staff must hold Diploma**** in Children's Care Learning and Development

Job Title	Main ECEC work-place settings and age range	Main position/s	Main age range focus of IPS	Min. qualification requirement and ECTS points/EQF level/ISCED level
Sessional/ Play-group Practitioner	Community/ PVI playgroups and pre-schools (2/3–5)	Core practitioner – able to work independently	0–5	ECTS points: n/a EQF level 3 or 4 ISCED 2013-F: 0922 ISCED 2011: 3
Flying Start Family Support Worker	Family homes and within Flying Start centres	Practitioner working predominantly with families	Lifelong (health and parenting) plus birth to 3 development	Diploma**** in Children's Care Learning and Development
Nursery Assistant	Day Nurseries (0–5)	Paid assistant working under supervision.	0–5	None mandatory but Level 3 Diploma in Children's Care, Learning and Development needed to count in qualified ratios: 80% day care; 50% sessional care
Sessional or Play-group Assistant	Community/ PVI playgroups and pre-schools (2/3–5)	Paid assistant working under supervision	0–5	
Creche Assistant	Under eights crèche facility	Paid assistant working under supervision	0–5	ECTS points: n/a EQF level 2 or 3 ISCED 2013-F: 0922 ISCED 2011: 2 or 3
Cylch Meithrin Assistant		Paid assistant working under supervision	0–5	
Apprentice	Day Nurseries (0–5) or Children's Centres (0–5 plus parent support) Community/ PVI playgroups and pre-schools (2/3–5)	Paid trainee working under supervision	Early Years (0–5)	None mandatory: Intermediate/GCSEs advised. Working towards Level 2 Diploma in Children's Care Learning and Development
Parent Volunteer	Children's Centres (0–5 plus adult parent support). Community/ PVI playgroups and pre-schools (2/3–5)	Assistant across all areas working under supervision	Not applicable	Not applicable ****Disclosure and Barring Service check required
Senior Play Leader/ Person in charge. Play Worker	Out-of-school care facility (Before school breakfast club; after school club and holiday play schemes) 4/5–11	Leading group or activity in provision for young children out of school hours	4–16	Manager/Leader: Level 3 Diploma in Playwork Playworkers: 50% must hold min. level 2 Diploma in Playwork ECTS points: n/a EQF level 3 or 4 ISCED 2013-F: 0922 ISCED 2011: 3 or 4

Explanatory notes:

*In Day Nurseries that are part of chains, overall management responsibility may lie with a senior or area manager with day-to-day operation of the setting delegated to the local setting manager who may or may not have a substantial direct role with children. Proprietors of private nurseries are not required to hold any qualifications but must appoint a manager who does.

**In Community Playgroups the management function for staff appointments, policy and budgets etc. is vested in a local community management committee with the Playgroup Leader having day-to-day responsibility for the operation of the group.

***Cylch Meithrin are Welsh-speaking playgroups offering total immersion in Welsh language

****The Disclosure and Barring Service provide checks against police records and the statutory lists of those barred from working with children. All those who work with children and/or vulnerable adults must be checked including regular volunteers.

2.1.3 Scotland: regular contact staff in the PVI Sector

In Scotland, both governance and inspection/regulatory regimes are split in complex ways (see *section 1.3*). Education Scotland inspects schools plus funded early learning and care across all types of setting, whereas the Care Inspectorate inspects other aspects of settings that are registered by the Scottish Social Services Council. A single unified awarding body, the Scottish Qualifications Authority, is responsible for all forms of vocational and academic qualifications, other than degrees and diplomas awarded by universities, and oversees the unique Scottish Credit and Qualifications Framework (SCQF) with a system of levels from 1 to 12. Historical traditions have also resulted in broader based education up to the end of school with qualifications more like European school leaving or baccalaureate certificates rather than the narrow, more specialized ‘A’ levels in England, Wales and Northern Ireland.

Table 3

Scotland: Regular contact staff in full-day and sessional care, children’s centres and out-of-school provision by staff type

Job Title	Main ECEC workplace settings and age range	Main position/s	Main age range focus of IPS	Min. qualification requirement and ECTS points/EQF level ³ /ISCED level
Children’s Centre Manager	Children’s Centre (0–5 plus adult support)	Senior Manager	Variable depending on qualification	Relevant professional qualification (Social Work, Nursing, Teaching, Child-care Practice) usually with Bachelor’s Degree or equivalent ECTS points: 180 EQF level 6 ISCED 2013-F: 0922/0112 ISCED 2011: 6
Manager/ Lead Practitioner	Day Nurseries 0–5 LA or private, voluntary and community*** playgroups and pre-schools under partnership agreement (2/3–5)	*Setting manager Setting manager or lead practitioner	Children’s Services 0–12 or EY/playgroups training 3–5	Previous qualifications: ECTS points: n/a EQF level 4 or 5 ISCED 2013-F: 0922 ISCED 2011: 4 or 5 Target qualification: BA Childhood Practice ECTS points: 180 EQF level 6 ISCED 2013-F: 0922 ISCED 2011: 6
Teacher <i>Profile:</i> (Pre-primary and) Primary School Professional	Local Authority or private and voluntary pre-school providers under partnership agreement. Usually supporting more than one setting.	Curriculum leader - full/part time within setting or external / ad-hoc	Primary 5–12	Bachelor’s degree with QTS. Registered with GTCS. May have post-graduate training in EY 3–5 ECTS points: 180 EQF level 6 ISCED 2013-F: 0113 ISCED 2011: 6
Group/ Room Leader	Day Nurseries (0–5) or Children’s Centres (0–5 plus parent support).	Qualified early years core practitioner able to work inde-	0–5	**SVQ 3 in children and young people’s services

³ See also European Commission 2017.

Job Title	Main ECEC workplace settings and age range	Main position/s	Main age range focus of IPS	Min. qualification requirement and ECTS points/EQF level ³ /ISCED level
	Community/ PVI playgroups and pre-schools (2/3–5)	pendently and supervise junior staff		ECTS points: n/a EQF level 4 or 5 ISCED 2013-F: 0922 ISCED 2011: 4 or 5
Nursery Nurse OR Playgroup Worker OR Early Years Practitioner	Day Nurseries (0–5) or Children’s Centres (0–5 plus parent support). Community/ PVI playgroups and pre-schools (2/3–5)	Qualified early years core practitioner able to work independently	0–5	**SVQ 3 in children and young people’s services ECTS points: n/a EQF level 4 or 5 ISCED 2013-F: 0922 ISCED 2011: 4 or 5
Nursery Assistant OR Playgroup Assistant OR Special Needs Assistant	Day Nurseries (0–5) or Children’s Centres (0–5 plus parent support). Community/ PVI playgroups and pre-schools (2/3–5)	Paid assistant working under supervision.	0–12 or 0–5	Formerly SVQ 2. Future: National Certificate in Early Learning and Child-care (level 6 SCQF) ECTS points: n/a EQF level 4 ISCED 2013-F: 0922 ISCED 2011: 3
Apprentice	Day Nurseries (0–5) or Children’s Centres (0–5 plus parent support). Community/ PVI playgroups and pre-schools (2/3–5)	Paid trainee working under supervision	0–12 core plus Early Years (0–5) options	Intermediate or higher school certificate or SVQ 2 (level 5 SCQF) Working towards SVQ level 3 in Children and Young People’s Services
Parent Volunteer	Children’s Centres (0–5 plus adult parent support). Community/ PVI playgroups and pre-schools (2/3–5)	Assistant across all areas working under supervision	Not applicable	Not applicable **** Police check via Disclosure Scotland only
Play Leader/ Play Worker/ Care Assistant	Out-of-school care facility (Before school breakfast club; after school club) 3/4/5–11/12 Holiday Play scheme 4/5–11/12	Leading group or activity in provision for young children out of school hours	Variable depending on qualification. Playwork 5–16	None mandatory. Commonly will hold SVQ 2 or 3 in Playwork.

Explanatory notes:

*In Day Nurseries that are part of chains, overall management responsibility may lie with a senior or area manager with day-to-day operation of the setting delegated to the local setting manager who may or may not have a substantial direct role with children. Proprietors of private nurseries are not required to hold any qualifications but must appoint a manager who does.

**Historically Level 3 in related fields, e.g. Nursing, Play work or Social work, were accepted provided knowledge of the Early Years Curriculum could be demonstrated.

***In community playgroups the management function for staff appointments, policy and budgets etc. is vested in a local community management committee with the Playgroup Leader having day-to-day responsibility for the operation of the group.

****Disclosure Scotland provides checks against police records and the statutory lists of those barred from working with children. All those who work with children and/or vulnerable adults must be checked including regular volunteers.

2.1.4 Northern Ireland: regular contact staff in the PVI Sector

In the private, voluntary/community and independent sector, the picture in Northern Ireland is a cross between England and Wales. Like England it has a network of Sure Start Children's projects that come under the Department of Education; as in Wales the minimum requirement for leading a group is in transition from level 4 to level 5 EQF/ISCED, following the introduction of revised Minimum Standards for Childminding and Daycare (DHSSPS 2012). But again, similar to Wales, Northern Ireland still uses the Children's Care, Learning and Development qualifications rather than taking the education-focused approach of the Early Years Educator standards in England.

2.1.5 England, Wales, Northern Ireland: Regular contact staff in the maintained sector (schools)

Given that the requirements for educational staff in schools derive from the same legislation and are broadly the same in England, Wales and Northern Ireland the following table applies to all three countries.

Table 4

England, Wales and Northern Ireland: Regular contact staff in nursery schools and in nursery and reception classes in primary schools by staff type

Job Title	Main ECEC work-place settings and age range	Main position/s	Main age range focus of IPS	Min. qualification requirement and ECTS points/EQF level/ISCED level
Head Teacher <i>Profile:</i> Pre-primary and Primary School Professional	Nursery School (2/3–5) State or Independent sectors Primary School (2/3–11) State or Independent sectors	Senior Manager (may have some direct teaching responsibilities depending on size of school)	Nursery 3–5 Primary 2/3 or 4–11	Bachelor's degree with UK Qualified Teacher Status (QTS) plus normally National Professional Qualification for Headship (NPQH) * ECTS points: 180 EQF level 6 or 7 ISCED 2013-F: 0113 ISCED 2011: 6 or 7
Head of Nursery Unit/ Nursery OR Reception Class Teacher OR Primary Teacher (QTS)	Nursery School (2/3–5) State or Independent sectors Primary School (2/3–11) State or Independent sectors	Teacher in charge of Nursery /reception unit or individual Class teacher/ group leader	Nursery 3–5 Primary 5–11	Bachelor's degree with UK Qualified Teacher Status (QTS) ECTS points: 180 EQF level 6 ISCED 2013-F: 0113 ISCED 2011: 6
Nursery Nurse OR Nursery Assistant OR Classroom Assistant OR Teaching Assistant OR Special Needs Assistant	Nursery School (2/3–5) State or Independent sectors Primary School (2/3–11) State or Independent sectors	Qualified assistant to class teacher working under teacher's direction	Early Years 0–5. Schools 5–16	England: from 2014 Early Years Educator plus GCSEs in Maths & English OR Certificate/ Diploma Supporting Teaching and Learning in Schools Wales & Northern Ireland: Diploma in Children's Care Learning and Development

Job Title	Main ECEC work- place settings and age range	Main position/s	Main age range focus of IPS	Min. qualification requirement and ECTS points/EQF level/ISCED level
				ECTS points: n/a EQF level 4 ISCED 2013-F: 0922 ISCED 2011: 3
Classroom Assistant <i>OR</i> Teaching Assistant <i>OR</i> Special Needs As- sistant	Nursery School (2/3–5) State or Independ- ent sectors Primary School (2/3–11) State or Independ- ent sectors	Support worker assisting teacher. (May be assigned to particular child with SEN)	Early Years 0– 5 Schools 5–16	England: None manda- tory but may hold certificate in: Supporting Teaching and Learning in Schools <i>OR</i> Specialist Support for Teaching and Learning in Schools Wales and Northern Ireland: None manda- tory but may hold Diploma in Children's Care, Learning and Development
Apprentice	Nursery School (2/3–5) State or Independ- ent sectors Primary School (2/3–11) State or Independ- ent sectors	Paid trainee work- ing under supervi- sion	Early Years (0– 5)	Maths and English GCSE secondary level Working towards level 3 award in relevant sector
Parent Volunteer	Nursery School (2/3–5) State or Independ- ent sectors Primary School (2/3–11) State or Independ- ent sectors	Usually allocated particular tasks such as hearing children read	Not applicable	Not applicable **Disclosure and Bar- ring Service check only required
Play Leader / Play Worker	Out-of-school care facility (Before school breakfast club; after school club) 3/4/5–11 Holiday Play scheme 3/4/5–11	Leading group or activity in provi- sion for young children out of school hours	Variable de- pending on qualification. Playwork 5 to 16	No compulsory re- quirement – decision to employ lies with man- ager. Commonly will hold level 2 or 3 or Diploma in Playwork.

Explanatory notes:

*Head teachers are expected to hold or be working towards the National Professional Qualification for Headship prior to appointment or shortly afterwards. The NPQH is post-graduate in level but not sufficient in itself for the award of a second cycle degree.

**The Disclosure and Barring service provide checks against police records and the statutory lists of those barred from working with children. All those who work with children and/or vulnerable adults must be checked including regular volunteers.

2.1.6 Scotland: Regular contact staff in the maintained sector (schools)

Table 5

Scotland: Regular contact staff in nursery schools and in nursery and reception classes in primary schools by staff type

Job Title	Main ECEC workplace settings and age range	Main position/s	Main age range focus of IPS	Min. qualification requirement and ECTS points/EQF level/ISCED level
Head Teacher <i>Profile:</i> Pre-primary and/or Primary School Professional	Nursery School 2/3–5 Primary School 2/3–11	Senior Manager (may have some direct teaching responsibilities depending on size of school)	Nursery 3- and 4-year olds Primary 3 (if includes nursery classes) or 5- to 12-year olds	Bachelor's degree with QTS. Registered with GTCS. PLUS "Into Headship"* 60 credits (30 ECTS points) at post-graduate level ECTS points: 180/210 EQF level 6 or 7 ISCED 2013-F: 0112/0113 ISCED 2011: 6 or 7
Primary (Early Years) Teacher	Nursery class in- Nursery school Nursery class in primary school 3–4 Combined Reception / Nursery Unit in primary schools 3–5	Class teacher OR Teacher in charge of Nursery/ Reception unit	3- and 4-year olds Combined unit 3-, 4- and 5-year olds	Bachelor's degree with QTS. Registered with GTCS. Note: no specific requirement for early years training ECTS points: 180 EQF level 6 ISCED 2013-F: 0112 ISCED 2011: 6
Primary (Early Years) Teacher	Reception class in primary school 4½–5½ Primary class in primary school 5½–12	Class Teacher	From 4½–5½ years From 5½–12 years	Bachelor's degree with QTS. Registered with GTCS. ECTS points: 180 EQF level 6 ISCED 2013-F: 0113 ISCED 2011: 6
Classroom Assistant OR Teaching Assistant OR Special Needs Assistant	Reception class in primary school 4½–5½ Primary class in primary school 5½–12	Assistant to class teacher	n/a	No formal qualifications required. Advised: SVQ 2 (Level 4 EQF/level 3 ISCED) in Supporting Teaching and Learning in Schools
Apprentice	Nursery class in nursery or primary school 3–4 Combined Reception / Nursery Unit	Trainee working under direction	n/a	Intermediate certificate/ National Award 2 or higher school certificate or SVQ2 Working towards

Job Title	Main ECEC workplace settings and age range	Main position/s	Main age range focus of IPS	Min. qualification requirement and ECTS points/EQF level/ISCED level
	3–5 Reception class 4½–5½ Primary class 4½–11			SVQ level 3 (EQF level 4) in Children and young people's services
Volunteer (usually parent)	Nursery class in nursery or primary school Combined Reception / Nursery Unit Reception class Primary class	Usually allocated particular tasks such as hearing children read	n/a	**Police check from Disclosure Scotland only

*Head teachers are expected to have completed the 'Into Headship' programme prior to appointment or shortly afterwards. This is post-graduate in level but not sufficient in itself for the award of a Bologna second cycle degree.

**Disclosure Scotland provides checks against police records and the statutory lists of those barred from working with children. All those who work with children and/or vulnerable adults must be checked including regular volunteers.

Box 1

SEEPRO professional profile categories (adapted from Oberhuemer, P., I. Schreyer, and M.J. Neuman 2010)

- **Early Childhood Pedagogy Professional** (specialist focus, 0– 6/7 years)
- **Pre-primary Education Professional** (exclusive pre-primary focus 3/4–6 years)
- **Pre-primary and Primary Education Professional** (focus on pre-primary and primary education 3/4–10/11 years)
- **Social and Childhood Pedagogy Professional** (broad focus, including ECEC, usually 0–12 years, but sometimes including adults)
- **Social Care/Health Care Professional** (sometimes focus on early childhood, usually broad focus, including adults)

2.2 Structural composition of ECEC workforce: qualifications, gender, ethnicity

2.2.1 England: structural composition of ECEC workforce

Table 6

England: Full-day care and sessional care in PVI Sector and Children's Centres: all staff types

Staff categories	2013 / Proportion of workforce
Staff with specialist higher education Bachelor's Degree with Honours (EQF/ISCED 6)	around 10–12% in sessional and full-day care: 20% in Children's Centres*
Staff with short cycle tertiary Diploma / Foundation Degree (EQF/ISCED 5)	around 5–7% in sessional and full-day care: 7% in Children's Centres.
Staff with specialist vocational qualification (post-secondary, EQF/ISCED 4)	around 8–10% in sessional and full-day care: 8% in Children's Centres.
Staff with specialist vocational qualification (upper secondary, EQF 4/ISCED 3)	56–58% in full-day and sessional care: 48% in Children's Centres
Staff with non-specialist qualification	Not available
Unqualified Staff, i.e. non-core practitioners	13–16% in full-day and sessional care; 5% in Children's Centres**
Apprentices (working towards level 3)	3–6% in full and sessional day care;

	3% in Children's Centres.
Specialist support staff	No available figures. Mainly off site except in some Children's Centres.
Volunteers	around 2- 3% across all full day care and 5% in sessional care.
Male staff	2–3%***
BME (Black and Minority Ethnic) staff or staff with background of migration	9–10% overall day care but up to 16% in Children's Centres****

Explanatory notes:

*Disparity reflects former policy imperative for at least two graduate qualified staff in every Children's Centre by 2015

**Unqualified in this context means less than the current minimum qualification requirement for core practitioners at RQF level 3. The statutory ratios allow up to 50% of staff in each group supervised by a core practitioner to hold a relevant RQF level 2 qualification and for the remainder to be unqualified/ hold unrelated qualifications.

***This proportion has not changed over the last five years despite targeted recruitment initiatives.

****Strong regional variations reflect local BME population for e.g. rising to 38% of daycare staff in London.

Table 7

England: Proportions of staff in independent and maintained nursery schools and classes by category

Staff categories	2013 / Proportion of workforce
Staff with specialist higher education Bachelor's Degree with Honours (EQF/ISCED 6)*	35–44 % across nursery and primary schools including 14 - 16% with a post-graduate level 7 EQF award.
Staff with short cycle tertiary Diploma / Foundation Degree (EQF/ISCED 5)	5–7% across sector
Staff with specialist vocational qualification (post-secondary, EQF/ISCED 4)	2–5% across sector
Staff with specialist vocational qualification (upper secondary, EQF4/ISCED 3)	43–37% in nursery schools and classes decreasing to 26% in primary schools with reception only
Staff with non-specialist qualification	Not available. Classified as unqualified**
Unqualified Staff	10–16% across sector
Apprentices	1–2% across sector
Specialist support staff	Not available. Mainly off-site.
Volunteers	7% in nursery schools rising to 18% in reception classes
Male staff	2% across all school-based provision for 2-5 year olds
BME (Black and ethnic Minority) staff or staff with background of migration	4% in reception classes rising to 17% in Nursery schools***

Explanatory notes:

*Only those with Qualified Teacher Status (QTS) may lead classes/units in maintained nursery and primary schools in the UK

**Unqualified in this context means less than the current minimum qualification requirement for core practitioners at RQF level 3. The statutory ratios allow up to 50% of staff in each group supervised by a core practitioner to hold a relevant RQF level 2 qualification and for the remainder to be unqualified/ hold unrelated qualifications.

***Nursery Schools in England are more likely to be located in disadvantaged areas with a high BME population. The overall proportion of BME staff in publicly funded schools is around 6% meaning that BME individuals are under-represented in the education workforce more generally.

2.2.2 Wales: structural composition of ECEC workforce

Table 8

Wales: Early years, childcare and play workforce including Foundation Phase in maintained primary/ nursery schools and Flying Start

Staff categories	2014 / Proportion of workforce
Staff with specialist higher education Bachelor's Degree with Honours (EQF/ISCED 6)	Top category is level 4/5 and above (including QTS).
Staff with short cycle tertiary Diploma / Foundation Degree (EQF/ISCED 5)	Large variation from 37% in maintained school Foundation Phase (teachers - supported by classroom assistants); 25% in Flying Start settings; 23% in funded partnership settings (Foundation Phase); 18% Full day care; 12% in both sessional and out of school childcare.
Staff with specialist vocational qualification (post-secondary, EQF 4/ISCED 4)	
Staff with specialist vocational qualification (upper secondary, EQF 4/ISCED 3)	62% and 67% in sessional and full-day care respectively; 66% in Flying Start centres; 59% in funded partnership settings (Foundation Phase); 40% in maintained schools (Foundation Phase); 61% in out of school childcare (mainly playwork, some childcare).
Staff with non-specialist qualification	Not available
Unqualified Staff (i.e. non-core practitioners with level 2 or less)	10% and 25% in full and sessional daycare respectively; 9.4% in Flying Start Centres; 14.9% in funded partnership settings (Foundation Phase); 16.5% in maintained schools (Foundation Phase).
Apprentices (working towards level 3)	Use of apprentices in Wales appears high. Average stated as two in full day care and six in sessional care per setting.
Specialist support staff	Not available.
Volunteers	average five volunteers per setting with highest number (up to 13) in primary schools and Local Authority funded/ Flying Start settings.
Male staff	No overall percentage available but those few men are concentrated in after-school and open-access play settings
BME staff or staff with background of migration	No accurate overall percentage available. Many settings have no BME staff. Workforce largely white British – exception small minority of staff of Asian origin in Flying Start

Explanatory notes: Percentages for crèches and open access play settings not given as number of settings is small (22 or less) and latter cater predominantly for older children.

The standard schools statistical data for Wales is not presented in a form that allows the identification of staff working with children in the Foundation Phase. The teaching population overall is 76% female - even more heavily gendered than in England. Some 85% of the teaching workforce describes themselves as white British and the ethnic identity of a further 12% is unknown/not given leaving only 3% of the overall teaching population self-declared as Asian, black or of mixed heritage. There are only 12 nursery schools in Wales all of whose Head Teachers are female as are 64% of primary school Heads. This represents a significantly lower

proportion of women than in the workforce. Put another way, only 24% of the teaching workforce are men and yet men occupy 36% of the Head Teachers posts in primary schools and 67% in secondary schools.

2.2.3 Scotland: structural composition of ECEC workforce

There are no generally available statistics that allow for easy disaggregation of data into early years and childcare workers by qualification, although the Educational Institute of Scotland – the largest teacher’s Trades Union - has been able to identify teachers in ELC (*Early Learning and Childcare*) in its most recent report (Dunlop et al. 2016). The key message from this report was that the number of teachers employed in ELC settings has dropped by 29% over the ten years to 2014 resulting in a current ratio of 1 teacher to every 84 children across ELC services including schools. As a consequence and contrary to stated government policy, around 14% of funded ELC settings (i.e. in which the pre-primary phase of the curriculum is delivered) do not have access to a qualified teacher for advice and support and a further 14% only on an ad hoc basis.

The following information is taken from the Scottish Social Services Council annual workforce data report (SSSC 2015). Overall in 2014 32,730 people were working in daycare of children in Scotland of which 39% were employed in the public sector, 40% in the private sector and 20% in the voluntary sector (volunteer numbers are not included). Overall (including childminders) non-residential children’s services accounted for 17% of the total care workforce. The average age of workers in daycare services was 36 but this was much lower in the private sector. As in England only 4% of daycare staff were male and, similar to Wales rather than England, only 1% of daycare employees self-declared as of BME origins (6% unknown)

2.2.4 Northern Ireland: structural composition of ECEC workforce

Again, the way that publicly available statistics are held does not make it easy to disaggregate data for difference sections of the early years workforce in Northern Ireland.

In the summary of the report of the Education and Training Inspectorate for 2012-14 (ETINI 2016, 3) the Chief Inspector concluded that the Northern Irish education system currently has ‘unacceptable variations and persistent shortcomings’ that applied across all phases.

According to Schools Census data 24,200 children attended funded pre-school places accounting for 92% of all three year olds. The majority (15,200) attended Nursery classes in primary schools with a further 8,700 in the private, voluntary and community sector, and a decreasing minority in reception classes. Ironically in nursery schools and classes the teacher: pupil ratio is worse at 1:25.6 than for other phases of education (1:15.1 at secondary level). This anomaly is an artefact of the required 1:13 staffing ratio when the second staff member is qualified at RQF level 3 (EQF level 4).

A survey carried out in 2011 found that on average there were only eight staff per facility in maintained settings and 82% of staff in the private, voluntary and community part of the childcare sector worked part-time (the reverse is true for teachers – DENI 2016). Just over half the staff (53%) were qualified at RQF level 3 and one third (31%) at level 2. A further 15% held higher level qualifications including 11% who were graduates.

The schools workforce overall is predominantly female (around 79%) and this trend is accentuated with younger age groups. Not one single male was working in a nursery school or class in Northern Ireland at the time of the survey.

3. Initial professional studies (IPS)

3.1 Initial professional studies – Qualified Teacher Status (QTS)

3.1.1 England, Wales and Northern Ireland: QTS qualifying routes

Initial Teacher Training/Education (ITT or ITE – both terms are in use) leading to Qualified Teacher Status (QTS) is broadly similar, and is mutually recognised, across all the nations of the UK though the precise detail of routes and professional standards varies. ITT for England, Wales and Northern Ireland are presented here as one table while Scotland is presented separately due to the differences in nomenclature for entry requirements and degrees.

Table 9

England, Wales and Northern Ireland: Early Years/ Primary Teachers with Qualified Teacher Status (QTS)

<p>Title: <i>Primary (Early Years) Teacher (3-7) with QTS status*</i> Profile: Pre-primary and Primary Education Professional</p>
<p>Entry requirements for all forms of Qualified Teacher Status (QTS): 12 years of schooling, school leaving certificate (A-levels/equivalent), intermediate school certificate passes (GCSE) in English, Maths and a science subject plus success in prescribed professional tests in English and Maths and rigorous interview.</p> <p>Professional studies: All study routes are conducted under the auspices of the relevant regulating authority for ITT*. All six routes lead to the award of Qualified Teacher Status (QTS):</p> <ol style="list-style-type: none"> 1) BEd or BA in Education: 3- or 4-year full-time undergraduate honours degree programme at HEI (Higher Education Institution) focusing primarily on education related subjects. Level 6 EQF 2) BA or BSc: 3 or 4-year full-time undergraduate honours degree programme at HEI focusing primarily on core curriculum subject. Level 6 EQF as precursor to routes 3,4,5, and 6 3) PGCE – Professional Graduate Certificate of Education/ Postgraduate Certificate of Education: One or 2 year full-time postgraduate course leading to QTS; postgraduate option includes some Master's level 7 (EQF) work, professional option undergraduate level 6 only. 4) SCITT/ School Direct – school centred initial teacher training with QTS: Entrants must be graduates and undertake a one year programme based on two schools (not available in Wales) 5) Teach First – innovative two year salaried leadership development and teacher training programme run by charitable foundation in conjunction with partner HEIs for graduates with commitment to work in socially disadvantaged areas 6) Graduate Teacher Programme (Wales only): following agreed study/ training programme in conjunction with one of the 3 approved ITT centres while employed as an unqualified teacher in a school. <p>Awards:</p> <ol style="list-style-type: none"> 1) Bachelor of Education (Hons) with QTS 2) Bachelor of Arts or Bachelor of Sciences (Hons) with QTS 3) PGCE – Professional Graduate Certificate of Education/ Postgraduate Certificate of Education 4) QTS only. Must be linked to HEI for optional Professional Graduate Certificate 5) PGCE – Postgraduate Certificate of Education after one year. Option of Master's Degree in year two. 6) QTS only. Optional Professional Graduate Certificate <p>ECTS points: 180 or more, depending on route chosen EQF level: 6** or 7 ISCED-2013-F: 0112/0113 ISCED 2011: 6 or 7, depending on qualification route. BEd./BAEd = ISCED 655. Entry requirement for other routes = ISCED 650.</p> <p>Main ECEC workplaces: <i>Nursery class in Nursery school</i> (2-, 3- and 4-year olds depending on school); <i>Nursery class in primary school</i> (2-, 3- and 4-year olds depending on school); <i>Combined Reception / Nursery Unit in primary schools</i> (3- to 5-year olds); <i>Reception class in primary school</i> (compulsory education, 4- to 5-year olds); Class leader, Lead teacher/ curriculum leader in <i>children's centre</i>, <i>Flying Start Centre</i> or supporting private, voluntary and independent sector settings (0 to 5 years)</p>

Notes:

*Qualified Teacher Status (QTS) is awarded by the National College for Teaching and Leadership in England, the Education Council for Wales and the General Teaching Council (Northern Ireland). QTS confers 'License to Practice' as a teacher in maintained schools and other provision. Education, training and assessment for the status is solely via approved providers of Initial Teacher Training (ITT).

**Almost all undergraduate degree programmes in the UK are now at Honours level which means they comply with full requirements for 180 ECTS points at EQF/ISCED level 6. Ordinary Degrees contain less than the full 60 ECTS points equivalent at level 6 and are only awarded as a fall-back in exceptional circumstances. Theoretically, an Ordinary Degree is still acceptable for QTS.

3.1.2 Scotland: QTS qualifying routes

In Scotland, the General Teaching Council for Scotland (GTCS) regulates all aspects of IPS and subsequent stages of education and training for teachers, accredits university programmes leading to QTS, acts as a clearing house and oversees the induction year for probationary teachers at the point of provisional registration (on successful completion of their ITE programme). All teachers working in Scotland are required to register with the GTCS and the annual registration fee provides the regulator with an income. Once registered, teachers must adhere to the GTCS professional code of conduct. It has the power to investigate complaints/accusations of abuse and to remove a teacher from the register if found to be in serious breach of the code.

Those wishing to work with the early years/pre-primary 3–5 age group are advised to undertake the Primary Teacher (3–12) ITE. Further specialisation in early years is available through post-graduate in-service training such as the Froebel programme or a variety of Master's level programmes.

Table 10

Scotland: Primary/Pre-Primary Teachers with Qualified Teacher Status (QTS) – registered with GTCS

<p>Title: <i>Qualified Primary Teacher with QTS (3–12)</i></p> <p>Profile: Pre-primary and Primary Education Professional</p>
<p>Entry requirements:*</p> <p>12 years of schooling, plus</p> <ol style="list-style-type: none"> A National Qualification at SCQF level 6/7 (EQF level 3), for example Higher or Advanced Higher Award, one of which must be in English and A National Qualification Course Award at SCQF level 5 (EQF level 2), one of which must be Mathematics. <p>In addition all applicants must undergo a criminal conviction check and participate in an interview to confirm suitability.</p> <p>Professional studies:</p> <p>There are 3 main routes leading to the award of QTS:</p> <ol style="list-style-type: none"> ** 4-year full-time combined undergraduate degree at University leading to a named award which includes QTS Level 6 EQF/ISCED ** 4-year full-time concurrent undergraduate degree leading to a named award <i>plus a separate</i> teaching qualification a one year (or equivalent part-time) Professional Graduate Diploma of Education following on from a successfully completed undergraduate degree programme. <p>Awards:</p> <ol style="list-style-type: none"> *** 'Master' of Education / Primary Education or BA Hons in Education /Primary Education (QTS fully integrated) *** 'Master' of Education /Primary Education or BA Hons in Education /Primary Education <i>plus</i> QTS PGDE Professional Graduate Diploma in Education/ Primary Education <p>ECTS points: 180 or more, depending on route chosen</p> <p>EQF level: 6 or 7</p> <p>ISCED 2013-F: 0112/0113</p> <p>ISCED 2011:: 6 or 7, depending on qualification route (Routes 1 and 2 = ISCED 655. The entry requirement for PGDE = ISCED 650)</p>

<p>Title: <i>Qualified Primary Teacher with QTS (3–12)</i> Profile: Pre-primary and Primary Education Professional</p>
<p>Main ECEC workplaces: <i>Nursery class in Nursery school</i> (3- and 4-year olds); <i>Nursery class in primary school</i> (3- and 4-year olds, depending on school); <i>Combined Reception / Nursery Unit</i> in primary schools (3- to 5-year olds); <i>Reception class</i> in primary school (5-year olds); <i>Primary class</i> in primary school (5- to 12-year olds); <i>Early Years Teacher</i> (regular within setting or external/ad-hoc) in Local Authority or private and voluntary pre-school providers under partnership agreement (Mainly 3 to 5 years).</p>

Notes:

*Each university sets its own entry requirements which are normally higher than the minimum because of competition for places.

**Scottish undergraduate degrees are traditionally 4 years (compared to 3 in England and Wales). This is normally explained as being related to the greater breadth (and hence less subject specialisation) in the school leaving certificate (Scottish Higher system).

***In Scotland, by convention the older universities name their undergraduate degrees 'Masters', although they are not at Master's level and only comply with Bologna First Cycle Degrees at EQF level 6.

3.2 Initial ECEC qualifying routes (non-QTS)

3.2.1 England: initial ECEC qualifying routes (non-QTS)

Early Years Teacher Status (EYTS) was introduced in England in 2014 as a replacement for the broader based Early Years Professional Status. It is awarded by the National Council for Teaching and Leadership (an executive agency of the Department for Education). EYTS does **NOT** confer QTS for employment in maintained schools throughout the UK. Those with EYTS may only be employed as unqualified teachers or support staff in maintained schools and are not subject to the same terms and conditions as teachers. However, those with EYTS may be employed as teachers in independent schools and also in the increasing number of state supported free schools and academies, as well as teachers/ leaders/ managers throughout the PVI sector. Education, training and assessment for the status takes place via approved providers of Initial Teacher Training (ITT).

Table 11

England: Early Years Teachers with EYTS

<p>Title: <i>Early Years Teacher (0–5) with EYTS</i> Profile: Early Childhood Pedagogy Professional</p>
<p>Entry requirements: 12 years of schooling, school leaving certificate (A-levels/equivalent), intermediate school certificate passes (GCSE) in English, Maths and a science subject plus success in prescribed professional tests in English, Maths and Science.</p> <p>Professional studies: All routes to EYTS are conducted under the auspices of the National Council for Teaching and Leadership. Study is normally in association with a higher education institution although some routes are work-based.</p> <ol style="list-style-type: none"> (1) <i>Undergraduate Entry:</i> BA (Hons) ECS: 3 or 4-year full-time undergraduate Bachelor of Early Childhood Studies course with EYTS at a University/ Higher Education Institute (level 6 EQF: 180 ECTS points). (2) <i>Graduate Entry Mainstream:</i> One-year full-time postgraduate course at HEI leading to EYTS designed for graduates from any discipline with little or no experience of work with young children; postgraduate option includes some Master's level 7 (EQF) study, professional option includes undergraduate honours level 6 only. (3) <i>Graduate Employment-based:</i> For graduates with relevant or non-relevant degree plus experience: 9 -12 months part-time study at HEI leading to EYTS while employed in relevant role. (4) <i>School Direct (Early Years) Graduate entry:</i> training with a group of schools or nurseries leading to EYTS with expectation of employment once completed. (5) <i>Assessment only route:</i> For graduates with relevant degree and extensive relevant experience: 3 months in which to demonstrate and be assessed across all aspects of EYTS standards. <p>Awards:</p> <ol style="list-style-type: none"> 1) *Bachelor of Early Childhood Studies or equivalent (min 3 year honours degree) with EYTS

Title: <i>Early Years Teacher (0–5) with EYTS</i> Profile: Early Childhood Pedagogy Professional
2) PGCEYE – Professional Graduate Certificate of Early Years Education with EYTS /Postgraduate Certificate of Early Years Education with EYTS 3) EYTS only. Optional Professional Graduate Certificate 4) EYTS only. Must be linked to HEI for optional Professional Graduate Certificate 5) EYTS only ECTS points: 180 or more, depending on chosen route EQF level: 6 or 7 ISCED 2013-F: 0112 ISCED 2011: 6 or 7, depending on route taken. BA (Hons) Early Childhood Studies = ISCED 655. Entry requirement for other routes = ISCED 650 Main ECEC workplaces: <i>Nursery class, Nursery school (2-, 3- and 4 year olds depending on school); Nursery class in primary school (2-, 3- and 4-year olds depending on school; Working under the direction of lead teacher); Combined Reception / Nursery Unit in primary schools (3- to 5-year olds, Working under direction of unit head); Reception class in primary school (compulsory education, 4- to 5-year olds; Assistant to Class leader); Lead teacher in children's centre or private, voluntary and independent sector settings including those registered as schools (2/3 to 5 or 0 to 5 years); Leader/Manager in smaller pre-schools, playgroups and day nurseries (PVI sector, 2/3 to 5 or 0 to 5 years); Curriculum Leader in larger pre-schools, playgroups and day nurseries (PVI sector, 2/3 to 5 or 0 to 5)</i>

Note:

*The undergraduate route to EYTS is linked to a BA degree that meets the subject benchmarking statement of the Quality Assurance Agency for Higher Education related to Early Childhood Studies.

The Early Years Educator (see *Table 12*), introduced from 2014, is a RQF level 3 (EQF 4/ISCED 3) qualification that meets the prescribed standards and other requirements of the National College for Teaching and Leadership (NCTL) but is awarded by a range of independent awarding bodies (such as CACHE, Edexcel and City and Guilds) that are regulated by Ofqual. Relevant study can be undertaken at a broad range of schools and Colleges of Further Education or in employment. Assessment practice must be consistent with the assessment principles set down by the Skills for Care and Development – the relevant sector skills body.

Table 12

England: Early Years Educator

Title: <i>Early Years Educator</i> (core practitioner with various job titles) Profile: Early Childhood Pedagogy Professional
Entry requirements: Minimum age 16. 10 years' schooling and intermediate school leaving certificate (GCSE) in at least 5 subjects including Maths and English. Professional studies: 1. <i>RQF level 3 Certificate and Diploma in Childcare and Education.</i> Designed as two years full-time study in a school or college of further education with extensive placements. License to practice. 2. <i>RQF level 3 Diploma in Early Years Education and Care or Level 3 Diploma for the Early Years Workforce</i> depending on options. May be studied part-time by those in employment. Equivalent to one – two years of full time study. License to practice. Awards: 1. Nested suite of awards building sufficient credit points for admission to HE and award of Level 3 Diploma encompassing EYE license to practice 2. Single award of Level 3 Diploma encompassing EYE license to practice. ECTS points: not applicable EQF level: 4 ISCED 2013-F: 0112 ISCED 2011: 3 Main ECEC workplaces: <i>Day nursery (0 to 4 years); Pre-school/playgroup (2/3 to 4 years), Children's Centre (0 to 5 years)</i>

Notes:

Exact name of qualification depends on choice of Awarding Body and optional units which confer some degree of specialism around required core specified in qualification criteria by National Council for Teaching and Leadership.

There are no minimum qualification requirements for Teaching Assistants or Special Needs Assistants in maintained nursery or primary schools; however, the above EYE award or its predecessors might be considered relevant and helpful, particularly for the nursery age group.

3.2.2 Wales and Northern Ireland: initial ECEC qualifying routes (non-QTS)

A level 5 Diploma has been developed for leaders and managers of practice that builds on, and provides a progression route from the established level 2 and 3 Certificate/ Diploma in Children's Care Learning and Development. Currently it is only compulsory for those leading Flying Start programmes in Wales and for new leaders of all settings in Northern Ireland with established senior practitioners and leaders of all settings expected to follow over time.

Table 13

Wales and Northern Ireland: Lead practitioners/managers of early years services

Title: Leadership for Children's Care, Learning and Development 0–19 Profile: Social and Childhood Pedagogy Professional
<p>Entry requirements: Minimum age 19. Other requirements at discretion of Approved Centre depending on experience.</p> <p>Professional studies:</p> <ol style="list-style-type: none"> 1. Full time education and training route: 1 - 2 years in Further and Higher Education College with extensive work placements. Maybe taken as part of wider Degree or Higher National Diploma programme. 2. Work-based route: Around 12- 18 months part-time study (in-service training and/or distance learning or day release) while in full time employment. <p>Awards:</p> <ol style="list-style-type: none"> 1. Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (Wales and Northern Ireland) plus other HE credit bearing awards. 2. Level 5 Diploma in Leadership for Children's Care Learning and Development (Management) (Wales and Northern Ireland) <p>ECTS points: Depends on route chosen</p> <p>EQF level: 5</p> <p>ISCED 2013-F: 0922</p> <p>ISCED 2011: Depends on route.</p> <p>Main ECEC workplaces: Flying Start/ Sure Start Children's Centre (0 to 4 years plus parent support); Flying Start Home Visiting programme; Family support programmes for parents with children 0-4 years.</p>

The Level 3 (EQF 4) Diploma in Children's Care Learning and Development (Table 14) is the minimum requirement for counting as a qualified core practitioner in Wales and Northern Ireland. Relevant study can be undertaken at a broad range of schools and colleges or in employment.

Table 14

Wales and Northern Ireland: Early Years Services Practitioner (core practitioner)

Title: Care, Learning and Development practitioner (various job titles) Profile: Early Childhood Pedagogy Professional
<p>Entry requirements: Minimum age 16. 10 years schooling. Other requirements at discretion of Approved Centre depending on experience.</p> <p>Professional studies:</p> <ol style="list-style-type: none"> 1. Full time education and training route: Two years in school or FE College as part of wider general/vocational education and training programme with work placements. 2. Work-based route: Around 12- 18 months part-time study (in-service training and/or distance learning or day release) while in full time employment. 3. Apprenticeship route: Normally 2 years of part time study and training as part of wider general or vocational education programme while employed as trainee.

Title: <i>Care, Learning and Development practitioner (various job titles)</i> Profile: Early Childhood Pedagogy Professional
Awards: <ol style="list-style-type: none"> 1. Level 3 Diploma in Children's Care, Learning and Development (Wales and Northern Ireland) - maybe combined with additional qualifications such as GCSEs and 'A' levels or other academic credit-bearing award. 2. Level 3 Diploma in Children's Care Learning and Development (Wales and Northern Ireland) only 3. Level 3 Diploma in Children's Care, Learning and Development (Wales and Northern Ireland) - combined with additional generic education and skills awards. ECTS points: n/a EQF level: 4 ISCED 2013-F: 0922 ISCED 2011: 3 Main ECEC workplaces: <i>Day nursery (0 to 4 years); Pre-school/playgroup (2/3 to 4 years); Flying Start Children's Centre/ home visiting programme (0 to 4 years)</i>

As in England, there are currently no minimum qualification requirements for Teaching Assistants or Special Needs Assistants in maintained nursery or primary schools in Wales and Northern Ireland, however the above CCLD award might be considered relevant and helpful, particularly for the nursery age group, as well as qualifications in Supporting Teaching and Learning in Schools which are not detailed here.

3.2.3 Scotland: initial ECEC qualifying routes (non-QTS)

Outside the schools sector, all childcare workers in Scotland are regulated by the Scottish Social Services Council (SSSC) which sets professional standards, registers suitably qualified workers and deals with complaints against individuals. There are three levels of registration: (1) Lead Practitioner/ Manager – graduate (SCQF level 9 EQF level 6) standard in Childhood Practice for leading any service for children and young people; (2) Core / independent Practitioner – SCQF level 7, EQF level 5; (3) Support worker – SCQF level 6, EQF level 4 – working under direction. Implementation of the new requirements will take some years, therefore the SSSC is currently dealing with legacy qualifications and allowing existing experienced managers/ leaders to register on the basis of the qualifications that were relevant when appointed.

Table 15

Scotland: Children's and Young People's Services Lead Practitioner / Manager (Standard in Childhood Practice)

Title: <i>Children's and Young People's Services Lead Practitioner / Manager</i> Profile: Social and Childhood Pedagogy Professional
Minimum entry requirements Flexible depending on previous experience and qualifications and chosen route. <ol style="list-style-type: none"> 1. Universities normally require 12 years education and Scottish Higher/ Advanced Higher Diplomas (SCQF 6/7; level 4 or 5 EQF) to include English and Maths 2. National agreements allow for Accreditation of Prior Certificated Learning (e.g. SVQ 4/ HNC/HND - Higher National Certificate/Diploma) in relation to Childhood Practice degree programmes. 3. SVQ 4 or equivalent vocational qualification (EQF level 5) 4. Undergraduate Degree (EQF/ISCED level 6) Professional studies: <ol style="list-style-type: none"> 1. 4-year full-time undergraduate degree leading to named award with eligibility for graduate registration 2. SVQ 4 (or equivalent) followed by 2–3 years full-/ part- time undergraduate degree leading to named award with eligibility for graduate registration 3. SVQ 4 followed by 3 to 4 years part-time study while continuing in employment, with eligibility for graduate registration

Title: <i>Children's and Young People's Services Lead Practitioner / Manager</i> Profile: Social and Childhood Pedagogy Professional
<p>4. Degree followed by graduate training programme in childhood practice</p> <p>Awards:</p> <ol style="list-style-type: none"> 1. BA Childhood Practice/ BA Hons Childhood Practice 2. BA Childhood Practice/ BA Hons Childhood Practice 3. SCQF Level 9 Childhood Practice 4. Graduate Diploma Programme in Childhood Practice <p>ECTS points: 180 or more, depending on chosen route.</p> <p>EQF level: depends on route. BA Hons ECF/ISCED level 6; BA Ordinary and SCQF Level 9 are ECF/ISCED level 6</p> <p>ISCED 2013-F: 0922</p> <p>ISCED 2011: depends on route: 1, 2 and 3 are ISCED 550/650. Entry requirement for 4 is 650</p> <p>Main ECEC workplaces: <i>General/ Day Care Manager</i> in children's centre or private and voluntary day nurseries (2/3–5 or 0–5 years); <i>Leader/Manager</i> in LA partnership pre-schools, voluntary and community playgroups and day nurseries (2/3–5 years); <i>Leader/ Manager</i> in out-of-school and holiday provision 5–12 years)</p>

Table 16

Scotland: Children's and Young People's Services Practitioner

Title: <i>Children's and Young People's Services Practitioner</i>
<p>Minimum entry requirements: For SVQ 3: None specified – at the discretion of local SQA (Scottish Qualifications Authority) approved centre (primarily a work-based qualification for existing employees)</p> <p>For Higher National Certificate (HNC): None specified – at the discretion of local SQA approved centre. Intermediate and higher certificates advised.</p> <p>Professional studies:</p> <ol style="list-style-type: none"> 1. Scottish Vocational Qualification 3 in Children and Young People's Services 2. Higher National Certificate in Children and Young People's Services or similar* <p>Award: depends on the route chosen.</p> <p>ECTS points: n/a</p> <p>EQF level: 4 or 5</p> <p>ISCED 2013-F: 0922</p> <p>ISCED 2011: 4 or 5, depending on route chosen</p> <p>Main ECEC workplace: LA, Partnership and Private <i>Day Nurseries</i> (0–5); Private, voluntary and community/ partnership <i>pre-schools and playgroups</i> (2–5); <i>Out of School clubs</i> (before and after school and holidays; 5–12)</p>

Notes:

*precise name may vary depending on training provider and choice of options. HNCs are predominantly provided by Further and Higher Education Colleges for students continuing in full time education and training but with a significant component of work placements.

As in England and Wales, there are no minimum qualifications for Teaching Assistants or Special Needs Assistants in maintained nursery/ primary schools in Scotland, though they may hold or achieve a variety of qualifications not detailed here.

3.3 Competence specifications and curricula in IPS

3.3.1 UK wide – competence specifications and curricula

It has become clear from the above that a variety of approaches to qualifications for work with young children has evolved across the UK, dependent largely on the different governance and inspection regimes. The competency and curriculum requirements in turn reflect those differences. One aspect that is a common thread running through education and training programmes at all levels across the UK is a requirement to incorporate the core or generic skills

essential for employment. These include amongst others: Communication; Application of number; Use of Information Technology; Problem solving; Working with others/ team work; Managing own learning/ learning to learn.

The profile and level of core skills required for any particular job/ subject area, and whether these are identified separately or embedded in other aspects, varies across the IPS programmes.

QTS competence specifications and curricula

Initial Teacher Training with QTS is delivered in three main educational phases: primary 3–11; middle 7–14 and secondary 11–19. Within the primary phase, some providers offer the opportunity to focus on lower primary/early years 3–7 (nursery, reception and Key stage 1) or upper primary (7–11). However, all ITT trainees are required to have a working knowledge of the key stages above and below in order to facilitate progression and to understand how key stages build on one another throughout the school curriculum to 19. Once qualified, a teacher with QTS may be deployed with any age range in the school system at the discretion of the Head Teacher.

Although ITT is similar in nature and its outcomes mutually recognized across the UK, the competency requirements for Teachers with QTS have developed in divergent ways to reflect the educational and cultural context of each nation. For ease of comparison, and to reduce repetition, the relevant information for qualified teachers with QTS across the four nations will be presented before other types of qualification are considered.

The curriculum is not separately prescribed outside the competency specification but is devised locally by each approved provider of Initial Teacher Training to ensure the underpinning knowledge, skills and attitudes necessary to enable trainees to meet all aspects of the Teacher Standards. The relevant regulator may provide some indicative guidance. For example, supporting advice issued by NCTL suggests the curriculum content should include: the role of the teacher; planning and assessment to ensure pupil progress; national assessments and examinations; child development and learning; priorities, such as managing pupils' behaviour, early reading, and special educational needs and disability; assessing and evaluating teaching; the use of evidence and research to inform teaching (NCTL 2015, 16).

A variety of pedagogic methods may be used in ITT depending on the approved local ITT provider (normally a Higher Education Institution or schools consortium linked to an HE provider) and chosen route. These may range from lectures and seminars to practical workshops and laboratory classes, demonstrations, teaching observations and work-based learning. Increasingly ITT includes elements of distance learning and/or self-directed enquiry and problem solving. All ITT courses must include a minimum of around 50% placements/work-based learning as specified by the regulator.

An essential pedagogic/didactic feature of QTS (and also of EYTS) is building the capacity for reflection and self-awareness in order to learn from experience. The ideal of the reflective and reflexive practitioner is one who constantly reviews what they have done and the impact it has had on themselves and others (both children and adults) within a cycle of continuous improvement. This is closely related to the highest level of the key/core skill of learning to learn.

Competence specifications and curricula (non-QTS)

The main focus of the curriculum is a holistic approach to young children's health, development and learning from birth to 5 and how best to support this. The principles and values of child-centred practice are introduced along with opportunities to implement principles, theories and approaches in practice.

A variety of pedagogic methods may be used across all forms of qualification for work in education and children's services, depending on level, curriculum focus and chosen route. These may range from lectures and seminars to practical workshops and laboratory classes, demon-

strations, teaching/childcare observations, modelling, coaching and work-based learning. Increasingly all training includes elements of distance learning and/or self-directed enquiry and problem solving and in addition all learners are encouraged to be reflective and reflexive in relation to their learning experiences and to be able to self-evaluate their strengths, weaknesses and ongoing learning and development needs. All of the programmes must include a substantial component of placements/ work-based learning and assessment as specified by the relevant awarding body or regulator. For example, the Level 3 Diploma in Care, Learning and Development requires a minimum 700 hours of experience in real work settings as an employee or on placement, i.e. around 50% of all learning hours. Assessment methods include e.g. observation, reflective accounts, critical incident analyses, self and peer assessment, portfolios, learning contracts, case studies, projects and simulations/ virtual environments as well as critical analysis of information and evidence from reading or lectures, particularly at higher levels. However, the majority of assessment must be based on the trainee's experience and performance in work/ placement settings.

3.3.2 England – Competence specifications for teachers with QTS

Table 17

England: Competence Specifications for Primary (Early Years) Teacher (3–7) with QTS

Teachers' Standards (England)	
Standards	Criteria (abbreviated) Teachers must:
1. Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> establish a safe and stimulating environment for pupils set goals that stretch and challenge pupils of all backgrounds demonstrate the positive attitudes, values and behaviour expected of pupils
2. Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and build on these guide pupils to reflect on their progress and emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take responsibility for their own work and study
3. Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> have secure knowledge of relevant subject(s)/ curriculum areas, foster pupils' interest and address misunderstandings demonstrate critical understanding of developments in their subject/ curriculum area take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English (if teaching early reading) demonstrate a clear understanding of systematic synthetic phonics* (if teaching early mathematics) demonstrate a clear understanding of appropriate teaching strategies*
4. Plan and teach well-structured lessons	<ul style="list-style-type: none"> impart knowledge and understanding through effective lessons promote a love of learning and children's intellectual curiosity set homework/ out-of-class activities to consolidate and extend knowledge and understanding reflect on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum
5. Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> know when and how to differentiate teaching appropriately understand how a range of factors can inhibit pupils' learning, and how best to overcome these be aware of the physical, social and intellectual development of children

Teachers' Standards (England)	
Standards	Criteria (abbreviated) Teachers must:
	<ul style="list-style-type: none"> and adapt teaching to support pupils' education at different stages understand the needs of all pupils (including: SEN; high ability; English as an additional language; disabilities) and use distinctive teaching approaches to support them
6. Make accurate and productive use of assessment	<ul style="list-style-type: none"> know how to assess relevant subjects/ curriculum areas, including statutory assessment requirements use formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond
7. Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> have clear rules and routines for behaviour in classrooms, and promote good, courteous behaviour around the school, establish a framework for discipline using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
8. Fulfil wider professional responsibilities	<ul style="list-style-type: none"> make a positive contribution to the wider life and ethos of the school develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively take responsibility for improving teaching through CPD and advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being
Additional requirements for personal and professional conduct A teacher is expected to demonstrate consistently high standards of personal and professional conduct throughout their career.	
<ul style="list-style-type: none"> Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities 	

Notes: *Those two criteria with an asterisk are specific to teachers following an early years specialism (3–7), all other criteria are generic to all teachers regardless of age range.

Source: Department for Education 2013.

3.3.3 Wales – Competence specifications for teachers with QTS

In Wales, the professional standards and requirements for qualification as a teacher are now the responsibility of the new Education Workforce Council for Wales. As might be expected, given the curriculum requirements, supporting Welsh language development (whether

through Welsh as a second language, or through Welsh-medium teaching) is embedded in the competencies.

Table 18

Wales: Competence specifications: Early Years/ Primary Teachers with QTS

Professional Values and Attributes	
<p>Valuing and respecting children and young people e.g. through fair, respectful, supportive and constructive relationships with children; active involvement in their progress, development and well-being; celebrating their contributions including to community</p> <p>Valuing and respecting parents/ carers e.g. building positive relationships between home and school; active involvement of parents in children's progress and well-being</p> <p>Having high expectations e.g. of children in order to improve outcomes; of Welsh language development</p> <p>Appreciating e.g. the diverse needs of children; the contribution of support staff and other professionals</p> <p>Continuing to learn e.g. through active involvement in professional networks and contributing to school/professional community; reflection on practice and taking responsibility for own learning and continuing development</p>	
Professional Knowledge	<p>Maintain an up-to-date knowledge and understanding of:</p> <ul style="list-style-type: none"> • their professional duties and responsibilities and relevant statutory frameworks • relevant Welsh educational policies and curricula • factors affecting children's learning • key phases above and below the currently taught age group • own subject/curriculum areas and related pedagogy • own role in improving literacy and numeracy skills across the curriculum. • ICT to support teaching, learning and wider professional role • the Special Educational Needs (SEN) Code of Practice for Wales to meet diverse needs of learners • how to seek information, advice and support including procedures on safeguarding • a range of strategies to promote good behaviour and create a purposeful learning environment • UNCRC (United Nations Convention on the Rights of the Child) and Children and Young People's Participation Standards for Wales and how to apply them • curriculum expectations for Welsh-medium provision and/or Welsh as Second Language
Professional skills: Planning and target setting	<ul style="list-style-type: none"> • Set challenging teaching and learning objectives that are guided by informed expectations of individual learners • Use teaching and learning objectives to plan lessons and show how learners' knowledge, skills and understanding will be assessed • Personalise learning in order to address individual needs • Identify resources to support learning that will stimulate and motivate all learners • Work effectively as a team member and collaborate with colleagues • Plan for support staff to appropriately support learning and ensure they understand their roles • Plan appropriate opportunities for children to learn beyond the classroom • Manage and prioritise time effectively • Instigate and maintain effective communication with children, young people, and their parents/carers
Professional skills: Monitoring and assessment	<ul style="list-style-type: none"> • Use a range of monitoring, formative and summative assessment strategies to evaluate learners' progress and improve own teaching • Meet the assessment requirements for relevant subjects/curriculum areas including those for public examinations and qualifications • Use monitoring and assessment to support learners including those with a range of additional needs • Involve learners in target setting and evaluating their performance • Monitor and record progress and achievements taking account of learner's views • Provide learners with accurate and constructive feedback including action plans for improvement

Professional Values and Attributes	
	<ul style="list-style-type: none"> • Provide colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development
Professional skills: Teaching and managing learning	<ul style="list-style-type: none"> • Establish and maintain effective learning environments where all learners feel safe, secure and confident • Teach the required skills, knowledge and understanding relevant to the needs of the learner making use of relevant national guidance • Make effective personalised provision by taking account of diversity and promoting equality and inclusion • Challenge instances of prejudice, stereotyping, bullying and harassment • Teach clearly structured lessons to meet the intended learning objectives • Build on the varying experiences, achievements and interests of learners • Manage teaching and learning time effectively • Manage the physical learning environment, equipment, materials, texts and other resources safely and effectively • Employ appropriate teaching strategies to: <ul style="list-style-type: none"> develop capacity to work collaboratively and independently; secure positive behaviour; promote the well-being of children; promote good progress and outcomes for learners • Use ICT effectively in teaching and learning • Provide out-of- school study/activities which consolidate and extend work carried out in school • Work co-operatively and collaboratively with colleagues • Promote learners' understanding of the bilingual nature of Wales and develop their bilingual skills as appropriate

Note: Standards site in transition from GTCW to Education Workforce Council - EWC. Code of conduct below applies to all types of education professionals in Wales. <https://www.ewc.wales/site/index.php/en/>

3.3.4 Scotland – Competence specifications for teachers with QTS

In Scotland, professional standards for qualified teachers are regulated through the General Teaching Council for Scotland (GTCS). Since 2012, four sets of standards apply: (1) for registration as a teacher; (2) for career-long professional development; (3) for middle management; and (4) for headship. The standards are generic, with allowance for some differentiation by primary and secondary phases of education where relevant. However, pre-primary (i.e. early years) is not treated as a separate phase. The professional values of a teacher run throughout the full suite of standards and these are supported by a code of conduct.

The following table lists the standard for provisional and full registration with the GTCS applied at the end of the ITT programme and on successful completion of the probationary year respectively. The level of performance expected is differentiated through use of differential criteria at the two stages. Further details can be found in the relevant documentation (see *References* and *Acronyms*).

Table 19

Scotland: Competence specifications for Primary Teachers with QTS

1. Professional values and personal commitment
Social Justice <i>e.g.:</i> Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation Integrity <i>e.g.:</i> Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice Trust and Respect

<p>e.g.: Acting and behaving in ways that develop a culture of trust and respect through, for example, being trusting and respectful of others within the school, and with all those involved in influencing the lives of learners in and beyond the learning community</p> <p>Professional Commitment</p> <p>e.g.: Committing to lifelong enquiry, learning, professional development and leadership as core aspects of professionalism and collaborative practice</p>	
2. Professional knowledge and understanding	
Curriculum	<p>Have knowledge and understanding of</p> <ul style="list-style-type: none"> the nature of the curriculum and its development the relevant area(s) of pre-school, primary or secondary curriculum planning coherent and progressive teaching programmes contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning the principles of assessment, recording and reporting
Education systems and professional responsibilities	<p>Have knowledge and understanding of</p> <ul style="list-style-type: none"> the principal features of the education system, educational policy and practice the schools and learning communities in which they teach and their own professional responsibilities within them
Pedagogical theories and practice	<p>Have knowledge and understanding of</p> <ul style="list-style-type: none"> relevant educational principles and pedagogical theories to inform professional practices the importance of research and engagement in professional enquiry
3. Professional Skills and Abilities	
Teaching and learning	<ul style="list-style-type: none"> Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities Communicate effectively and interact productively with learners, individually and collectively Employ a range of teaching strategies and resources to meet the needs and abilities of learners Have high expectations of all learners Work effectively in partnership in order to promote learning and well-being
Classroom organisation and management	<ul style="list-style-type: none"> Create a safe, caring and purposeful learning environment Develop positive relationships and positive behaviour strategies
Professional reflection and communication	<ul style="list-style-type: none"> Read and critically engage with professional literature, educational research and policies Engage in reflective practice to develop and advance career-long professional learning and expertise

Note: Please note these standards have been abbreviated.

Source: General Teaching Council for Scotland 2012.

3.3.5 Northern Ireland – Competence specifications for teachers with QTS

The competence specification for Pre-primary / Primary Teachers set down by the GTCNI (General Teaching Council for Northern Ireland), is given below in a somewhat abbreviated form for ease of comparison. For the exact wording, please see Department of Education (Northern Ireland)/General Teaching Council for Northern Ireland 2010.

Table 20

Northern Ireland: Competence specifications for Pre-Primary Teachers (3-8) and Primary Teachers (5-11) with QTS

General Teaching Council (NI) – Code of Values and Professional Practice	
Professional Values and commitments	<p>Teachers should demonstrate that they understand and uphold the core values and commitments enshrined in the Council's Code of Values and Professional Practice.</p> <p>The core values of the profession are:-</p>

	<p>Trust, honesty, respect, fairness, integrity, tolerance, commitment, equality and service</p> <p>Commitments are to:-</p> <p>Learners e.g. to maintain professional relationships that respect pupils as persons; respect each pupils' uniqueness, individuality and specific needs; motivate and inspire to help realize potential</p> <p>Colleagues and others e.g. work with others to create a professional community; promote collegiality; cooperate with external agencies; ensure respectful, trusting relationships with parents/ carers; respect confidentiality unless legal requirement to disclose</p> <p>The Profession e.g. as reflective practitioners, contribute to review of policies and practices; assume responsibility for own ongoing professional development need</p>
Professional knowledge and understanding: educational policies and contexts	<p>Teachers will have developed knowledge and understanding of:</p> <ul style="list-style-type: none"> contemporary debates about the nature and purposes of education and the social and policy contexts in which the aims of education are defined significant features of pupils' cultures, languages and faiths and how to address the implications for learning arising from these their responsibilities under the Special Educational Needs Code of Practice, the most common special needs and strategies to address these strategies for communicating effectively with pupils, parents, colleagues and personnel from relevant child and school support agencies how to use technology effectively, both to aid pupil learning and to support their professional role the interrelationship between schools and the communities they serve, and potential for mutual development and well-being the statutory framework pertaining to education and schooling and their specific responsibilities emanating from it
Professional knowledge and understanding: curriculum	<p>Teachers will have developed a knowledge and understanding of:</p> <ul style="list-style-type: none"> curriculum development processes, including planning, implementation and evaluation how the learning area/subject(s) they teach contribute to the Northern Ireland Curriculum* the curriculum requirements in preceding and subsequent key stages
Professional knowledge and understanding: methods	<p>Teachers will have developed knowledge and understanding of:</p> <ul style="list-style-type: none"> relevant learning area/subject(s), including strategies and initiatives to improve, literacy, numeracy and thinking skills sufficient linguistic and pedagogical expertise to teach the curriculum in Irish medium and other bilingual contexts factors that promote and hinder effective learning and the need to provide for the holistic development of the child a range of strategies to promote and maintain positive behaviour, including an acknowledgement of pupil voice
Professional Skills	<ul style="list-style-type: none"> set learning objectives taking account of what pupils know, understand and can do, and the Northern Ireland Curriculum requirements plan and evaluate lessons that enable all pupils, including those with special educational needs, to meet learning objectives deploy, organise and guide the work of other adults to support pupils' learning plan for out-of-school learning, including school visits and field work manage their time and workload effectively and efficiently and maintain a work/life balance create and maintain a safe, interactive and challenging learning environment use a range of strategies and resources, including eLearning, to enable learning and maintain pace within lessons employ strategies that motivate and meet the needs of all pupils, including those with special and additional educational and language needs promote a standard of behaviour that enables all pupils to learn, pre-empting and dealing with inappropriate behaviour
Professional Skills: assessment	<ul style="list-style-type: none"> monitor pupils' progress and give constructive feedback to help pupils reflect on and improve their learning select from a range of assessment strategies to evaluate pupils' learning, and use this information in their planning

	<ul style="list-style-type: none"> • assess pupils' attainment against relevant benchmarking data and understand the relationship between assessment and target setting
Wider professional role	<ul style="list-style-type: none"> • keep curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues • contribute to the life of the school, collaborating with teaching and support staff, parents and external agencies • liaise with parents or carers on their child's progress and achievements

Source: Department of Education (Northern Ireland)/ General Teaching Council for Northern Ireland 2010.

3.4 ECEC competence specifications and IPS curricula (PVI sector)

3.4.1 England

Early Years Teacher curricular areas (non-QTS)

As with QTS, the curriculum is devised by local approved providers of Initial Teacher Training to provide the underpinning knowledge, skills and attitudes necessary to support these detailed competence specifications. The core of the curriculum is based around children's development, learning, health and well-being in the context of family, culture and services (the ecological context), the Early Years Foundation Stage requirements and the teaching of early literacy and numeracy. The supporting advice issued by NCTL provides the same list of core content as for Qualified Teacher Status, however the emphasis on ecological context expressed in wider documentation related to EYTS is distinctive, as is Standard 7 on safeguarding and promoting welfare. Early Years Teachers with EYTS specialise in the Early Years Foundation Stage from 0 to 5 covering babies and toddlers as well as pre-primary education and care and are required to have a working knowledge of Key Stage 1, the phase above, in order to facilitate progression. They must also understand how the other key stages build on one another throughout the whole of the National Curriculum to 18.

3.4.2 Wales and Northern Ireland

Children's Care, Learning and Development: Level 5 and Level 3 competence specifications

Recent changes in Wales mean that the required qualification for leadership/ management in Flying Start Programmes – provision that is targeted at the most disadvantaged children and families – is higher (at level 5) than that for leading/managing day nurseries, play groups and other settings (remains at core practitioner level 3) in less disadvantaged neighbourhoods. However, the volume of credit is not equivalent to that of a Diploma in Higher Education or a Foundation Degree in the Qualifications Wales Framework/Regulated Qualifications Framework (England and Northern Ireland), and therefore does not fulfil all the requirements for level 5. Currently, discussions are also in progress over the development of graduate (level 6) degree programmes that meet requirements set down by CCSIW (Care and Social Services Inspectorate for Wales) for leader/manager roles.

Recent policy changes in Northern Ireland mean that the qualification requirement for all new leaders/managers in childcare or Sure Start settings has been increased to level 5. However a two-year transitional period has been allowed for new managers to achieve this. Current leaders are also being encouraged to upgrade their qualifications from level 3 to 5 over time.

Table 21

Wales (also available in Northern Ireland): Minimum competence specifications for Leader/Manager in Flying Start Children's Centre programme

Title: Level 5 Diploma in Leadership for Children's Care Learning and Development (Management) (Wales and Northern Ireland) 0 to 19

Level 5 in Qualifications for Wales and Regulated Qualifications (England and NI) Frameworks - Minimum 90 credits (equivalent to one year full time study and work experience; not sufficient for full level 5 EQF under Bolo-

gna agreement)	
Structure: Minimum of 64 credits from mandatory core, 12 from Group B and 14 from Group B and/or C	
Entry Requirements; Must be over 19. Others at discretion of local approved centre.	
Mandatory core: Group A	In a health and social care or children and young people's setting: <ul style="list-style-type: none"> Professional practice in children's care, learning and development Support children's care, learning and development in the early years Understand children and young person's development Lead practice that supports positive outcomes for child and young person development Develop and implement policies and procedures to support the safeguarding of children and young people Develop health and safety and risk management policies, procedures and practices Work in partnership Use and develop systems that promote communication Promote professional development Champion equality, diversity and inclusion Lead and manage a team Develop professional supervision practice
Option Group B (Management)	In a health and social care or children and young people's setting: <ul style="list-style-type: none"> Develop and evaluate operational plans for own area of responsibility Manage physical resources Develop procedures and practice to respond to concerns and complaints Recruitment and selection Facilitate the development of effective group practice Facilitate coaching and mentoring of practitioners Manage induction Facilitate change Manage an inter-professional team Manage finance within own area of responsibility Manage quality Appraise staff performance Manage disciplinary processes
Option Group C (specialist/ advanced practice) selected examples	<ul style="list-style-type: none"> Support others to promote children's mathematical development and problem solving skills in an early years setting Support others to promote children's knowledge and understanding of the world in an early years setting Support others to promote children's communication in an early years setting Leading provision for babies and young children Develop provision for family support Support others to promote children's physical development in an early years setting Promote creativity and creative learning in young children Lead support for disabled children and young people and their carers Support the use of assistive technology

Explanatory notes: Not all units are of equal size/credit value.

Source: CACHE n.d. -a

Although individuals with a wide range of qualifications may work in provision that includes young children under 8 in Wales and Northern Ireland, such as out-of-school and holiday play schemes, these are not recognised as core practitioners in the ECEC sector so alternative qualifications are not detailed here.

Table 22

Wales and Northern Ireland: Minimum competency requirements for core practitioner/senior practitioner/setting manager

Title: Level 3 Diploma in Children's Care Learning and Development (Wales and Northern Ireland) Age range: 0–19 Level 3 in Qualifications for Wales and Regulated Qualifications (England and NI) Framework (RQF): 65 credits equivalent to one year of full time study plus placement experience Structure: 16 mandatory units plus minimum of 16 credits from 5-6 optional units	
Entry requirements. None other than minimum age 16 years. Rest at discretion of local approved centre.	
Generic health and social care	In settings for health and social care for children and young people <ul style="list-style-type: none"> Promote communication Engage in personal development Promote equality and inclusion Principles for implementing duty of care *
Children and Young People	<ul style="list-style-type: none"> Understand child and young person development * Promote child and young person development Understand how to safeguard the wellbeing of children and young people * Support children's and young people's health and safety Develop positive relationships with children, young people and others involved in their care Working together for the benefit of children and young people Understand how to support positive outcomes for children and young people *
Early Learning and Child-care	<ul style="list-style-type: none"> Context and principles for early years provision Promote learning and development in the early years Promote children's welfare and wellbeing in the early years Professional practice in early years settings Support children's speech, language and communication
Selected Option Units <ul style="list-style-type: none"> Work with babies and young children to promote their development and learning Care for the physical and nutritional needs of babies and young children Lead and manage a community based early years setting Promote young children's physical activity and movement skills Promote creativity and creative learning in young children Work with parents to meet their children's needs Work with parents, families and carers to support their children's speech, language and communication development Engage fathers in their children's early learning Promote children in early years settings acquiring a new language through immersion 	

Note: Not all units are of equal credit value.

*Units marked with an asterisk are knowledge only. All others must be demonstrated in practice.

Source: CACHE n.d. –b

Curricular areas

The curricular areas for the level 3 and 5 diplomas in Children's Care Learning and Development are determined by the need to underpin the competency requirements. However, as these qualifications are embedded within the wider Children and Young People's Services Sector, the focus is much broader than education. A substantial mandatory core in both qualifications covers the development health and well-being of children from birth to 19 in the context of their families and social circumstances and is underpinned by a children's rights approach.

3.4.3 Scotland

Children and Young People (0-16): Competence specification for Lead Practitioner/Manager

The SSSC standard for Lead Practitioner/Manager also acts as the relevant Subject Benchmark Statement recognized by the Quality Assurance Agency for Higher Education in Scotland for BA degrees in Childhood Practice.

Table 23

Scotland: Competence specification for Lead Practitioner/Manager in Childhood Practice

Role: Manager / Lead Childhood Practitioner - graduate level 9 SCQF (EQF level 6) leading to registration with Scottish Social Services Council at Lead Practitioner level Title: The Standard for Childhood Practice Programmes in Scotland	
Professional values and personal commitment	
Commitment to: inclusion, diversity, social justice, anti-discrimination, and protecting and caring for children. Valuing self and others: taking responsibility for own professional learning and development and that of the workers for whom they are responsible. Valuing parents and communities: respect and show commitment to the parents and carers, families, communities, and other agencies and partnerships with whom they work.	
Professional knowledge and understanding	
Children and childhood	Managers/lead practitioners have:- <ul style="list-style-type: none"> broad and balanced knowledge and understanding of children and childhoods which underpins their practice.
Frameworks and programmes	Managers/lead practitioners have:- <ul style="list-style-type: none"> critical understanding of the content of relevant organisational frameworks and statements of principles for supporting and enabling play, learning opportunities and experiences, critical understanding of the theories and principles required to analyse and critically evaluate the programmes provided, broad, integrated knowledge and understanding of the scope and nature of relevant organisational frameworks.
Systems and professional responsibilities	Managers/lead practitioners have critical understanding of : <ul style="list-style-type: none"> principal features of local, national and international systems, and of policies, practices, and relevant legal requirements relevant to the service, breadth of the service and the professional roles and responsibilities of Early Years and Childcare workers, contribution of other professionals to the service and to other children's services, principles, theories and concepts of leadership and management practice relevant for their role.
Evidence informed practice	Managers/lead practitioners have:- <ul style="list-style-type: none"> knowledge and understanding needed to support evidence informed practice. E.g. access and apply relevant research; engage in systematic evaluation; use relevant research methods; analyse and evaluate evidence.
Professional skills and attributes	
Supporting play, learning opportunities and experiences	Managers/lead practitioners coordinate, lead and support: <ul style="list-style-type: none"> provision of environments that are safe, secure, caring and nurturing, and inclusive. development of positive and caring relationships with each child and family. provision of balanced and flexible programmes that support play and learning opportunities and encourage children to be healthy, active and achieving. tracking of children's progress and the planning and management of transitions. engage in professional reflection for continuing improvement.
Communication, collaboration and partnership	Managers/lead practitioners lead and support:- <ul style="list-style-type: none"> teamwork and collaboration.

	<ul style="list-style-type: none"> • working with parents and carers, families and communities. • collaboration with other agencies and other children's services to build capacity and develop services.
Leadership and management	Managers/lead practitioners take responsibility for:- <ul style="list-style-type: none"> • their own personal learning and professional development needs. • the learning and professional development needs of workers for whom they are responsible and for supporting students. • delivery and ongoing development of a high quality service for each child and family. • the business management of the services they provide.

Note: These standards have been abbreviated.

Source: Scottish Social Services Council 2016.

The content of awards from universities is not prescribed but must cover the areas set out in the relevant Subject Benchmark Statement of the Quality Assurance Agency for Higher Education in Scotland (see above).

Children and Young People (0-16): Competence specifications/ minimum qualification requirements for Core Practitioners

In Scotland, education, training and qualifications are currently undergoing considerable revision as a result of the Curriculum for Excellence initiative (Education Scotland 2016). New National Group Awards for Early Education and Childcare were introduced from August 2015. However, as no one has actually been awarded the new qualifications yet, the competence specification that appears on the Scottish Social Services Council website as acceptable for registration is still SVQ level 3/4. This is based on the National Occupational Standards of Skills for Care and Development – the industry organisation relevant to the whole of the care sector including adult social care. The mandatory core of the qualification, though expressed in terms related to children and young people, is focused on the generic skills and knowledge for work across the care sector to facilitate mobility.

Table 24

Scotland: Children and Young People (0-16): Competency specification for core practitioner

Role: Core Practitioner Level 7 SQCF (EQF level 5) (Meets requirements for registration with Scottish Social Services Council) Title: Scottish Vocational Qualification in Social Services (Children and Young People 0-16)	
Structure: Based on National Occupational Standards (Skills for Care and Development) Four mandatory/core units plus four optional units Minimum entry requirements: None specified (at discretion of local SQA approved centre). Current employment in a relevant childcare provider expected.	
Mandatory Units	
Promote effective communication	<ul style="list-style-type: none"> • Establish understanding about children's communication • Support children to interact through communication • Communicate effectively about difficult, complex and sensitive issues with children and key people • Communicate using records and reports
Promote health, safety and security in the work setting	<ul style="list-style-type: none"> • Maintain health, safety and security in the work setting • Promote health and safety in the work setting • Minimise risks arising from emergencies
Develop your practice through reflection and learning	<ul style="list-style-type: none"> • Reflect on your own practice • Take action to enhance your practice
Promote the safeguarding of children and young people	<ul style="list-style-type: none"> • Maintain your understanding and awareness of harm, abuse and safeguarding • Implement practices that help to safeguard children and young people

	<p>from harm or abuse</p> <ul style="list-style-type: none"> • Develop relationships that promote the safeguarding of children and young people • Promote rights and inclusion with children and young people • Work in ways that promote the wellbeing of children and young people • Support children and young people to keep themselves safe
<p>Option units for work in early learning and childcare include:-</p> <ul style="list-style-type: none"> • Promote the development of children and young people* • Promote the health and physical development of children* • Promote children's wellbeing and resilience* • Implement frameworks for early education through the development of curriculum planning • Assess children's progress according to relevant curriculum frameworks • Implement positive environments for babies and children • Promote the care of babies and children • Promote children's early learning in the school environment • Engage with families in ways that encourage them to be involved with their children's learning and development • Use information and communication technology to promote children's early learning • Promote the care, learning and development of children with additional support needs in early education settings <ul style="list-style-type: none"> • Promote literacy, numeracy and language development for children's early learning • Promote the acquisition of a new language by children through immersion in an early years setting 	
<p>Once registered with the SSC, all workers must follow the Code of Practice below:</p> <p>Social service workers must:</p> <ul style="list-style-type: none"> • Protect the rights and promote the interests of service users and carers • Strive to establish and maintain the trust and confidence of service users and carers • Promote the independence of service users while protecting them as far as possible from danger or harm • Respect the rights of service users whilst seeking to ensure that their behaviour does not harm themselves or other people • Uphold public trust and confidence in social services • Be accountable for the quality of their work and take responsibility for maintaining and improving their knowledge and skills. 	

Notes: Please note these standards have been abbreviated.

Source: SQA- Scottish Qualification Authority n.d. –a

IPS curricular areas and approaches - SVQ

All those preparing for SVQs in the care sector cover the same core requirements, regardless of age band or setting. However, the rest of the curriculum depends on the chosen option modules that match the employment setting.

As SVQs are primarily designed for those already in relevant employment, the methods employed would be primarily through working under direction with modelling, observation and mentoring support from an experienced and qualified co-worker. This is normally supplemented by distance learning/ self-study or day/ block release to colleges for the underpinning knowledge, theory and methods.

Early Education and Childcare Practitioner (0-12) – new qualification

The new SQA Group Award National Certificate in Early Education and Childcare shows considerable difference in structure to the SVQ, with an exclusive focus on the work with young children and early years specialist units as part of the mandatory requirements. It is designed to be able to be differentiated for employees studying part-time as well as 16- to 18-year olds in full time education and training. This new qualification will eventually replace the existing SVQ. It has already been endorsed by the SSSC as acceptable for registration as a support worker.

The core/ generic skills and knowledge for employment in the care sector are embedded in the units rather than expressed separately.

Table 25

Scotland: Early Education and Childcare Practitioner (new qualification under development)

Role: Core practitioner/ support worker Level 6 Higher SCQF (Level 4 EQF) (Meets requirements for registration with Scottish Social Services Council) Title: Group Award: Scottish National Certificate in Early Education and Childcare Minimum entry requirements: none specified (at discretion of local SQA approved centre) but relevant intermediate level achievement recommended as precursor. Structure: Seven mandatory units (54 SCQF credits) plus a further three optional units	
Mandatory Units	Outcome standards
Child Development birth to 12 years	<ul style="list-style-type: none"> Describe the development of children from 0-12 years. Explain the main influences on children's development. Evaluate the impact of influencing factors on the development of children.
Developmental theory in early education and childcare	<ul style="list-style-type: none"> Evaluate methods for studying development in children aged 0-12 years. Demonstrate knowledge and understanding of theories relating to child development aged 0-12 years. Relate theories of child development to practice in early education and childcare settings.
Holistic approaches to child health	<ul style="list-style-type: none"> Explain the basic health needs of children from 0-12 years. Explain the contribution of agencies, professionals and carers in maintaining and promoting child health. Evaluate the main influencing factors which affect the health of children.
Play in early education and child care	<ul style="list-style-type: none"> Analyse a play environment in an early education and childcare setting. Evaluate the importance of play to the developing child. Explain how you would set up different types of play in an early education and childcare setting.
Play in practice (double weighted)	<ul style="list-style-type: none"> Support a play environment within an early education and childcare setting. Support different types of play within an early education and childcare setting. Evaluate how play supports the care, learning and development of the child. Explain the role of the adult in supporting play within an early education and childcare setting.
Developing an understanding of working with children	<ul style="list-style-type: none"> Explain the principles and values that underpin working with children. Explain child-centred practice. Evaluate the skills and qualities necessary for working in an early education and childcare setting. Evaluate the importance of 'reflective practice' in an early education and childcare setting.
Developing an understanding of working with children: workplace experience. (Double weighted)	<ul style="list-style-type: none"> Working under supervision, demonstrate the principles and values that underpin working with children. Working under supervision, support child-centred practice. Working under supervision, demonstrate skills and qualities necessary for working in an early education and childcare setting. Work effectively as a reflective practitioner.
Optional units include: <ul style="list-style-type: none"> Experiential Approaches to Early Education and Childcare Partnerships in Early Education and Childcare Creative and Aesthetic Experiences for Children Supporting the Care and Feeding of Babies Supporting Language, Literacy and Numeracy in an Educational Setting Supporting ICT in an Early Education and Childcare Setting Supporting a Curriculum in an Early Education and Childcare Setting 	

- Supporting Children with Additional Support Needs

Note: These standards have been abbreviated.

Source: SQA- Scottish Qualification Authority n.d. –b

3.5 Alternative entry and qualification routes, system permeability

UK-wide

The majority of entrants make the choice of a career in ECEC at 16 to 18 years while still in full-time education and training. Of these a minority will go into work-based apprenticeship schemes while the majority stay on at school or college gaining work experience through practice placements. Those who achieve better grades in the level 3 Diploma (SVQ 3 in Scotland), often combined with other accredited studies, may then apply for higher education in a relevant subject area or on an integrated professional education and training course.

Other entrants follow more traditional academic studies (GCSEs and 'A' Levels, or Scottish Highers) before choosing a career in primary teaching on leaving school (B.Ed./BA Education) or choosing to study/work with the 0–7 age group (e.g. BA Early Childhood Studies or BA Childhood Practice in Scotland).

Increasingly, the expectation is that direct entrants into employment are willing to become qualified at level 3 within two or three years of appointment. It is possible for 16-/17-year olds to opt to go straight into employment as unqualified staff or on apprenticeship schemes, and employers may provide in-house work-based training programmes beyond induction with a pathway starting from level 2 Certificates and Diplomas (or SVQs in Scotland) and building up to level 3 or higher supported by day release to a college or distance learning resources. Others enter the ECEC workforce as mature adults after having had their own children and may go straight into work-based training at level 3.

The UK education, higher education and training sectors have become much more diversified and flexible in recent years. For level 3 (EQF level 4) qualified core practitioners, progression to and through higher education is possible via work-based and distance routes. Further and higher education institutions offer the level 5 (EQF 5) Diploma in Children's Care, Learning and Development or Higher National Certificates/ Diplomas and Foundation Degrees (level 5) that in turn can be 'topped up' to a Bachelor's degree and full level 6 graduate status with an additional 12 to 18 months of work and study.

3.5.1 Formal opportunities for moving up and across qualifications frameworks

Horizontal Mobility: In Wales and Scotland, permeability across the non-school workforce is encouraged through a shared code of ethics and values in care and qualification structures that have a mandatory common core for children and young peoples' and wider care services. Transfer between roles is thus possible through the addition of a few specific units. In England there is less transferability into and within the education sector because of the strongly educational focus of qualifications and the strict division between teachers with QTS and support staff roles.

Vertical mobility: the extended version of the RQF level 3 Diploma in Children's Care Learning and Development in Wales and Northern Ireland, and the EYE qualification in England have been rated by the Universities and Colleges Admission Service (UCAS) in order to create the credits which are necessary for entry to Higher Education. However, vocationally oriented credits alone may not be sufficient in relation to the competitive requirements for entrance to some universities. Hence 16- to 19-year olds in full-time education and training in schools and colleges are often advised to combine their vocational qualification with some additional aca-

ademic studies. In the case of mature students with extensive practice experience, universities often exercise more discretion over entry requirements.

The relevant regulator controls the number of places for all forms of Initial Teacher Training in the nations of the UK and entry can be highly competitive. The range of full-time and part-time routes through ITT (leading to QTS) ensures that progression is possible by work-based routes. However, standard higher education fees (currently around 12,000€ per annum) are applicable for those requiring a degree. Although loans are available for first degrees, Higher Education Institution fees may still be prohibitive to many given the low pay characteristic of the sector.

3.5.2 Options for career changers

The ITT graduate entry routes for QTS provide opportunities for career change for graduates. However the requirements for Maths and English (and Science in England) GCSE (level 2) at a minimum of grade B in England (grade C in Wales) together with English and Maths skills tests still apply.

For those at RQF/SVQ level 3 with related qualifications in playwork, health care or social care, career change is facilitated through the mandatory common core structure for the care sector that applies in Wales and Scotland. However in England, the distinctively educational approach of the new EYE makes transferability more difficult. Alternatively, individuals may use any existing RQF level 3 qualifications to apply for an undergraduate degree as a mature student.

At any stage of the education and training system Accreditation of Prior Accredited or Experiential Learning (APL /APEL, sometimes referred to as RPL – Recognition of Prior Learning) is theoretically possible. However, it has proved extremely difficult to operationalise in practice as credit is usually transferred by matching learning outcomes to modules/units. What is commonly found is that the variation of content in modules and levels across different awarding bodies or Higher Education institutions makes an exact match impossible, meaning that it is easier for the individual to follow the whole programme rather than to try selectively to fill in apparent gaps. The exception to this is through recognition agreements with particular institutions or Awarding Bodies based on academic transcripts and mapping. These may allow, for example, an ITT collaborative provider to give the equivalent of 60 ECTS points credit (first year of University, RQF level 4 studies) for a range of specified vocationally related qualifications.

4. Workplace-based learning in the IPS of core practitioners

Workplace-based learning is an essential component of all education and training programmes that lead to recognised qualifications for ECEC at EQF levels 4 to 6 across the UK. As all recognised qualifications for core practitioners and teachers are competence-based (interpreted as the effective implementation of skills and knowledge in action) rather than just knowledge-based, evidence for assessment must include demonstration of the competences claimed in an appropriate work environment. This is achieved through real work in the case of employees, or practice placements for trainees.

4.1 Regulation/guidance, duration and structure of work-based learning in IPS

The precise requirements for work-based learning are set down by the relevant awarding or regulating body and vary with sector, qualification and chosen route. In level 3 Diploma programmes placement/work experience must account for roughly half of the learning time and

for those studying for the level 5 Diploma in Leadership in Children's Care, Learning and Development this must include experience within a leadership role, albeit limited in extent.

ITT programmes must include a minimum of 24 weeks (120 days) of work experience, up to two weeks of which may be counted from before the main training programme begins. Experience of at least two different settings and ages/phases of the curriculum is also required.

4.2 ECTS points allocation for IPS

Whether or not ECTS points are allocated specifically to work-place learning within higher education programmes is dependent on the structure of the individual modules that make up the validated course specification which in turn depends on the policy of the Higher Education institution. In some cases designated placement modules carrying a given number of points are part of the course specification. In others time spent in placement is integrated into the module specifications for different curricular/ subject areas.

4.3 Skills and competencies developed in IPS through workplace-based learning

In judging core/key skills, the UK system allows for the distinction between whether and where particular skills are taught, developed and assessed. In a fully competence-based qualification system, ideally all types and areas of skills and competencies defined in the specification should be developed through practice and assessed in the workplace, regardless of how they were originally taught. However, the methods of assessment may take many forms and simulation/ alternative methods may be permitted under some circumstances (for example, in demonstrating aspects of competencies associated with child abuse/ protection or dealing with a difficult parent that might not occur in the course of everyday practice as a trainee).

Although teaching methods and techniques can be taught in the classroom and demonstrated through observation of video clips, it is widely recognised that their effective implementation in real group settings with children cannot be achieved without practice in a real-world setting. This is particularly true of managing children's behaviour and group/classroom management. Co-teaching or observation and coaching by an experienced practitioner are usually considered the most effective. However, pairing trainees to support each other is also used and can result in effective learning for both participants when combined with debriefing with an experienced teacher or tutor.

Similarly, learning to work with and supervise/mentor less well-qualified colleagues or to handle parents' concerns are skills that, although they may be simulated and rehearsed through role play, most students/trainees develop or hone through direct experience in the workplace at a later stage.

4.4 Forms of student self-evaluation and external evaluation

Although the expected level of explanation varies with the level of qualification, for all ECEC trainees judging competence is not just about observing that a task has been carried out meeting certain criteria but ascertaining the reasoning and theory underpinning a trainee's actions. It is hence generally recognised that sound underpinning knowledge and understanding is essential to enable trainees to respond effectively in the unpredictable situations that are characteristic of work in ECEC. In England and Scotland, vocationally oriented degrees for those working with young children (such as BA Hons Early Childhood Studies or BA in Childhood Practice respectively) already allow for a mix of academic/theoretical knowledge and practical/practice-based credit, and similar developments are anticipated in Wales under an EU Social Fund initiative called '*Progress for Success*' (Welsh Government 2017).

Assessment items within the overall assessment strategy may include:

- Essays and assignments and written or oral examinations are used to test knowledge and understanding of relevant theories and procedures outside of the workplace.
- Child observations, including those undertaken as part of routine workplace records, are used by tutors to test understanding of stages of development and the ability to apply this in deciding the next steps in promoting development for a particular child.
- Work-based projects and assignments require students to plan and implement activities in order to promote a particular aspect of children's development. These are normally designed to fit within the wider curriculum plans/schedules of the workplace.
- Reflective logs and diaries while in work/on placement are used to help students identify and cope with the emotional impact of incidents that may arise in ECEC as well as to improve on their own learning and performance.
- Building on the above, students may be asked formally to evaluate/rate their own performance as part of professional dialogue with and grading by supervisors/mentors or tutors.
- Case studies may be used to demonstrate analytic and problem solving skills that draw on underpinning theory and knowledge that has not been adequately tested through a period of work-based learning.
- Research activities may be used to develop the trainee's capacity to make use of evidence in support of teaching and commitment to continuous improvement.
- In some cases unseen written examinations or multiple choice tests may be used to assess aspects of knowledge.

All of these methods and more may contribute to the portfolio of evidence that students/trainees/employees accumulate in relation to the skills and competencies specified.

Self-evaluation on a formative basis is a feature of many assessment strategies as it is considered to be an effective means of encouraging self-reflection and the development of reflective practice. To be valid, any evidence from the work place must be substantiated through the signature of the supervisor/mentor assigned to the student or by a visiting tutor.

In the case of ITT (including Early Years Teacher Status in England), although appropriately qualified and trained supervisors/mentors validate the work-based evidence of trainees and undertake their own observations, their judgements must be moderated through joint observations carried out with a visiting tutor/representative of the ITT provider who may carry out their own separate observations in addition. Independent external evaluation is also a requirement for effective quality assurance. Specifically, External Moderators with no connection to the ITT provider must themselves carry out a number of sample observations of trainees to confirm the accuracy of judgements made jointly by the supervising teacher and the visiting tutor/representative of the ITT provider.

For the level 3 diplomas (EQF 4), the majority of judgements are made by the staff of local ECEC centres in which trainees/employees are based and/or by visiting tutors from the school or Further Education institution that has overall responsibility for their training programme. The judgements made by individual assessors are quality assured by an internal moderator who reports, via approved assessment centre arrangements, to the independent External Moderator representing the relevant awarding body.

4.5 Training/qualifying courses for mentors/supervisors

Supervisors/mentors must themselves be qualified at a relevant level and undergo specific training for the role provided by the ITT provider or Approved Assessment Centre. The form and length of training is not usually prescribed and the outcome of training is rarely formally assessed. However, an annual training and update event for mentors is considered good prac-

tice and some training providers offer modules in mentoring that can be counted towards related awards or Continuing Professional Development requirements.

The effectiveness of supervisor/mentor training can be evaluated during the moderation process by considering the consistency of application of procedures and judgements made by supervisors/mentors. In the case of ITT, representatives of the approved ITT provider must undertake regular visits to moderate and to carry out direct observations themselves as part of quality assurance.

4.6 Designated roles, time allocations and remuneration of mentors/supervisors

Mentoring/supervising staff in ECEC centres usually have specified roles in relation to students/trainees/junior employees that notionally require some remittance of their time to perform. These arrangements are formalised in guidance to ITT providers in which supervisors/mentors sign an agreement and payments are made by the ITT provider to facilitate their release. However, whereas regular formal hours of release from teaching may be achieved in a school, the reality for most small scale ECEC settings is that the manager/group leader (who is often the only person in the setting sufficiently well qualified to act as supervisor/mentor) simply has to fit supervision into their already busy schedule and this may take them away from direct work with children.

5. Continuing professional development (CPD)

Throughout the UK, the only ECEC staff that have fully regulated CPD frameworks, prescribed CPD opportunities and standardised terms and conditions of service are teachers with QTS in maintained schools. This is partly because teachers with QTS must all be registered with the relevant nation's General Teaching Council (or now in England the National Council for Teaching and Leadership) that sets down the standards for their training and continuing development and support needs, and partly because the teaching profession is well established and strongly unionised. As registration of other types of ECEC staff progresses, for example in Scotland through the Social Services Council for Scotland (SSSC), so specification of initial standards and provision for CPD are also developing. It is also the case that regulatory and inspection authorities in all four nations are increasingly developing online training and CPD opportunities and/or best practice guidance as well as providing information about approved training and CPD opportunities elsewhere.

Current government policies across the UK, to a greater or lesser extent, have been to devolve budgets and decision-making down to school level. In England, this has probably gone furthest in terms of so-called Free Schools and Academies, which are not strictly bound by the national curriculum and can make their own decisions on appropriate qualifications for staff and may not be bound by national pay agreements. But more generally, the traditional role of local authorities as providers of in-service training and curriculum updates has diminished and all schools now control their own training/CPD budgets and are free to buy into services from whatever source as they see fit.

Table 26 attempts to encompass England, Wales and Northern Ireland while *Table 27* covers the same features for Scotland.

Table 26

England, Wales and Northern Ireland: Features of CPD by role/qualification type

Issue	Teacher in maintained nursery or primary school with QTS, level 6 EQF	Group/ Flying Start Leader/ Children's Centre manager with EYTS (RQF/EQF level 6 England); Diploma in leadership of CCLD (EQF level 5 Wales)	Core practitioner RQF level 3 (EQF level 4) with EYE (England); CCLD (Wales and Northern Ireland)
Regulatory frameworks for CPD	Newly Qualified/ probationary teacher year on 90% workload for support and CPD plus 4/5 days to attend ongoing professional development with ITT provider. Specialist qualifications and/or standards for senior teachers and leadership and management.	NCTL and CCW (<i>Care Council for Wales</i>) advise but do not require days for CPD. Regulatory standards require all staff to keep up to date with basic requirements.	Regulatory standards require all staff to keep up to date with basic requirements.
Main forms of CPD	In-house whole school days; One-off training days and short courses; Longer modules and specialist or management awards. Postgraduate certificates and/or Master's Degrees	One-off training days and short courses, distance learning packages Minority: management or postgraduate certificate/diploma or Master's modules for graduates. Top-up from level 5 to Bachelor's Degree	One-off training days or short courses; distance learning packages Minority: Advanced certificate/ Diploma awards or Foundation Degrees (mainly self-funded).
Costs: Who pays?	Individual school budget (includes element for staff CPD) Some specialist courses funded/ provided by central government or regulators	Employers Individuals Occasional LA subsidy	Employers Individuals Occasional LA subsidy. Student loans for undergraduate degrees
Leave and CPD entitlement	Max. 190 teaching days per year (38 weeks) plus 5 non-teaching days	Statutory minimum leave entitlement 25 days	Statutory minimum leave entitlement 25 days
Obligatory activities	Participation in school planning or CPD on 5 non-teaching days Evidence of CPD required at annual appraisal and performance review	None specified	None specified
Access problems	Supply teacher costs for additional days set against limited school budgets – prioritisation	Small employers lack resources. Costs prohibitive to low paid individuals. Cover arrangements often problematic for key personnel	Time out of setting*; lack of resources; cover arrangements often problematic; geography/distance. Costs prohibitive for low paid individuals
Main providers of CPD	Approved providers of ITT; Higher Education Institutions; Lead schools in network; Local Authorities; Government agencies.	Further and higher education institutions; Local Authorities; Distance Learning packages.	Employers; Membership organisations (e.g. for playgroups) Further Education institutions; Local Authorities

Issue	Teacher in maintained nursery or primary school with QTS, level 6 EQF	Group/ Flying Start Leader/ Children's Centre manager with EYTS (RQF/EQF level 6 England); Diploma in leadership of CCLD (EQF level 5 Wales)	Core practitioner RQF level 3 (EQF level 4) with EYE (England); CCLD (Wales and Northern Ireland)
Recognition/ advancement	CPD often linked to specialist, lead teacher or management responsibilities with pay scale advancement or special responsibility allowances	None – up to individual employers	None – up to individual employers
Special provision for Heads of ECEC	For unit/phase management – optional senior teacher awards set down by regulator. For whole school management compulsory NPQH ** (England and Wales)	None required beyond qualifications listed above	None required for pre-school group/ day nursery managers
Specialist modules	Specialist teacher modules in range of curriculum subjects plus SEN, specified by relevant regulator	Optional specialist short course/ modules may be available (e.g. SEN)	Optional specialist short courses/ modules may be available (e.g. SEN,)

Explanatory Notes:

*Early Years, Childcare and Play Workforce Survey for Wales (BMG Research 2014) reported the following problems from employers: timing of training takes staff out of setting (61%); cover arrangements problematic (49%); lack of resources (55% - nil budget or 1,200€ or less); Geography/distance (33%)

**NPQH (National Professional Qualification for Headship) is the qualification for all head teachers or aspiring head teachers in England and Wales.

Table 27

Scotland: Features of CPD by role/qualification type

Issue	Teacher QTS	Leader/ Manager Childhood Practice	Core Childhood Practitioner
Regulatory frameworks for CPD	1. Standards set down by GTCS; 2. Career Prof. Development; 3. Middle Management; 4. Headship	Continuous Learner Framework set down by SSSC	Standards set down by SSSC: for progression routes
Main forms of CPD	2 & 3: Guidance and resources from Education Scotland*; LA training days & short courses. 4: Flexible Route via LAs or Scottish Qualification for Headship via Universities	Guidance and resources from SSSC (workforce solutions); LA training days and short courses; college/ university courses.	Guidance and resources from SSSC (workforce solutions) LA training days and short courses; approved college/ university courses in leadership and management
Leave and CPD entitlement	National agreement: 35 days per year leave rising to 40 after 5 years of service. CPD: 5 required school planning/ development days plus additional 5 obligatory CPD days.	28 days per year statutory minimum No obligatory CPD entitlement	28 days per year statutory minimum No obligatory CPD entitlement. ***
Obligatory activities	None specific: linked to annual performance appraisal and review	None (code of practice advises must keep up to date)	None
Costs: Who pays?	Employer/ School	Employer or individual	Employer or individual

Issue	Teacher QTS	Leader/ Manager Childhood Practice	Core Childhood Practitioner
Access problems	School priorities (budgets include CPD element and supply teacher cover)	Cover difficulties Setting budget constraints; Individual low pay; HEI fees	Cover difficulties; setting budget constraints; individual low pay; HEI fees
Main providers of CPD	Education Scotland Local Authorities University providers of ITT	Scottish Social Services Council; Education Scotland; Local Authorities; Providers of BA Childhood Practice; Children in Scotland**	Scottish Social Services Council; Education Scotland; Local Authorities; Colleges of Further Education; Children in Scotland; commercial training providers
Recognition/ advancement	Senior Teacher scales; Head teachers' qualification supports application for headship.	None	None automatic; lead/manager practitioner registration supports applications for new role
Special provision for Heads of ECEC	'Into Headship' programme - generic to schools	Generic to childhood sector	Generic leader/manager registration required
Specialist modules for others	Froebel Early Years course for generic teachers; SEN and subject specialist modules.	SEN, interagency and early years specialist modules	SEN, interagency and early years additional modules

*Education Scotland is the national body responsible for inspection and quality improvement across all types/ phases of education. Some of its remit will pass to the new Scottish College for Educational Leadership (schools and early years settings) which will provide CPD learning opportunities directly and signpost other endorsed courses.

**Children in Scotland is a membership organisation for representatives of children and young people's services across the private, public and voluntary sectors.

***The Scottish government published principles for CPD in 2016.

Recent research into CPD across the UK

England: What is the difference between IPS and CPD?

This was the question raised by the England component of a previous comparative study of CPD in ECEC across Europe undertaken by the current author (see Oberhuemer et al. 2012). The issue hinged on definitions of 'professional' and the lack of consistency of recognition for a graduate professional qualification across the whole of the ECEC system as a prerequisite for leadership of groups or services. The requirement for a specified graduate qualification (QTS) only applied to the maintained school sector in England and not to the PVI sector which was the majority provider of ECEC places. In the PVI sector a variety of RQF level 3 or higher qualifications were deemed sufficient to be registered as the leader/person in charge. The picture was further confused by the way that CPD opportunities were advertised across the internet to include anything from one-off training days and basic Paediatric First Aid to part-time Foundation Degrees. When key stakeholders (including regulators, national membership organisations, local authorities etc.) were asked to define CPD, they seemed equally confused about its meaning and purpose. Some saw it as solely work-/role-related development, others counted anything that enhanced the individual's personal development, and a few defined CPD in terms of both its personal and role-related benefits. The conclusion was that until there was a standard requirement for Initial Professional Development at core practitioner and leader/manager levels across the sector, defining what could count as CPD and/or requiring workers to undertake a certain amount of CPD would prove meaningless.

One might argue that the situation has been somewhat clarified by the recent development of the Level 3 Early Years Educator (EYE) as the only accepted core practitioner qualification, and the minimum for leadership/management, for the PVI sector. However, the accompanying creation of an Early Years Teacher without QTS alongside the existing Early Years/Primary Teachers with QTS and the absence of a standard Classroom/Teaching Assistant qualification for schools, means that the problem is not yet fully resolved (see Hevey 2011).

Wales: Characteristics of CPD

According to the workforce survey commissioned by the Care Council for Wales (BMG 2014), the most popular form of CPD (57% of all staff), particularly in the PVI sector, was training provided by relevant membership organisations, such as the Pre-school Learning Alliance. 46% of all staff had accessed Local Authority training in relation to the Foundation Phase but this figure was inflated by the 93% of staff in maintained schools who had done so. A further 46% had participated in other forms of Local Authority training with e-learning much less likely to be used (23%). Sharing of best practice with colleagues inside (57%) and outside (32%) the immediate setting was also very popular.

The priorities of different types of settings in Wales regarding the subject matter of CPD were very different. When asked to identify three, additional literacy and numeracy training stood out as by far the most important priorities for Foundation Phase in maintained schools (73%) whereas in all other types of setting training priorities were wider spread and more evenly balanced. The most important for Flying Start were working children with special needs and understanding children's speech and language development (41%) reflecting their focus on younger, disadvantaged children and improving language development as a pre-cursor to early literacy.

Scotland: What makes for effective CPD?

A team from the University of Strathclyde were commissioned to investigate the development needs of the early years workforce and in particular, the effectiveness of CPD for those working with under threes, in the wake of the introduction of the Standard for Childhood Practice (2007) and the Early Years Framework in 2008. Their conclusions included that:

- the CPD needs of those working with under 3s and the needs for specific support in working with parents were inadequately met;
- CPD was dominated by short term, one off courses provided in house or by local authorities (LAs);
- There were few opportunities for inter-agency training though those that were available were well received;
- That private and voluntary sector employees were less likely to have access to CPD than those working for LAs (lack of day release and affordability were recurring issues).

In the course of their literature review they noted that 'Short one-off sessions are unlikely to foster deep learning whereas the promotion of shared learning and collaborative inquiry practices appear more effective' (Condie and Seagrave 2009, 5). Unfortunately these were (and remain) the commonest form of CPD throughout the UK.

Northern Ireland

No recent research specific to CPD noted.

Reforms, trends, debates in relation to CPD

Wales

Amongst the most influential documents has been the *Report of the Independent Stock-take of the Foundation Phase* undertaken by Prof. Iram Siraj from University College London's Institute

of Education (Siraj 2014). The process included a review of research, consultation with stakeholders, visits to outstanding settings, focus groups with staff from both maintained and partnership settings and a series of questionnaires.

The Final Report includes a chapter on how well the principles of the Foundation Phase have been embedded in ITT and CPD as well as numerous recommendations relating to the necessity for ongoing CPD training for school support staff and for those delivering the Foundation Phase outside schools (partnership settings) as well as for teachers. The Welsh Government has accepted many, but not all, of the recommendations and has incorporated these into its action plan.

In addition, draft Principles for Continuing Professional Development have recently been agreed through consultation across the Early Years and Childcare sector and were published by the Care Council for Wales in 2016.

6. Recent policy reforms and initiatives relating to ECEC staffing

6.1 England: recent policy reforms

England is waiting for the government to publish a new workforce development plan for the ECEC sector. This was originally promised by Spring 2016, however, the recent referendum result and ensuing disarray in the government means that major policy decisions and plans are not likely to be forthcoming until the new Prime Minister and cabinet have had time to establish policy priorities. (In September 2017 this situation had remained unchanged.)

The new workforce plan will need to take account of the considerable policy shift (referred to in *Section 1*) away from the integrated principles of *Every Child Matters* and back to an emphasis in early years on school readiness and educational outcomes. The changes in qualifications from the broad-based Early Years Professional Status to the overtly teaching-oriented Early Years Teacher Status (EQF level 6) and Early Years Educator (EQF level 4) reflect this shift. The overall direction of wider early years and family policy has also shifted from progressive universalism to a compensatory model, in line with an underpinning ideology in which state services are targeted at those considered in need of intervention. Whether the final version of the plan will incorporate more radical proposals for extending to maintained schools the freedoms of academies/ free schools in relation to employment policies, in particular removing the requirement for teaching staff to hold QTS, remains to be seen. However, it is generally expected that any ITT provision is likely to become schools-based (currently a minority) rather than based with Higher Education providers.

The one policy change that bucks the trend against universalism is the Westminster government's commitment (also adopted by the other nations of the UK) to double the entitlement to free ECEC from 15 to 30 hours per week for 38 weeks. The commitment was made weeks before the general election in 2015, so cynics would argue that this was a populist, vote-winning measure. In addition, it is based primarily on economic arguments that value the full participation of women in the workforce linked to the anti-poverty strategy rather than evidence that more means better in terms of outcomes for children.

6.2 Wales: recent policy reforms

Wales is currently in the middle of a number of major policy changes that significantly impact on ECEC services and workforce. Under the *New Deal for the Education Workforce*, which

builds on recommendations of the Furlong (2015) and Donaldson (2015) Reports, both teachers and support staff will have a ‘structured entitlement’ to ongoing professional and leadership development. For teachers this will include access to new Master’s degree (level 7 EQF) in Continuing Educational Practice or in Educational Leadership dependent on their chosen route as a senior specialist practitioner or potential head teacher (see Welsh Government 2015).

In relation to the childcare workforce, the EU Social Fund project *Progress for Success* covering west Wales and the valleys that is currently underway has three strands for improving qualification levels and professionalisation of the ECEC workforce:

- Strand 1 will fund existing practitioners with no or low levels of qualification to achieve level 3 in early years and/or play work.
- Strand 2 is designed to improve the assessment infrastructure through providing qualified assessor training at level 3.
- Strand 3 aspires to fund selected practitioners through a new suite of qualifications in childhood practice (developed by the Care Council for Wales in 2016) from level 4 to level 6 EQF or graduate equivalent (see Welsh Government 2017).

6.3 Scotland: recent policy reforms

As referred to in *Section 1*, Scotland is in the process of registering ECEC workers under the Scottish Social Services Council, with specified qualifications linked to different levels of registration that reflect different levels of responsibility. This, theoretically at least, requires a commitment from all those workers, and their employers, to SSSC Codes of Practice. Scotland will thus become the first nation of the UK to have a fully regulated workforce.

Scotland has also begun to implement some of the recommendations of an independent review of the ECEC workforce (Siraj and Kingston 2015) that should have lasting effects. These include:

- In service training for workers to meet the specific needs of 2-, 3- and 4-year olds;
- A clearer definition of Early Learning and Childcare, better access to training and improved careers guidance in schools to recognise the increasingly rigorous knowledge and skills and growing professionalism of the sector.
- A standard early years progress assessment tool as part of the National Improvement Framework for Scottish Education.
- The SSSC and the new Scottish College for Educational Leadership to work together to ensure appropriate leadership training.
- The Care Inspectorate for Scotland to undertake a review of its inspection methodology to include a focus on promoting early learning and development and to work more closely with Education Scotland (the education inspectorate).

The Scottish government had already made a commitment to doubling the funded ELC entitlement and to an additional graduate qualified staff member in all settings in disadvantaged areas. But although the additional changes above may incrementally produce a shift in the way ELC is valued in Scotland, the government rejected the more radical options. For example: a single unified inspection body for ELC provision, or compulsory training for Head Teachers of primary schools in the principles of early years pedagogy, or standards and qualifications for ELC work that are different from the generic standards for work in children and young people’s services or a specialist Early Years 0-6 training option within ITT, or tackling the divisions in working conditions between teachers with QTS and the rest of the ELC workforce and developing an ELC career structure and national pay scale.

6.4 Northern Ireland: recent policy reforms

The publication of the Minimum Standards for Childminding and Daycare for Children under 12

(DHSSPP 2012) was highly significant for the workforce in that it raised the bar for the minimum qualification for leading a setting from level 3 to level 5. This also applied to stand alone School Age Childcare (which in Northern Ireland starts from age 4). For the first time, a clear distinction was made identifying Playwork qualifications as the most relevant for out-of-school care. When the original target of April 2016 for all leaders to be qualified, or at least registered on a course leading to qualification at level 5, was not met, additional guidance was issued through the Childcare Partnerships that allowed for further flexibility during the transition phase. Meanwhile the Regional Workforce Training Group on behalf of the Childcare Partnerships carried out a thorough analysis of the reasons why the original target had not been met, identified market failures in the provision of training courses and provided a number of funding support options for the Childcare Partnerships to discuss with government. These were presented in a position paper that provides a comprehensive workforce strategy for the Early Years, Childcare and Play Workforce. Once finalised, this document will be critical to the future of childcare in Northern Ireland through to 2025. It clearly sets out the vision and objectives of the childcare strategy that workforce development is designed to support and links the whole to wider government policy.

7. Recent country-specific research relating to ECEC professionalisation and staffing issues

Professionalisation and what it means to be a professional have been major topics for debate across the UK in recent years, partly triggered by the 2006 Workforce Development Plan in England which introduced the standards for Early Years Professional Status and the target for a Graduate Leader in every setting. Edited texts have been published on the subject of professionalisation of the ECEC workforce in the UK (e.g. Miller and Cable 2011). But most research articles published in peer reviewed academic journals take the form of ‘think pieces’ about professional identity or of policy analysis and there has been little empirical research other than small scale, interpretivist studies. The exception tends to be the few large scale surveys and/or longitudinal studies that are government funded, such as the workforce surveys or the evaluation of the introduction of Early Years Professional Status in England (Hadfield et al. 2012).

Examples of all the types of study mentioned have been selected from across the four nations of the UK to give an indication of the current scope of research.

7.1 Research in England

Childcare and early years providers survey 2013.

Source: Brind, R., S. McGinigal, J. Lewis, and S. Ghezelaya with H. Ransom, J. Robson, C. Street, and Z. Renton. 2014 (see *References* for further details)⁴.

Purpose: Eleventh in biannual series of workforce surveys dating back to 1998 in order to monitor number of ECEC settings, places and attendance, delivery of the funded free entitlement to ECEC, staffing, qualifications and provider finances.

Methodology: Computer assisted telephone interviews with representatives of 10,271 settings across England of which 7,578 were ECEC group or Out of School Care providers, 902 were childminders and 1,791 were school-based. Results were weighted to give appropriate national

⁴ NB: information from this survey has been used to inform other sections of this report

estimates. The interviews took place in Autumn 2013 coinciding with the extension of the free entitlement to disadvantaged two year olds.

Key Findings (not referred to elsewhere in this report):

- The number of full-day care providers has continued to increase, but more slowly, and now (2013) stands at 17,900 whereas part-time/sessional provider numbers and childminders are declining.
- Full-day care places have increased overall by 10% and there has been a sharp rise (42%) in part-time places in disadvantaged areas (possibly linked to the new two year old offer).
- Day care staffing increased by 6%, qualification levels have shown significant improvement since 2008 (from 61% to 84% holding level 3 RQF) and pay also increased more than average in the economy but from a very low base.
- Around half of all providers had maintained static fees but 21% of settings were now operating at a loss as a result.
- The proportion of voluntary/community run not-for-profit sessional providers (the traditional pre-school play group model) declined from 80% in 2009 to 62% in 2013 and those remaining were concentrated in the more advantaged areas.
- The number of Out-of-school care schemes has continued to increase significantly as schools have tried to provide wrap-around care options for working parents in line with government policy.
- Turnover rates remained stable at around 10-12% but the number of full day-care settings with active vacancies increased from 18% to 24% and amongst sessional providers the number had doubled (from 8% to 17%) – the highest proportion of vacancies was for core practitioners and basic posts.

Graduate leaders in early childhood education and care settings: the practitioner perspective

Source: Davis, G. 2014 (see *References* for further details).

Background: In England, since 2006 the government has promoted a professionalisation agenda for the early years workforce that originally included a target of graduate leadership via the achievement of a multi-disciplinary Early Years Professional Status (later replaced in 2013 by a more education oriented Early Years Teacher Status). Some have expressed concerns about the introduction of graduate leadership as potentially having a negative impact on the largely non-graduate workforce. Others that it has done little to improve the status of the ‘profession’ since terms and roles were poorly defined or understood.

Purpose: Part of wider three-year study into understandings, perceptions and impact of Early Years Professional Status in one English local authority area.

Methodology: A mixed methods design explored views from the practitioners’ perspective including a survey of 35 Early Years Professionals and 17 staff who worked with them and in-depth focus groups with EYPs.

Findings: The graduate leadership role was considered by all to be important for children and parents. Early Years Professionals (EYPs) valued the skills and knowledge they had gained through higher level training and showed greater reflective self-awareness in relation to their practice than beforehand. They also particularly valued the additional CPD opportunities provided locally post-qualification - sensing achievement of EYPs as a new starting point - and had grown further in confidence. However EYPs reported that their roles as curriculum leaders and change agents were not well understood by teachers or parents or the wider public and there was confusion over managerial status or lack of it. In particular, those EYPs who were not the managers of settings faced challenges in implementing changes they judged necessary to improve outcomes for children. Many made comparisons with the role of teacher as one that was well understood and respected. The early childhood workforce in general still had lower status and the nurturing/ caring aspects of ECEC roles were not easily measured or hence, val-

ued by others outside the sector. EYPs continued to value the contribution that less qualified staff made recognizing that, because some did not have the aptitude for higher level study or leadership roles, this did not detract from them being excellent practitioners. The author concluded that, despite being imposed from the top down, EYPS had had a positive impact on the ECEC workforce and ‘provided them with confidence, credibility and a greater awareness of their role, starting a positive spiral of leadership within settings’ (Davis 2014, 159). Concern was expressed that those aspects that were positively valued were not lost in the change-over to Early Years Teacher Status.

7.2 Research in Wales

Early years, childcare and play workforce survey 2014

Source: BMG Research⁵ - CCW commissioned report: Available from www.ccwales.org.uk/edrms/152594

Purpose: to produce an overview of the ‘landscape’ of early years services and to estimate levels of staff qualifications and training needs and in particular, the prevalence of Welsh language skills and practice.

Methodology: on-line questionnaire with link sent to all types of ECEC settings, out of school care and play work settings that could provide an email address. A total of 641 settings responded from across Wales with playgroups and Flying Start over represented and primary schools significantly under represented. The overall results were un-weighted and some cells were very small so some caution in interpretation is necessary.

Findings: Roughly eight out of ten respondents were part of membership organisations/ networks – higher in the private and voluntary sectors. 70% reported providing a bilingual environment, mainly through incidental use of Welsh but 15% of settings provided Welsh language immersion. Overall (including schools), the majority of staff (75%) were qualified to at least level 3 and around half settings were graduate led.

Roughly 25% of staff across all types of early years settings were currently working towards the next level of relevant qualification, the highest proportion (27%) being in Flying Start (for which qualification requirements had recently been increased) and the lowest (8%) in Foundation Phase in maintained schools. Schools had the highest proportion of graduates and largely level 3 qualified assistants but progression from classroom assistant to teacher with QTS was not easy. In contrast, in the childcare sector the Care Council for Wales was seeking ways to support and enable progression for staff in Flying Start centres.

Around three quarters of all early years, childcare and playwork settings in Wales had a training plan, just under half of which included individualised plans for each member of staff – good practice that was particularly prevalent in full daycare (70%) and Flying Start (61%) settings. In the case of maintained schools, training plans were likely to be made on a whole school basis rather than for the Foundation Phase staff as a separate entity.

Findings that were specific to CPD are included in *Section 6*.

Parent Training Support for Nursery Staff in Wales

Source: Bywater, T.J., J.M. Hutchings, N. Gridley, and K. Jones. 2011 (see *References* for further details).

Background: Little specific additional training has been given to nursery staff working in disadvantaged areas which have become designated Flying Start Centres where it has been estimated that up to 20% of children have conduct disorders. Structured evidence-based parenting

⁵ Information from this survey has been used to inform the Wales dimension of other sections.

programmes, such as the “Incredible Years Toddler Parent programme”, have previously been shown to be an effective way of improving child/parent relationships and treating conduct disorders in young children. It was decided to carry out a feasibility study using the Incredible Years to support Flying Start nursery staff in dealing with children with conduct disorder.

Objectives: To establish whether training using the Incredible Years Parenting programme would prove satisfying to staff, increase staff confidence and competence and decrease stress levels when dealing with challenging behaviours and result in improvements in children’s behaviour; to provide effective CPD in managing challenging behaviour and encouraging positive relationships for Nursery Staff in Flying Start provision.

Methodology: Non-randomised trial of the Incredible Years parenting programme as training for 13 experienced nursery staff from across two Flying Start centres. Baseline assessment of children’s behaviour was carried out by parents and nursery workers on 28 children before training began. Staff self-reported stress and feelings of competence were also assessed using standardized tests. Both children and staff were reassessed four months later after staff had participated in the training programme. Staff and the children they worked with were paired for statistical analysis.

Findings: Nursery staff recorded a statistically significant improvement in children’s behaviour at nursery, verified by the ratings of teachers. The staff members’ feelings of stress decreased and their confidence and feelings of competence increased. However there was no change in the children’s behaviour at home. The researchers concluded that the intervention had been highly successful but that the parents could also benefit from the programme and that this would help to ensure consistency in how children’s behaviour was managed at home and in nursery.

7.3 Research in Scotland

Professionalisation through academicisation in Scotland

Source: Wingrave, M. and M. McMahon. 2015 (see *References* for further details).

Background: In Scotland, the Early Years Framework 2008 marked the beginning of professionalization of the ECEC workforce including a requirement for all group leaders to meet the Standard for Childhood Practice, the relevant subject benchmark statement for degree level qualifications in Scotland (QAA 2007). The Childhood Practice Award set at graduate equivalent level is achievable through a variety of work-based and study routes. The implementation of the CPA, and its links to registration with the Scottish Social Services Council (as opposed to educational bodies) have major implications for the workforce and are part of system-wide reforms. Education Scotland (the education inspectorate) had already started to report improvements in outcomes for children in its 2012 report *Making a Difference*

Purpose: to explore ECEC practitioners’ views about the changes taking place in Scotland

Methodology: Small scale in depth study involving eight experienced ECEC practitioners, all participants in the first year of a BA in Childhood Practice, split into two discussion groups that each met twice. Each session was recorded and transcripts with identified themes provided to participants before the second session to allow for challenge and reconfiguration as well as elaboration on emergent themes.

Findings: the thematic analysis split initially into two strands: benefits and concerns. Self-reported benefits centred on enhanced credibility and feelings of self-worth in addition to the knowledge gained. Taking a degree gave them the confidence to challenge practice and enabled them to justify professional views. However, despite recognizing better articulation with the wider children and young people’s workforce, there were lingering issues around comparative status, pay and conditions in relation to qualified teachers.

Concerns centred on the importance of care versus the demands of the curriculum in driving ECEC provision and the broader future of the ECEC workforce. The introduction of the Curriculum for Excellence from 3 to 18 effectively acknowledged ECEC as part of a continuous curriculum within the education system. However, there were concerns about the lack of recognition for, and valuing of care functions as integral to early learning and to socialization and about the curriculum focus on developing maths and literacy, for which they did not feel adequately prepared. This raised issues about whether the Standard for Childhood Practice itself needs to be different for ECEC workers and to include more on pedagogical practices in supporting children's learning. A further concern was about the lack of an agreed career structure in line with qualifications and experience and the poor pay and conditions of service in ECEC which mitigated against recruiting and retaining the best candidates. The authors concluded that rectification of these issues would be a significant contribution to establishing a mature, stable and professionalized workforce.

7.4 Research in Northern Ireland

Strategies, systems and services in Northern Ireland

Source: Mcmillan, D. J. and B. McConnell. 2015 (see *References* for further details).

Background: Education in Northern Ireland has a particular distinctiveness and ECEC policy development has not always followed the lead of England. It is largely still a two-tier, split system of variable quality voluntary and private sector childcare staffed by vocationally trained, poorly paid individuals and graduate teacher led statutory early education provision. Attempts at a more integrated approach to ECEC policy development foundered after the draft Early Years (0–6) Strategy was rejected on consultation and the Department for Education reverted to a more easily manageable Learning to Learn strategy focusing on 3- to 6-year olds.

Purpose: To explore issues of language and power in the NI government policy document *Learning to Learn: a framework for early years education and learning*

Methodology: Critical discourse analysis (after Ozga 2000) using a framework of context, texts and consequences to generate a text analysis protocol.

Findings: The article describes the source of the policy as rooted in the previous attempt at an integrated strategy which had generated huge interest and around 2,000 consultation responses, many in support of the principles and vision but not its focus on largely educational interventions rather than the more holistic approach recognizing learning as beginning pre-birth that was apparent in the government's own commissioned evidence paper. The 'right's-based, inclusive language' (Mcmillan and McConnell 2015, 249) adopted by the 2013 framework reflected the advisory role of the early years stakeholder group and demonstrated awareness of wider global policies such as the UNCRC. Despite claims of egalitarianism special mention was given in the document, perhaps for political reasons, to Irish medium provision, although this accounted in reality for only a very small proportion of provision.

The Learning to Learn framework was intentionally realigned with the Department of Education's core objectives of raising standards and reducing underachievement in education. The school readiness agenda is, hence, central and only tempered somewhat by reference to the importance of the home learning environment and supporting parents. Care is notable by its absence and reference to the care/ nurturing function only appears once in the document.

Ministerial endorsement refers to a two strand approach with the second strand being cooperation with other departments and agencies to address wider family issues but the targets are vague and represent a considerable watering down from the previous strategy's ambition of integrated education and care within a framework of wider family support. On workforce issues, the Learning to Learn policy exhorts the PVI sector to make the best use of the expertise of qualified teachers (Early Years specialists in advisory roles), reinforcing the 'dominant dis-

course that statutory is best'. However, the article identifies a 'deafening silence' on the issue of raising workforce qualifications. The benefits of CPD are recognized but it is proposed that this is achieved through outstanding settings (mainly from the statutory sector) leading regional networks and making use of the Excellence in Early Education Fund.

The authors conclude that the recession has directly constrained government policy and prevented further expansion of early years provision or the pursuit of graduate leadership as a goal. In addition, the political and social context in which 'segregated education is the norm' and legislative changes require cross-party agreement, fosters insularity from global perspectives and mitigates against more radical change.

8. General workforce issues

8.1 Remuneration

The state-maintained school sectors across England, Wales, Scotland and Northern Ireland have broadly comparable national agreements with the relevant long-established Teachers' Unions concerning the terms and conditions, remuneration and career structures for qualified **Primary Teachers (Early Years) with QTS**. The starting salary for a newly qualified teacher in England and Wales in 2016 was around £23,000 (25,661€) with an additional weighting payable in London as the most expensive area. This is just under the median national wage for all workers of around £26,000 (29,008€). Incremental increases on an annual basis within each pay scale are almost automatic, though subject to satisfactory performance appraisal. Career structures allow for progression to higher pay scales on promotion and/or achievement of additional specialist or leadership and management awards. Senior teacher rates start at around £35,000 (39,050€) while the pay for head teachers is based on the size of the school with a minimum salary of around £44,000 (49,091€) for even the smallest village school.

Those classified as support staff, including Classroom/Teaching Assistants and Early Years Teachers with EYTS earn considerably less, even if they also hold a relevant graduate level 6 qualification. There are no nationally agreed pay scales and considerable variation across Local Authorities. The current government's policy is to encourage the establishment of Free Schools and Academies (state maintained but outside of Local Authority control), so increasingly pay and conditions are at the discretion of the individual school. According to the National Careers Service website, a full-time Teaching Assistant working 30-40 hours per week can expect to earn between £13,000 and £18,000 (14,504€ and 20,082€). per annum, with some experienced Higher Level Teaching Assistants (a specialist level 5 qualification) eligible to earn slightly more, depending on the school.

Similarly, there are no agreed terms and conditions for ECEC staff in the PVI sector which historically has not been unionised. A recent study relating pay to quality ratings cites evidence from the Low Pay Commission that the national minimum wage (£6.70 - 7.47€ from 21 years of age in 2015) is de facto the average wage payable to childcare workers. 'Simon et al. (2015) drew from the Labour Force Survey and estimated that childcare workers were paid on average £6.60 (7.36€) per hour or £10,324 (11,518€) per annum in 2012-14. Pay is particularly low for childcare workers employed in the private sector - £5.60 (6.24€) per hour compared with £7.80 (8.70€) per hour outside the private sector.' (Maughan et al. 2016, 6).

The particularly low average pay rate in the PVI sector is partly due to high turnover and a high proportion of young workers and apprentices under 21 for whom the national minimum wage is less than normal. More experienced core practitioners are more likely to have supervisory responsibilities and hence to earn slightly more. Nevertheless, these levels of pay are not

enough to support a family. As a result, staff with families are often in the position of claiming in-work benefits through the Working Tax Credit system (soon to be changed to Universal Credit). Across the PVI sector there is no systematic career structure or provision for annual increments or additional payments for achieving higher level qualifications and graduate status. In 2015, the average salary for a graduate leader or manager of a small-medium sized day nursery outside of London was around £16,000 – 22,000 (17,851-24,545€), i.e. considerably less than a newly qualified teacher responsible for a single class.

Employers and nursery owners in the PVI sector argue that they cannot afford to pay more given that the government effectively restricts a large part of their income of PVI settings through the low hourly funding rate for provision of the free part-time ECEC entitlement for all 3- and 4-year olds and an increasing number of 2-year olds. In addition day nurseries and pre-schools are under pressure from government and the public to keep fees low so as to keep costs down for working parents.

8.2 Full-time and part-time employment

Working hours are variable but most full time ECEC workers work for 36 – 40 hours per week. Shift work is particularly prevalent in day nurseries in order to accommodate opening from 8.00 to 18.00 for 48-50 weeks per annum. In contrast, many preschools and playgroups operate sessions within school hours of roughly 9:00–12:00 and 13:00–15:30/15:45 in school terms only (38 weeks per annum). As a result, part-time working is more common in sessional care.

In the maintained schools sector the maximum hours worked by teachers are determined by national agreement as 1,260 per annum, but not all of these need be on school premises. The majority of teachers are full time and teachers are paid 52 weeks per year. In contrast, Classroom/Teaching Assistants are more likely to be part time and often on hourly contracts that apply to term times only.

8.3 Staff support measures in the workplace

All registered childcare settings across the UK are obliged by the relevant standards/framework to provide new staff with a basic induction programme covering areas such as health and safety and to allocate a supervisor/mentor to monitor and appraise their performance and identify additional training needs. Often this can be an informal arrangement with no specified time allowances for mentoring and support activities. How much is offered beyond this basic minimum is up to the local provider to decide.

The exception is for newly qualified/probationary teachers for whom national agreements specify reduced workloads, supervision and support arrangements during their first year while the probationer works to achieve the practising teacher's standards leading to full registration. During this year the probationer also remains attached to an ITT provider for further training and development opportunities.

8.4 Non-contact time

In the case of qualified teachers, national agreements specify a maximum number of contact hours per week and that all staff must be allowed at least 10 hours from this for preparation and marking. Other specified activities are by negotiation with the head teacher but there is a clear expectation of remission from teaching in order to fulfil them.

Such allowances are not standardised in the PVI sector and staff are often expected to write up observations and reports during quieter periods when children might be asleep or supervised by another or participating in a larger group activity such as listening to a story. Supervisory staff may be allowed some time for their supervision and administrative work at the discretion

of the setting manager who themselves may be involved in direct childcare in order to maintain statutory ratios. However, standards require that such activities must not take senior staff away from direct involvement with children too frequently.

8.5 Staff shortages and recruitment strategies

Teaching as a profession is relatively stable and the mainly female pre-primary/primary workforce have good maternity leave arrangements that enable qualified teachers to return to work, should they wish. Teacher recruitment is controlled by central government for each nation through restricting the number of Initial Teacher Training places on the basis of forecast births. Incentives are offered for specialist shortage subjects at secondary levels (e.g. Maths and Physics) but primary teacher recruitment has remained buoyant. However, wastage through drop out, career change and stress has increased in recent years and some areas (particularly the more rural and/or disadvantaged) have experienced shortages.

High turnover has long been recognised as a problem in the PVI sector. This is partly due to the preponderance of young staff but failure to retain the more experienced and better qualified is often related to low pay and poor career prospects. On an anecdotal level, many mature students say that they cannot afford to stay in childcare in the long term and would be better off stacking shelves in a supermarket or using their degrees as a ticket to graduate level pay elsewhere.

Historically, staff shortages in the PVI sector have not been a major problem except in urban areas with high living costs but many employers are starting to face recruitment problems and have been warning of an impending recruitment crisis (see *Section 9*).

Forecasts of the care needs of a growing ageing population suggest that competition for diminishing numbers of school leavers across the social care and childcare sectors will become fierce within the next few years. In addition, recent changes to government policy (also adopted in Scotland and Wales) promise a doubling of the free childcare entitlement for 3- and 4-year olds of full time working parents from 15 to 30 hours by 2017 (2020 in Scotland). If this is to be implemented, a significant expansion in the numbers of ECEC places/sessions and hence staff will be necessary. (For example, an existing school/ECEC setting typically offering 5 x 3 hour sessions on a mornings or afternoon basis will have to either halve the number of children or double the number of available sessions in order to provide 30 hours for each child). Staff shortages are therefore likely to become acute.

Targeted recruitment strategies sponsored by government in order to increase the proportion of male staff in childcare have been unsuccessful (see *Section 2*). Similar efforts to recruit additional workers from the Black and Ethnic Minority (BME) population have been marginally more successful but the proportion remains low except in areas with high ethnic minority communities.

Over the past five years government subsidies for higher level education and training programmes for experienced childcare workers have been largely withdrawn so, although free training to level 3 for 16- to 19-year olds continues, many mature students are finding fees a barrier to progression to levels 5 and 6. With the withdrawal of a specific target for graduate leadership to be backed up by regulatory change, there is also less incentive for employers to fund higher level training. (The situation in Scotland is slightly different where the Standard for Childhood Practice is linked to registration at leader/manager level and in Wales in relation to special provision for level 5 leadership of Flying Start Centres).

9. Workforce challenges – country expert assessment

The variations in governance, training and qualifications for the ECEC workforce across the UK have been shown to be both confused in terms of internal logic and confusing for those looking in from the outside. Despite some attempts towards integration of services and governance, by different means in the four nations, the separate interests of the wider health, care and education interests have prevailed especially in inspection and regulation systems. The general acceptance by all four governments of the importance of early years to later health and developmental outcomes has resulted in greater investment in ECEC services but the level of investment has still not been sufficient to address some of the major issues in the workforce or in viability of services. In fact, some of the progress that had been made towards achieving a graduate-led workforce has been undermined by withdrawal of funding support for in-service higher education and cuts to Local Authority training budgets, both of which have had negative effects, particularly on training opportunities for mature, experienced ECEC staff. The neo-liberal approach of leaving it all to employers and individuals to fund simply does not work in a situation in which a high proportion of settings are small scale and struggling to survive financially and in which the workforce is extremely low paid.

The main workforce challenges are similar across all four nations of the UK and in many ways are interconnected.

9.1 Impending staffing crisis

Employers are starting to warn about a looming crisis in recruitment, staff shortages and availability of suitably qualified staff. This is partly due to low status, low pay and poor career prospects across the private, voluntary and independent ECEC sector and has been exacerbated by competition for staff with the wider care sector because of the ageing population with its attendant demands for support. The uptake of training places for ECEC qualifications at level 3 (EQF level 4) and at graduate level 6 (EQF level 6) in England has also been affected by more stringent entry requirements for EYE and EYTS. In response to a question about future staffing during a session of parliament's Public Accounts Committee one provider commented: 'I don't know where they are going to come from because entry into childcare courses has plummeted' (House of Commons 2016, 5).

The impending ECEC staffing crisis has been brought to a head by the policy commitment to double the entitlement to free ECEC for 3- to 4-year olds from roughly 15 hours to 30 hours or more from 2017, depending on the nation. Given that many settings offer predominantly part-time places (e.g. morning or afternoon sessions), doubling the entitlement has required a major expansion in the number of places which has inevitably increased demand for qualified staff. A survey by the National Day Nurseries Association concluded that recruitment and retention of staff were already '... heading towards crisis point' (House of Commons 2016, 3).

9.2 Impending funding crisis

There has been an ongoing argument between the PVI sector and governments that current rates of funding for the free entitlement are insufficient to cover the costs of providing high quality ECEC places which have to be cross-subsidised through fees for additional hours. The funding rate is currently the subject of a government consultation across the sector.

The fact that such funding concerns are justified was supported by an in-depth analysis of the English government's official cost projections for the commitment to extend the entitlement to around 30 hours. In a recent report, the Institute for Public Policy Research expressed concern that '... the government will significantly underfund the planned extension, and that this

will result in a poorly-delivered policy with negative outcomes for children and families and for the sustainability of the sector’ (Cory 2015, 3). The report went on to suggest that it would be more cost effective in terms of achieving the government’s stated ambitions for children and families to extend the existing entitlement for 3- and 4-year olds to 48 weeks in order to cover holidays or to universalise the entitlement for 2-year olds that is currently restricted to the 40% most disadvantaged.

Recent surveys of members of the two largest provider associations – the National Day Nurseries Association (largely private sector) and the Pre-school Learning Alliance (largely voluntary and community sector) indicated that only 45% and 30% respectively were likely to offer the extended entitlement despite the fact that some groups feared being put out of business if they did not. Although this evidence is drawn from England, there is no reason to believe that similar issues will not be raised by the extension of the free entitlement in Wales, Scotland and Northern Ireland.

9.3 Disparities in pay and conditions

There remain huge disparities in terms of status, pay and terms and conditions of service between those in maintained nursery/primary schools who hold QTS and the rest of the workforce, whether graduate or not. Governments across the UK have refused to address this issue and have maintained the position that rates of pay and terms and conditions of service of ECEC workers are up to individual employers to decide provided they comply with the legislative frameworks of employment rights and the minimum wage (now living wage).

In England, the government rejected the recommendation in Professor Nutbrown’s review of the ECEC Qualifications to create a new qualified teacher role for those working across the 0–7 age range including in schools (Nutbrown 2012). Although the standards and entry requirements for graduate Early Years Teacher Status (0–5) were deliberately aligned with those of Pre-primary/Primary teachers, the new award did not confer QTS, hence precluding those with EYTS the from being employed as a qualified teacher in maintained schools and hence from appropriate salary scales. If QTS and its associated pay, terms and conditions were to be extended to graduates working across the early years sector, this of course would lead to a large increase in costs, a major part of which would fall back on the respective government in relation to funding the free entitlement.

A similar stance was taken by the Scottish government in response to the recommendation in Siraj’s Workforce Review for a specialist early years path through the existing ITT system leading to QTS (Siraj and Kingston 2015).

9.4 Failure to achieve full integration of education and care

In Wales, Scotland and Northern Ireland, responsibility for regulation and inspection of ECEC services remains spread across different departments and inspectorates and under-threes are not considered within the curriculum framework. The overall policies in Wales and Scotland reflect a strongly integrated approach despite structural barriers but training and provision remains segregated between education/schools and other forms of ECEC services, and qualifications for work in the latter are integrated into the wider care sector framework. A key issue for Wales and Scotland is whether future training for core practitioners and leaders, designed to be more or less generic for children and young people’s services, is fit-for-purpose in ECEC settings in which promoting young children’s development requires specialist knowledge and skills and in which school readiness is increasingly an expected outcome.

In contrast England has integrated regulation and inspection under Ofsted (previously solely an education inspectorate), governance is integrated under the single Department for Education and the Early Years Foundation Stage curriculum framework covers all children from birth to

five inclusive. However, changes in government policy have meant pre-school provision is becoming increasingly schoolified and standards and qualifications more educational in their orientation with the crucial word ‘play’ removed completely. The issue here concerns whether the new forms of early years training (EYE and EYTS) are fit-for-purpose in meeting the holistic needs of the child through play and care routines and in supporting the wider functions of ECEC services in child protection, healthy lifestyles and family and parenting support.

9.5 Absence of a long-term ECEC policy strategy (England in particular)

ECEC policy remains politically contentious in England and strategy is subject to the whims of each newly elected government. Extensive examples have already been given of how the coalition government from 2010 overturned the previous government’s workforce strategy, abandoned the graduate leadership target and took qualifications down a more narrowly education-focused path. Actions such as raising the entry requirements for EYE and EYTS qualifications or not granting QTS to Early Years Teachers with EYTS, and initiatives such as the extension of the free entitlement, do not appear to have been thought through in terms of the impact on recruitment and shortages of qualified staff. A new Early Years workforce development plan for England was promised for spring 2016 but now seems a low priority amongst the post-Brexit turmoil. In the hope of influencing future decisions, the Professional Association for Childcare and Early Years – a major membership organisation that developed out of the National Childminding Association and now has much wider membership – has launched its own workforce plan (PACEY 2016) calling for a government commitment to support and incentivise all workers to achieve RQF level 3 (EQF level 4) as the minimum accepted qualification and for the restoration of a Graduate Leadership Fund to support progression to higher levels.

The workforce strategy vacuum is not just about short-term uncertainty. Being subject in the longer term to fundamental reversals in policy direction regarding the nature and structure of the workforce, it undermines confidence, wastes the talents of the existing workforce and, in the absence of a comprehensive career structure, perpetuates the view that working with young children requires fewer skills than working with older children and reduces the likelihood of the brightest and best considering a career in early years in the future.

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Acronyms and definitions

UK wide

- BME:** Black or Minority Ethnic is the term most usually used in the collection of workforce statistics to represent staff who self-declare as being of non-white British heritage or those with a background of migration.
- Childminder:** someone who cares for children from birth to five in their own home for more than 2 hours a day and for reward. May also be funded to provide ECEC for 2-/3- to 5-year olds.
- Children's Centre:** focus of a wide range of provision for children, often including daycare, and parent support in a particular neighbourhood. Mainly associated with the Sure Start initiative in disadvantaged areas in England and Northern Ireland (or Flying Start in Wales).

Day Nursery: provider of full day care for groups of children under five, normally while parents work or study. Mainly private for-profit but also can be community-based or managed by a voluntary organisation. Usually from 18 months but some accept babies under one.

ITT/ITE: Initial Teacher Training or Initial Teacher Education are the terms used for the regulated training of teachers leading to Qualified Teacher Status.

LA: Around 150 Local Authorities distribute funding and provide local administrative services and support to local services, including children's services, throughout the UK. They are partly financed by national government grants and partly through local taxation based on private properties and business rates.

ONS: the Office for National Statistics is responsible for collecting, analysing and disseminating statistics about the UK's economy, society and population.

Nanny: someone employed by parents to care for one or more children in the child's own home.

Nursery School: state maintained or independent/ private provider of pre-school education for children from 2/3 to 5.

Nursery Class: class for 2/3/4 year olds that is part of a primary school.

Out-of-School Care/ clubs: Provision for school aged children (4/5 and over) before and/or after the school day begins, usually but not always on school premises.

Pre-School: provider of mainly part-time ECEC for groups of children from 2/3 to five. Often these are parent or community run and rely partly on parent volunteers.

PVI: the Private, Voluntary and Independent sector encompasses all types of providers of ECEC services outside of maintained schools. Private provision mainly includes day nurseries and childminders that are operated as private enterprises on a for-profit basis. This includes both privately owned single day nurseries and company owned chains of nurseries. Voluntary (sometimes known as voluntary and community) encompasses not-for-profit parent-run pre-school playgroups, community day nurseries and those operated by large voluntary organisations such as Action for Children. Independent refers to the independent schools sector that have nursery schools, classes or day nurseries attached.

QTS: Qualified Teacher Status is the qualification prescribed under the 1944 Education Act for all teachers in maintained schools and classes. Teachers with QTS must be registered and regulated by the relevant General Teaching Council (or equivalent) in each of the four nations. Standards, assessment, education and training requirements and the number of training places are also set down nationally.

England

CACHE: Council for Awards in Childcare and Education. <https://www.cache.org.uk/>

DBS: The Disclosure and Barring Service provide checks against police records and the statutory lists of those barred from working with children across England, Wales and Northern Ireland. All those who work with children and/or vulnerable adults must be checked including regular volunteers
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

EYE: the Early Years Educator qualification at level 3 RQF (level 4 EQF) is based on standards set down by the National College for School Leadership for all those working in ECEC other than Qualified Teachers and those holding graduate Early Years Teacher Status. It replaces all other previously accepted qualifications at this level in England and is strongly education focused.
<https://www.gov.uk/government/publications/early-years-educator-level-3-qualifications-criteria>

EYFS: the Early Years Foundation Stage in England is the statutory framework that applies to all Ofsted registered providers for children from birth to 5 inclusive including childminders, nurseries and reception classes in schools. It sets out the minimum standards for health and safety as well as all aspect of children's development and learning <http://www.foundationyears.org.uk/eyfs-statutory-framework/>

EYTS: Early Years Teacher Status is a professional graduate qualification at level 6 EQF in England only. It is primarily education focused though aimed at all those who work with young children 0-5., i.e. until the end of the Early Years Foundation Stage. It is not recognised as equivalent to QTS for the purpose of employment in maintained schools. <https://www.gov.uk/government/publications/early-years-teachers-standards>

NCTL: the National College for Teaching and Leadership is the body that registers and regulates teachers and Initial Teacher Training in England www.nationalcollege.org.uk

Ofqual: the Office of Qualifications and Examinations Regulation regulates qualifications, examinations and assessments in England <https://www.gov.uk/government/organisations/ofqual>

Ofsted: the Office for Standards in Education, Children's Services and Skills regulates and inspects schools, and children's services including Early Years. <https://www.gov.uk/government/organisations/ofsted>

RQF: the Regulated Qualifications Framework recently replaced the Qualifications and Curriculum Framework providing a single simple system showing the level and size of all qualifications approved by Ofqual for use in schools and colleges across England. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/461298/RQF_Bookcase.pdf

Wales

CCW: the Care Council for Wales registers all care provision including early years settings other than schools and determines appropriate qualifications for employment at different levels <http://www.ccwales.org.uk/early-years-and-childcare-worker/>

CSSIW: the Care and Social Services Inspectorate for Wales inspects all registered care provision including early years settings other than schools. www.cssiw.org.uk/?lan=en/

ESTYN is the Educational Inspectorate in Wales covering all schools and funded early education provision wherever it occurs. <http://www.estyn.gov.wales>

EWC: the Education Workforce Council for Wales is in the process of taking over the regulatory functions of the General Teaching Council for Wales. Its remit covers standards, registration, initial training and CPD of teachers in schools and further education, learning support staff and, from April 2017, youth workers. <http://www.ewc.wales/site/index.php/en/>

Flying Start: is part of the Welsh Government's early years strategy aimed at children under 4 living in disadvantaged areas. It provides an enhanced health visiting service, parenting programmes, centre-based part-time ECEC and access to speech and language support. <http://gov.wales/topics/people-and-communities/people/children-and-young-people/parenting-support-guidance/help/flyingstart/?lang=en>

GTCW: the regulatory functions of the General Teaching Council for Wales with regard to qualified teachers are currently being taken over by the new Education Workforce Council (see above).

Qualifications Wales is the new regulator for qualifications, examinations and assessments in schools and colleges in Wales and maintains the Welsh Qualifications Framework (broadly equivalent to Ofqual in England). <http://qualificationswales.org/?lang=en>

Scotland

CIS: the Care Inspectorate for Scotland inspects (but does not register) all types of care provision including early years settings other than schools. <http://www.careinspectorate.com/index.php/about-us>

Disclosure Scotland: provide checks against police records and the statutory lists of those barred from working with children in Scotland and liaises with the DBS in England. All those who work with children and/or vulnerable adults must be checked including regular volunteers. <https://www.disclosurescotland.co.uk>

Education Scotland is the education inspectorate responsible for all phases of education in schools and early years settings. <http://www.educationscotland.gov.uk>

ELC: the term Early Learning and Care is used in Scotland instead of Early Childhood Education and Care.

GTCS: the General Teaching Council (Scotland) is the registration and regulatory body for the teaching profession <http://www.gtcs.org.uk/about-gtcs/about-us.aspx>

SCQF: the Scottish Credit and Qualifications Framework sets out all the regulated qualifications available to schools and colleges in Scotland across 8 different levels and illustrates the interface with higher education awards from level 9 (EQF level 6; Honours graduate) to 12 (level 8 EQF or Ph.D.) <http://scqf.org.uk/the-framework/>

SQA: the Scottish Qualifications and Curriculum Authority is the body that regulates and awards all forms of vocational and academic qualifications in Scotland other than those offered by universities and maintains the SCQF. <http://www.sqa.org.uk/sqa/70972.html>

SSSC: the Scottish Social Services Council is the registration and regulatory body for social work, care provision and care professionals, including early years services other than schools. <http://www.sssc.uk.com>

Northern Ireland

CCEA : the Council for the Curriculum, Examinations and Assessment is responsible for advising government and producing guidelines on the curriculum, approving qualifications and monitoring the standards of awards and also acts as an Awarding Body in its own right for a range of awards outside of Universities. <http://ccea.org.uk>

Childcare Partnerships: the five regional Childcare Partnerships bring together representatives from across the statutory, voluntary, community and independent sectors in order to support parents, providers and employers in providing and gaining access to high quality affordable childcare. Policy responsibilities include workforce strategy for the early years, childcare and playwork workforce and quality improvement. <http://www.childcarepartnerships-ni.org>

DENI: the Department of Education (Northern Ireland) has devolved responsibility for all forms of educational provision, including funded pre-school education and Sure Start to local authorities. <https://www.education-ni.gov.uk>

Early Years (formerly NIPPA – the Northern Ireland Pre-School Playgroups Association) is the largest membership organisation representing preschools, nurseries and other groups from the voluntary, community and independent sector in Northern Ireland. <http://www.early-years.org>

ETINI: the Education and Training Inspectorate in Northern Ireland inspects all phases of education wherever these are delivered including Pre-school and Foundation Stage <http://www.etini.gov.uk>

NI Direct is the Northern Ireland government website that explains how services are organised, regulated and inspected <https://www.nidirect.gov.uk/articles/early-years-teams>