



Department
for Education

Early Years Teacher Degree Apprenticeship: Training Provider Guidance

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Summary

This guidance is designed to support training providers delivering the Early Years Teacher Degree Apprenticeship (EYTDA) to design and deliver a quality apprenticeship.

This document is accompanying guidance to the level 6 [ST1077 Early Years Teacher](#) standard published by the Institute for Apprenticeships and Technical Education, now Skills England.

EYTDA training providers should consider this guidance and [apprenticeship guidance](#), with particular reference to the [Apprenticeship funding rules - GOV.UK](#), when carrying out their duties relating to EYTDA.

Expiry or review date

This guidance is effective for recruitment of candidates for academic year 2026 to 2027. It will be reviewed on an annual basis.

Who this publication is for

This guidance is for training providers delivering the EYTDA.

Where reference is made to partnerships, partners, organisations involved in the delivery of the EYTDA will be classified accordingly:

- **EYTDA training provider** – will have full and final accountability for all aspects of training design, delivery and quality across the partnership.
- **Lead partner(s)** – will have an operational or strategic role with responsibilities delegated to them by the EYTDA training provider, e.g. apprentice recruitment, delivering training, involvement in curriculum design, or supplying lead mentors. They must have a contract with the training provider and are considered subcontractors in the [Apprenticeship funding rules - GOV.UK](#).

- **Schools and early years settings** – these employers will provide placements and general mentors.

This guidance sets out requirements and responsibilities for EYTDA training providers. Where an EYTDA training provider has delegated a role to a lead partner, requirements and responsibilities apply to the lead partner. The EYTDA provider is responsible for ensuring this.

DfE reserves the right to update the guidance to ensure it remains up to date and relevant.

Aims of the EYTDA

We know that the earliest years are the most crucial stage of child development, and that early education supports children's social and emotional development and lays the foundation for lifelong learning. Strong leadership has an impact on children's outcomes, and investing in continuous professional development (CPD) for the early years workforce drives up the quality of early education.

The EYTDA will put foundations in place to provide a highly qualified workforce to support the next generation of young children as well as a level 6 workforce that meets the needs of the early years sector by enabling an apprentice to obtain a full and relevant early childhood degree as well as Early Years Teacher Status (EYTS).

Terminology

The EYTDA should be referred to as 'level 6 Early Years Teacher Degree Apprenticeship incorporating Early Years Teacher Status (EYTS)' and may be abbreviated to 'EYTDA'.

Skills England provides a [glossary of terms](#). This should be referred to and adhered to in order to ensure consistency of understanding the degree apprenticeship and consistency when communicating with others and promoting EYTDA courses.

Document History

24 March 2025: original publication.

9 April 2025: amended to clarify that GCSE Science is a mandatory entry requirement in the apprenticeship standard, in line with Early Years Initial Teacher Training (EYITT) requirements.

16 May 2025: amended off the job training requirements and end point assessment changes in line with May 2025 apprenticeship funding rules updates, clarified level 3 entry criteria requirements, expanded the list of examples of alternative placement settings, removed reference to Intensive Training and Practice and clarified the ability of early years teachers to work in maintained schools.

24 March 2026: amended entry criteria in regards to self-employed people, confirmed off-the-job training hours requirements, Level 5 qualified apprentices stepping on in year 2, English GCSE requirements, part time staff off the job training hours requirement, updated

end point assessment delivery, Ofsted inspections and updated contact details and links, and updated references to IfATE which is now Skills England.

15 June 2026: amended mentoring and placement requirements, training provider delivery requirements and updated links.

Principles for being a provider of courses leading to early years teacher status

Training providers must:

- meet apprenticeship eligibility requirements as a minimum when establishing their own eligibility requirements and application processes
- be aware of the requirement to hold early years teacher status (EYTS) to be able to work in Level 6 staff:child ratios, as set out in the [Early Years Foundation Stage statutory framework](#) (EYFS)
- design and deliver courses that cover all aspects of the apprenticeship standard: the Knowledge, Skills and Behaviours statements and End Point Assessment.
- be aware of DfE's requirements for full and relevant degrees to adhere to the Quality Assurance Agency ([QAA](#)) [subject benchmark statement for Early Childhood Studies](#) and include an element of assessed practice in an early years setting during course design
- be aware that training providers will be subject to inspections by Ofsted to ensure quality of provision

Training providers should:

- understand that this is an apprenticeship with 'on' and 'off the job' training delivered in conjunction with early years employers and should be prepared to design and deliver courses that blend theoretical learning and practice
- design and deliver a course that blends apprentice learning and practice with mentor training and support
- consider how to make courses flexible and adaptable to local contexts for apprentices in employment.
- [Early Childhood Graduate Practitioner Competencies](#) are not a requirement for this integrated degree but training providers may consider aligning to them whilst mapping to the [Teachers' Standards \(Early Years\)](#)¹

¹ Graduate Practitioner competencies can only be awarded if the provider is a member of the Early Childhood Studies Degree Network (ECSDN) and agrees to be accredited

Eligibility to deliver the apprenticeship

Training providers must meet the following eligibility criteria in order to deliver the EYTDA.

Training providers must:

- have [degree awarding powers](#) and be registered with the [OfS](#) or be partnered with/subcontracted to a degree-awarding institution in line with [apprenticeship guidance](#) and [Apprenticeship funding rules - GOV.UK](#)
- be on the [Apprenticeship Provider Assessment Register](#) (APAR) and meet APAR registration requirements
- be an accredited [initial teacher training \(ITT\) provider](#)
- adhere to [Teachers' Standards \(Early Years\)](#) when developing courses and enable apprentices to meet all of them in order to be able to record they have achieved EYTS
- understand that all EYTDA courses are subject to [Ofsted inspection](#)

ITT Accreditation

Organisations who deliver ITT leading to Qualified Teacher Status (QTS) must be accredited by the DfE. Since September 2024, all [accredited ITT providers](#) have been delivering courses that incorporate the updated quality requirements, embedded into the [ITT criteria](#). Organisations seeking to deliver EYTDA courses must be accredited ITT providers.

At present there are no additional requirements for EYTDA courses to meet the same standards as ITT courses, although training providers may want to consider using the [Initial Teacher Training and Early Career Framework](#) which training providers started delivering in September 2025.

All EYTDA courses must enable apprentice teachers to meet all the [Teachers' Standards \(Early Years\)](#) in order for EYTDA training providers to be able to record the outcome of their training as achieving Early Years Teacher Status (EYTS).

Training providers must meet all of these criteria. Failure to do so may impact their eligibility to receive apprenticeship funding and the Employer Support Grant.

Further information on the ITT accreditation process can be found [here](#).

Getting the right people on the EYTDA

The EYTDA is designed to enable both new entrants to the early years sector and experienced early years practitioners to achieve Early Years Teacher Status (EYTS), thereby promoting the early years sector as a recognised and valued profession. It also supports the workforce development and expansion needed to meet increasing demand for free entitlement places whilst maintaining and improving setting quality. This includes ensuring apprentices are deemed suitable to teach to help protect children and young people from apprentice teachers who might put them at risk of harm because their previous conduct shows they are unsuitable for teaching.

Guidance on how to get the right people on the EYTDA is set out below.

Entry criteria

C1.1 All EYTDA training providers must ensure that all entrants meet the mandatory entry requirements set out here prior to starting their course. The academic entry requirements ensure entrants to the EYTDA have demonstrated their achievement of a minimum standard of educational attainment.

The EYTDA is open to new and experienced early years professionals employed in schools or registered early years settings. As per the EYTDA standard and apprenticeship funding rules, entrants must as a minimum:

- have achieved a standard equivalent to a grade 4* in the GCSE examinations in English, mathematics and science
- be employed or starting to work in a paid position in an early years setting offering the EYFS**
- be 16 or older
- meet residency requirements set out in Annex A of the [apprenticeship funding rules](#)
- have the right to work in the UK
- be eligible for funding under the [apprenticeship funding rules](#) for the year the apprentice starts their course

Additionally, entrants will need to:

- meet provider-specific eligibility requirements e.g. A levels, BTEC or equivalent UCAS tariff points as stipulated by Higher Education Institutions (HEI)
- meet any training provider or employer-specific requirements
- be deemed suitable to be a teacher by their training provider

DfE recommends that apprentices hold a Level 3 qualification to demonstrate a minimum level of educational attainment. However, if someone does not have this, they may be able to demonstrate equivalence through an appropriate assessment, at the discretion of training providers.

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

**People who are self-employed are not eligible to join EYTDA. This is because apprentices must be working under a contract of employment and have a separate identifiable line manager to undertake the role of employer in the apprenticeship funding rules.

EYTDA training providers must gain assurance of an applicant's level of attainment and should view original certificates to validate this where possible. EYTDA training providers should exercise discretion in the case of recently completed courses where applicants are

awaiting receipt of their certificate(s). In these cases, EYTDA training providers should obtain written confirmation from the awarding institution that the applicant has successfully completed the course. EYTDA training providers should view the original certificate as soon as it is available.

In cases where an original certificate is no longer available, EYTDA training providers must gain assurance of the applicant's qualification status and must keep an audit trail of the evidence obtained. Due consideration should be given where evidence demonstrates that an applicant is unlikely to meet the qualification criteria or is unable to confirm their qualification status.

Applicants who are otherwise suitable but have not successfully achieved a GCSE grade 4 may be given the opportunity to show that they can meet the required standard either by taking an equivalence test or by offering other evidence of attainment, which should demonstrate a similar level and breadth. Training providers should consider making similar arrangements for candidates who cannot provide original certificates as evidence.

DfE does not provide a list of qualifications that can be considered equivalent to the GCSE examinations in English, mathematics and science. When EYTDA training providers look for evidence that a qualification is of a standard equivalent to GCSE grade 4, they should look at the content not only in terms of its level, but also in terms of its breadth.

To ensure successful completion of the EYTDA, training providers should ensure employers understand their own roles and responsibilities in delivering an apprenticeship. Employers should also be asked to confirm the apprentice will have opportunities to meet all the [Occupational Duties](#) within the programme learning period of the apprenticeship.

Specific Qualifications

Qualifications in key and functional skills at level 2 are not equivalent to GCSEs in terms of content. EYTDA training providers should look for additional evidence of breadth of knowledge and understanding in applicants who have key and functional skills certificates but do not have GCSEs at grade 4 or above in English (literature or language), mathematics and science.

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

Recognition of Prior Learning

Training providers must assess an apprentice's prior learning against the EYTDA standard and adjust their learning requirements accordingly as set out in the [apprenticeship funding rules](#).

The level 5 early years lead practitioner apprenticeship (EYLP) ([ST0551](#)) has been mapped against the EYTDA requirements. Those successfully completing the EYLP are eligible to step on to the EYTDA at the beginning of learning stage 2 provided they meet all other entry criteria, including GCSE requirements, and the training provider sequences their course delivery appropriately. Annex A details the content to be covered by such apprentices.

Apprentices may transfer to another cohort or provider, subject to meeting individual training provider-specific requirements and [apprenticeship funding rules](#).

International Students

International students can undertake the EYTDA provided the applicant satisfies the following criteria.

International students must:

- meet all the academic entry criteria for the EYTDA course
- have the relevant immigration permissions
- be already employed in the UK
- meet the eligibility criteria for an apprenticeship as set out in Annex A of the [apprenticeship funding rules](#)

Academic entry criteria

International students must have achieved a standard equivalent to a grade C or 4 in the GCSE examinations in English language or literature, mathematics and science. They must also meet all the other eligibility criteria.

International students can be registered on the EYTDA and their achievement of EYTS recorded in the usual way upon completion.

Immigration permissions

Every international EYTDA student must have the right to work in the UK and must hold the relevant visa before they start their EYTDA course. This is in line with the standard process for all international students undertaking any course in an English university.

EYTDA training providers can find support on [recruiting international students](#) and the requirements needed on GOV.UK.

Potential international students can visit GOV.UK to [check eligibility for a visa](#).

Further information

[The UK National Information Centre for the recognition and evaluation of international qualifications and skills \(UK ENIC\)](#), managed by Ecctis on behalf of UK government,

provides advice on the equivalence of overseas qualifications. For overseas early years-related qualifications Ecctis offers a dedicated [Early Years Service](#).

Suitability

C1.2 EYTDA training providers should ensure that all entrants, as part of their selection procedures, have taken part in a rigorous selection process designed to assess their suitability to train to teach. This will help to protect children and young people from apprentice teachers who might put them at risk of harm because their previous conduct shows they are unsuitable for teaching.

EYTDA training providers should ensure that, before anyone is admitted to the programme, they have been deemed suitable to train to teach.

EYTDA training providers should conduct interviews, run background checks, and assess if an applicant has the potential to meet the [Teachers' Standards \(early years\)](#) by the end of their training programme. They should also make judgements on the experience and interest applicants have in early years and their commitment to working in early years beyond the apprenticeship.

EYTDA training providers should consider a wide range of evidence to judge applicants' suitability to train to teach, prior to offering them a place on a course, for example:

- information from application forms
- results of any entry tests or tasks
- interviews

Prior experience in a school or early years setting is not required but training providers may consider requesting the applicant undertakes at least one week of work experience in an early years setting. Where candidates have been able to gain experience in schools or early years settings, training providers might find reports from those schools and settings helpful. Lack of early years' experience should not be a reason for rejecting an otherwise suitable applicant.

EYTDA training providers or delegated partners should ensure that candidate selection processes give due regard to relevant aspects of part three of [Keeping children safe in education](#).

Training providers should ensure that at least one member of the recruitment panel has undertaken appropriate safer recruitment training.

Interviews

Training providers should consider how information from interviews can help to identify and take account of apprentices' specific needs during training, including any exemptions from

programme requirements based on prior achievement. The interview process might include observation, discussions of professional portfolios and discussions of prior achievement.

There is no requirement for a face-to-face interview. Interviews may take place virtually, providing suitable candidate identity checks have been conducted.

Training providers must ensure that applicants are given every opportunity, before and during the interview, to inform the provider of any special requirements that require reasonable adjustment.

Equality

EYTDA training providers must comply with equality legislation, including in relation to interview procedures.

The [Equality Act 2010](#) prohibits discrimination in relation to employment and the admission and treatment of students on the basis of protected characteristics, including disability.

Applicants with disabilities are under no obligation to disclose their disabilities.

EYTDA training providers should seek to ensure that their provision does not place applicants with declared disabilities at a disadvantage. EYTDA training providers should also consider making anticipatory adjustments to promote equality of access for disabled applicants, including access to benefits, facilities and services. They should provide as many opportunities as possible for applicants to identify any special arrangements they may require, for example when inviting them for interview or making arrangements for any entrance tests.

Intellectual and academic capabilities

EYTDA training providers should consider the full range of applicants' knowledge, skills, academic background and prior experience to judge whether they have the capability to meet the [Teachers' Standards \(early years\)](#) in the time planned for their training.

- prior to recording achievement of EYTS, training providers must assure that apprentices demonstrate competence in the following areas: speaking, listening and communicating, which are fundamental to a teacher's role. Teachers should use standard English grammar, clear pronunciation and vocabulary relevant to the situation to convey instructions, questions, information, concepts and ideas with clarity. Teachers should read fluently and with good understanding.
- writing by teachers will be seen by colleagues, pupils and parents and, as such, it is important that a teacher's writing reflects the high standards of accuracy their professional role demands. They should write clearly, accurately, legibly and coherently using correct spelling and punctuation.
- early years teachers should use data and graphs to interpret information, identify patterns and trends and draw appropriate conclusions. They need to interpret data and understand statistics and graphs in the news, academic reports and relevant

papers. Early years teachers should demonstrate competence in using whole numbers, recognising simple number patterns and solving basic mathematical problems.

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

Health and physical capacity to train to teach

EYTDA training providers should have regard to the relevant aspects of [Keeping children safe in education \(KCSIE\)](#) when assessing apprentices' health and physical capacity to train to teach, so that young children are not at risk of harm. The activities that a teacher working in some settings must be able to perform are set out in [The Education \(Health Standards\) \(England\) Regulations 2003](#). EYTDA training providers are responsible for ensuring that for apprentices employed in maintained schools, only apprentices who have the capacity to train to teach remain on the programme.

People with disabilities or chronic illnesses may have the capacity to train to teach, just as those without disabilities or medical conditions may be unsuitable to train to teach.

Successful applicants may be asked to complete a fitness questionnaire prior to commencing the programme. EYTDA training providers should not ask all-encompassing health questions but should ensure they only ask targeted and relevant health-related questions which are necessary to ensure that a person can carry out the function of an early years teacher.

Disclosure and Barring Service checks and safeguarding

EYTDA training providers should have regard to the [Keeping children safe in education statutory guidance](#) when carrying out their duties to safeguard and promote the welfare of children. They should ensure all apprentices have been subject to appropriate preselection checks. This will include obtaining and considering Disclosure and Barring Service (DBS), criminal records checks and children's barred list information.

Training providers must obtain written confirmation from the apprentice's employer that an apprentice's enhanced criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged by the employer to be suitable to work with children. Where an enhanced criminal record check has not been completed, e.g. an apprentice does not already work in an early years setting, training providers must ensure one has been carried out by the employer. The employing school or early years setting must inform the provider that a satisfactory check has been obtained.

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

Where a school or setting allows an individual to start work in regulated activity before the DBS certificate is available, they must not allow the individual to have unsupervised contact with children being cared for. All other checks, including a separate barred list check, must have been completed.

EYTDA training providers should establish clear safeguarding procedures and protocols that are agreed by all partners in the partnership. This should include a common understanding across the partnership of convictions, offences, cautions and warnings that would not pose a barrier to joining an EYTDA programme.

Schools and early years settings should ensure that all apprentice teachers, at the start of their training in each school or setting, are provided with the following:

- the child protection policy
- the staff behaviour policy (sometimes called a code of conduct)
- the whistleblowing policy
- information about the role of the designated safeguarding lead
- [the Early Years Foundation Stage statutory framework](#)
- [Keeping Children Safe in Education](#)

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

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

Any queries about DBS checks should be referred to the DBS at customerservices@dbb.gov.uk 03000 200 190.

Other background checks

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

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

Childcare disqualification

EYTDA training providers should have regard to the Disqualification under the Childcare Act 2006 statutory guidance and related obligations under the Childcare Act 2006 when performing their duties to safeguard and promote the welfare of children.

Where apprentices are salaried, it is the responsibility of the employer to ensure that they comply with the legislation. If a salaried apprentice is or becomes disqualified from a childcare role, employers should inform the training provider of this.

Further advice on the childcare disqualification arrangements can be obtained from the DfE at mailbox.disqualification@education.gov.uk or on 01325 340 409.

Links

Further relevant guidance:

- [Early years foundation stage - GOV.UK \(www.gov.uk\)](#)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- [Regulated Activity \(children\) - supervision of activity with children which is regulated activity when unsupervised](#)
- [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#)

Details regarding paediatric first aid (PFA) requirements can be found in [the Paediatric First Aid](#) section in this guidance and the [Statutory framework for the early years foundation stage for group and school providers \(publishing.service.gov.uk\)](#).

EYTDA recruitment practices

C1.3 All EYTDA training providers should:

- ensure course information is accurate, up to date and provides apprentices with the information they need
- provide timely responses to applications and
- provide feedback to unsuccessful applicants to support future applications

EYTDA training providers should ensure that applicants are treated fairly throughout the application and interview process, including ensuring that applicants are given the opportunity to interview after demonstrating that they have met the entry criteria outlined

above, or in cases where places are no longer available, candidates are advised in a timely manner to allow them to make an application elsewhere.

Relevant course information

Training providers should include training locations and contact details when publishing course information and ensure that these are kept up to date.

It should be clear to applicants when a course is full and they should be made aware at the earliest opportunity when a course becomes full. Alternative courses or training providers should be suggested for their consideration.

Training providers should also give clear information about specific requirements or expectations they have of candidates.

Where a candidate meets the entry criteria for EYTDA and has been assessed as suitable to teach (as per C1.2), if the provider does not or is unable to make an offer, the provider should suggest alternative training providers and courses.

Training providers should give details of their complaints procedure on their website which should be straightforward to follow if an applicant wishes to make a complaint.

Decisions, offers, feedback and deferrals

EYTDA training providers should give timely responses to applications. Training providers should allow candidates time to consider the outcomes of other applications before accepting or declining offers.

EYTDA training providers should ensure applicants are given a deadline to meet any offer conditions that have been set. Applicants may apply and interview at different times through the recruitment period, however where possible applicants should be given the same amount of time to meet the same conditions. Training providers may wish to provide the same deadline to all applicants to meet similar conditions.

Succeeding at interview should not be an offer condition. Interviews should take place before an offer is made.

If an application is rejected, feedback should explain the reason(s) why to the applicant, including advice on how the application can be improved.

Training providers should ensure that courses are closed as soon as they are full. If an application is rejected because a course is full, where possible training providers should still provide detailed feedback.

If an offer is deferred, training providers should ensure that there are sufficient places on the EYTDA for the following year.

Applicants will provide details of references as part of their application. References should be checked only after an offer has been made to ensure that it is safe for the applicant to work with children (in addition to the checks outlined in C1.2 'Suitability').

Accessibility

Training providers should check the accessibility requirements of applicants and make reasonable adjustments where required.

Registration of EYTS apprentices

EYTDA training providers should register that EYTDA apprentices are undertaking their teacher training as soon as the apprentice is confirmed as having started their EYTDA course by updating DfE's [Register trainee teachers - GOV.UK](#).

Should apprentices withdraw from the EYTDA, defer their place or restart their course this register should be updated to ensure it correctly reflects the apprentices' status. It will also need to be updated upon successful course completion to enable apprentices to download their EYTS certificates.

Guidance to support training providers to use this service is available from [How to use this service - Register trainee teachers - GOV.UK](#).

Course criteria

C2.1 All EYTDA training providers must ensure that the content, structure, delivery and assessment of programmes are designed to:

- a. align with the (EYFS)
- b. meet the EYTDA knowledge, skills and behaviours statements
- c. meet the QAA subject benchmark statement for early childhood studies
- d. enable apprentice teachers to meet all the Teachers' Standards (Early Years) and
- e. ensure that the Teacher Regulation Agency (TRA) is not notified that an apprentice teacher has achieved Early Years Teacher Status until they have met all the Teachers' Standards (Early Years)

At the outset, EYTDA training providers should make clear to apprentices and to employers, the scope and coverage of the programme, including subject and curriculum knowledge and the anticipated outcomes of the course.

Course design underpins all the training requirements and should be flexible enough to meet the needs of every apprentice. EYTDA training providers should look particularly at the extent to which their provision and assessment practices are designed to ensure that apprentices meet the [Teachers' Standards \(early years\)](#).

EYTDA training providers should offer apprentices specialist training to develop the necessary knowledge and understanding and related pedagogy that will enable them to teach across the full age and ability range of training.

Early years settings and schools have a crucial role to play in designing training that provides the range of experiences that apprentices need. Not every setting can provide opportunities to teach across the whole 0-5 age range, of the full ability range, or a diverse population. Therefore, EYTDA training providers will need to work across a range of schools and early years settings to give apprentices an experience that is as broad as possible and provide them with the opportunities to demonstrate all of the [Teachers' Standards \(early years\)](#).

Prior to recording their achievement Early Years Teacher Status (EYTS), EYTDA training providers must assure that apprentices demonstrate competence in the areas set out in the [Suitability section](#).

Apprentice assessment procedures should be rigorous and robust, supporting consistent and accurate judgements. Where EYTDA training providers and employers take significant responsibility for judgements that lead to notifying the TRA that an apprentice has achieved EYTS, the accredited provider remains accountable for all assessment judgements and recommendations and should ensure that this is understood across the partnership through the partnership agreement.

Training may be delivered in schools or early years settings (subject to 2.1) and is likely to include a combination of unobserved and observed teaching, taught sessions, seminars, workshops, tasks and assignments, and engagement with academic/professional research.

Course structure and content

Higher Education Institutions (HEIs) have autonomy to design their own BA/BA(Hons) early childhood studies with EYTS degree but must ensure the curriculum fully meets all the following:

- [EYTDA Knowledge, Skills and Behaviours statements \(KSBs\)](#)
- [Teachers' Standards \(early years\)](#)
- [QAA subject benchmark statement for Early Childhood Studies](#)

The curriculum must be taught in alignment with the [Early Years Foundation Stage \(EYFS\)](#), ensuring the statutory frameworks detailed in the EYFS are covered.

The KSBs have been mapped to the EYTS and QAA benchmark statement for early childhood studies to help ensure course quality and consistency with DfE's requirements for other full and relevant early years degrees. EYTDA courses must meet the QAA subject benchmark statement for early childhood studies to be counted as full and relevant.

Training providers must ensure that their courses meet the following:

- [Ofsted inspection requirements](#)
- [Degree apprenticeships | Get the right skills for you - Office for Students](#)
- [Early years foundation stage \(EYFS\) safeguarding - GOV.UK](#)

Further details on are provided in the [Framework Considerations](#) section.

The EYTDA integrates the degree within an apprenticeship and apprentices work in an early years setting for the duration of their apprenticeship. All apprenticeships require off-the-job training, as defined in the [apprenticeship funding rules](#), and this must take place within contracted hours. The amount of time an apprentice spends on off-the-job training may vary across training years and between different ITT providers. However, learning providers must comply with minimum off-the-job training requirements outlined in the [apprenticeship funding rules](#) at the point that the apprentice starts the course. The minimum hours of off-the-job training is 1531 hours over the course of the EYTDA. This requirement also applies to part time staff.

While studying towards a Level 6 qualification that leads to EYTS, apprentices can count within level 3 staff:child ratios, but only if the employer is satisfied that they are working at that level (see paragraph 3.49, footnote 45, of the group and school-based provider version of the [EYFS](#)).

It is recommended that where apprentices are undertaking the EYTDA without prior experience of working in early years, employers consider them for the level 3 ratios only after the first year of study. This would provide employers with full assurance that the

standard expected of level 3-qualified professionals is being met and that children are kept safe.

It is recommended that employers use the '[Suitability to work in early years level 3 staff:child ratios assessment form](#)' in making their decision to allow EYTDA apprentices to work in level 3 staff:child ratios, as this sets out all skills, knowledge and behaviour expected of an educator working at level 3. Employers should complete this form and retain it as evidence supporting their decision for assurance purposes. Should an apprentice without a full and relevant level 3 early years qualification not complete the EYTDA, they will no longer be able to work in that ratio.

Apprentices study whilst working and are required to gain experience across 0-8 years age range in three different settings.

The apprenticeship end point assessment (EPA) module should be delivered in the final term/semester of the final year of the degree. Full guidance on the end point assessment can be found in the [EPA plan](#).

Annex B provides a high-level view of the suggested user journey through the EYTDA.

Course design and delivery considerations for training providers offering a shortened level 5 early years lead practitioner route to EYTDA

The level five early years lead practitioner (EYLP) has been formally mapped to the EYTDA KSBs, the QAA benchmark statement for early childhood studies and the teacher standards (early years). This recognition of prior learning assessment enables training providers to offer a shortened EYTDA route for EYLP apprentices. This route means EYLP graduates can join the EYTDA in the second year of delivery. To ensure apprentices can deepen their learning and successfully complete the EYTDA, training providers should design their courses to incorporate the required 6 weeks of placements and content set out in Annex A over a two-year period.

EYLP apprentices are typically already employed within the sector and bring extensive practical knowledge and expertise to their studies. They will have engaged in the same foundational curriculum, encompassing uniform knowledge, skills, and behaviours, but are likely to need to develop their academic skills. Training providers should assess EYLP graduates' study skills at the beginning of the EYTDA as part of the recognition of prior learning process. Since the EYLP is less academic than the EYTDA, academic skills sessions should form part of the induction process to ensure apprentices are well-equipped to undertake the academic aspects of the EYTDA.

Age ranges

C2.2 All EYTDA training providers should ensure that their programmes are designed to prepare all apprentice teachers to teach across the 0 to 8 age range. Apprentices should engage, where possible, with the educational continuum of expectations, curricula, and teaching in Key Stages 1 and 2.

Training must enable apprentices to acquire the knowledge, skills and behaviours they need to teach within the phase for which they are training.

Teaching across the 0-5 age range is a minimum programme design requirement to enable apprentices to achieve EYTS and deliver the EYFS. EYTDA training providers should offer programmes with some enhancement, for example training to teach 5–8-year-olds.

Apprentices might engage with the expectations of Key Stages 1 and 2 in a variety of ways such as by visits to different types of settings and schools, observations of lessons, or working with curriculum documents and plans.

EYTDA training providers should consider how the course design will ensure they are fully prepared to teach across the 0-8 age range in order to meet the QAA benchmark requirements.

Course delivery

The KSBs, EYTS and QAA subject benchmark statement for early childhood studies form the foundation of the degree apprenticeship, resulting in a rich curriculum which extends beyond teacher training and development. To ensure the EYTDA teaching remains high-quality across all areas of the curriculum training providers should engage multidisciplinary teams of subject-specific experts, to deliver the course (see information under QAA benchmark statement for early childhood studies in the [Framework Considerations](#) section).

Training in schools and settings

C2.3 All EYTDA training providers should ensure that apprenticeship programmes are designed to provide apprentice early years teachers with sufficient time being trained in early years settings or schools and in off-the-job training to enable them to demonstrate they have met the Teachers' Standards (Early Years). EYTDA training providers should work closely with employers to ensure a joined-up approach for each apprentice journey through the course. Apprentices must spend at least 1531 hours over the course of the EYTDA in off-the-job training to meet the apprenticeship rules. This must take place within contracted hours and the rest of their contracted hours they must be employed in an early years setting in roles that enable them to gain the experience they need to meet the expected course outcomes. Off-the-job training must be completed within normal working hours. Part time staff must also complete the full 1531 hours in order to successfully complete the EYTDA.

EYTDA training providers will need to work with a range of settings to ensure a broad range of setting placements are available to their apprentices.

Placements should include observation of expert practice, unobserved and observed teaching and feedback.

Time spent in early years settings, either as part of the setting placement requirements, or other experiences or training in early years settings, should be part of a coherent training programme that is designed to enable apprentices to meet the [Teachers' Standards \(Early Years\)](#).

Time spent training in settings other than schools, early years settings or further education colleges can form a valuable part of the course but cannot count towards the minimum time requirements for early years setting placements.

EYTDA training providers should ensure that partner early years settings and schools have the capacity to undertake their responsibilities in relation to the degree apprenticeship. Where an early years setting or school is deemed of lower quality via an Ofsted inspection, it may still be possible for EYTDA training providers to use them, especially if the improvements to be made do not affect the age range in which the apprentice is training. EYTDA training providers will need to be confident that the apprentice will not be disadvantaged by the setting or school experience and the situation is kept under close review.

Applicants with practitioner or teaching experience might not need as much time training in schools or settings as long as programmes are designed to provide apprentices with enough time during the training programme to demonstrate that they have achieved all the [Teachers' Standards \(Early Years\)](#).

Placements in other early years settings

Apprentice early years teachers need a variety of experience in early years settings to enable them to meet the Teachers' Standards (Early Years). They need to teach children aged 0-5 from different backgrounds to meet EYTS requirements and up to 8 years to meet QAA benchmark requirements, as well as gaining experience of different approaches to teaching and to organisation and management.

Apprentices will need to be released from their employing setting to spend time teaching in placements. Training providers should ensure the placement settings are carefully selected to extend the apprentices' knowledge, skills and understanding and provide opportunities for them to demonstrate, through their teaching, how they meet the [Teachers' Standards \(early years\)](#). Apprentices must gain work experience in an alternative setting to meet the QAA benchmark statement for early childhood studies requirements and a second Ofsted-inspected setting to gain experience of working in positions covering 0-5 years to meet the EYTS requirements. Between the settings, apprentices must work in positions covering 0-8 years to meet the QAA benchmark statement for early childhood studies requirements.

During the course of their training, apprentices:

- must work in their employing school or registered early years setting
- must have a placement in an alternative setting
- must work in a supplementary school or registered early years setting on teacher placement to gain experience of working across the 0-5 age range if they are unable to achieve their employing setting. Placement in a supplementary setting is optional if apprentices can gain all this experience in their employing setting

Alternative settings are different from supplementary setting placements and include, for example, hospitals and public health, family and community support, charities and not-for-profit organisations, social care settings, family hubs and Children's Centres.

Supplementary placement settings include, for example, childminders, day nurseries, private nursery schools, local authority-maintained nursery schools, local authority managed childcare, pre-schools, playgroups, independent schools.

Apprentices should have worked in three early years settings during the course of the apprenticeship prior to being able to record the achievement EYTS, spending 6 weeks in an alternative setting plus a school (to meet the EYTS requirements) and a supplementary placement (to meet the QTS benchmarks). This should consist of 2 weeks in each year of the degree apprenticeship. It is not sufficient for apprentices only to have had non-teaching work experience in alternative placement settings. Training providers may wish to consider whether an apprentice with prior assessed experience of teaching in an early years setting has gained enough relevant experience to allow the provider to confidently count that previous teaching as one of the two settings specified. Where this is the case, the placement should offer the apprentice a contrasting experience from their current employment and their course should still be designed in line with the minimum time requirements for placements.

Practical teaching experience for the purposes of EYTDA should take place wholly or mainly in England.

Mentoring requirements

C2.4 All EYTDA training providers should ensure that all apprentices have access to expert mentors to support the delivery and practice of the degree apprenticeship.

Training providers should produce their own guides to mentors to set out their policy, responsibilities and expectations of themselves, employers and apprentices. The information provided in this section will support training providers to deliver effective mentoring programmes for the EYTDA.

EYTDA training providers should ensure observation, reflection, deconstruction, and feedback take place regularly throughout the year in line with the EYTDA components. EYTDA training providers should have agreements in place with the apprentices' employers to ensure the mentoring role is supported and enabled within the setting.

Training providers should maintain regular communication with the mentor and the apprentice to ensure the mentor-apprentice relationship is effective for both parties and provide support to help address any issues that impede apprentices' learning and development.

The role of mentors

Mentors should be able to establish quality relationships with their apprentices and provide support to the apprentice as well as evaluating their practice. They should:

- have a clear understanding of their role and the skills required to undertake it
- have a clear understanding of the EYTDA standard and the EYTDA curriculum the apprentice will follow
- ideally hold a level 6 early years qualification. Where this is not possible, mentors should be working towards a level 6 early years qualification or willing to undertake training at level 6 standard provided by the learning provider

These criteria are crucial to ensure that mentors can provide informed, targeted and actionable input and feedback, aligned with the EYTDA requirements. Excellent practice needs to be modelled and exemplified in a way which is matched to the EYTDA curriculum.

Wherever possible, mentors should work in the same setting as the apprentice they are mentoring to facilitate weekly 1:1 mentoring sessions and enable mentors to observe the apprentice formally and informally at work, establish expectations in the workplace and offer advice and support as appropriate.

General mentors

General mentors should be experienced early years teachers or educators with a formal responsibility to support an apprentice teacher working or undertaking a placement in their school or early years setting.

They spend at least 1.5 hours with their apprentice each week and provide support, input, and feedback in line with the EYTDA curriculum, which is specific to the apprentice's EYTDA training provider.

Lead mentors and mentor leadership teams

There is no obligation to have lead mentors or mentor leadership teams for the EYTDA. EYTDA training providers may assign lead mentors and may be employed by the accredited training provider, their lead partner or a partner setting.

An individual or a leadership team can carry out the lead mentor role. They should be or comprise individuals with an advanced level of EYTDA knowledge and expertise.

Lead mentors design and deliver training for general mentors, oversee and quality assure general mentors, and monitor apprentices' progress.

Lead mentors/mentor leadership teams will play a lead role in curriculum design and implementation, and mentor training.

Lead mentor training requirements are set out in Table 1 below.

Mentor training

EYTDA training providers should make judgements about mentors' experience, skills and knowledge to ensure they are suitable to be mentors and understand the level of training they require. Where mentors do not hold a level 6 early years qualification, training providers should provide sufficient training to develop the mentor to level 6 standard.

EYTDA training providers should ensure that all mentors receive sufficient high-quality training to ensure they can effectively support an apprentice teacher to obtain the knowledge and skills they need to successfully work in their setting and complete their placement. Mentors should have knowledge and understanding of the EYTDA standard and the EYTDA curriculum which the apprentice will be following. Refresher training should be completed annually so the mentors' understanding of their role and the EYTDA curriculum is up to date.

EYTDA training providers should provide mentor training and meet the minimum time requirements detailed in Table 1 below. This training provides CPD opportunities for mentors to enable them to enhance their skills. Training providers should not require mentors to repeat training but should adapt the delivery of the mentor training curriculum to meet individual needs. Where specific material has already been covered, this may include a reduction in the total hours of total training required. In all cases, training providers should

be able to demonstrate that all mentors have been trained in all areas of the mentor training curriculum.

Training can be delivered face to face or virtually and training providers should ensure training is offered throughout the year to ensure there are opportunities for mentors to develop and to gain feedback on any queries or issues arising.

EYTDA training providers should ensure that mentors:

- have expertise in early years approaches to teaching
- take apprentices' employers considerations into account around the timing of mentor training delivery to help reduce the impact on resourcing whilst the mentor is in training
- are provided with a framework against which they can formatively assess apprentices in line with the intent and content of the EYTDA
- are proficient in setting targets, formatively assessing apprentice performance and holding constructive post-observation discussions
- are supported to attend their training and discharge their mentoring responsibilities

EYTDA training providers should ensure that:

- Mentor training prepares mentors for their role in guiding and supporting apprentices through the EYTDA curriculum
- Mentoring practice fully reflects the intent and content of the EYTDA curriculum

Mentoring entitlement

Training providers can determine their own mentoring entitlements, but every apprentice should receive a minimum of 1.5 hours per week of 1:1 mentoring support.

Where appropriate, training providers should use their discretion to provide flexibilities so that all apprentices receive at least 1 hour of mentoring support per week and that across a two-week period they receive their full mentoring entitlement. For part time apprentices, EYTDA training providers should ensure that all apprentices are receiving the equivalent of 1.5 hour of mentoring per 5 days of work and receive their full mentoring entitlement over 10 working days.

Table 1: Summary of recommended minimum time allocations for mentoring

EYTDA recommended minimum time requirements for mentoring and for lead mentor initial and annual training are as follows:	Number of hours
Minimum hours mentoring each week	1.5
Minimum hours initial training time for lead mentors	30
Minimum hours annual refresher training for lead mentors	6

There are no minimum general mentors' initial and annual training requirements.

Framework considerations

QAA benchmark statement for early childhood studies

To meet the QAA benchmark statement for early childhood studies, it is important to note:

- the need to take a multidisciplinary approach. This applies to ensuring apprentices have opportunities to undertake placements beyond early years settings or schools to settings such as social care and health settings and that placements cover the full age range from 0 to 8 years. Training providers must ensure courses are delivered by a multidisciplinary team of staff to ensure quality and diversity of learning. This should include and is not limited to professionals from health and social care (e.g. nurses, social workers, health visitors, psychologists), welfare and safety, including in-depth knowledge of safeguarding, as well as early years education and development of academic skills including critical reading, thinking and writing.
- the advocacy role apprentices will need to adopt in their professional roles, whereby they advocate for young children's rights and participation.

Office for Students

The Office for Students (OfS) regulates the quality of degree apprenticeships and the qualifications they lead to. Degree apprenticeships must meet OfS requirements, including, but not limited to, conditions of registration, minimum standards for apprentice outcomes and end point assessment quality. Details of OfS requirements can be found here: [Office for Students](#).

Safeguarding

Training providers must safeguard the health, safety and welfare of apprentices on their courses and meet safeguarding requirements as set out in section 12 of the [Apprenticeship funding: legal agreement for training providers - GOV.UK](#).

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children has an important role to play.

Early years staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. It is important that all EYTDA apprentices recognise and understand the important role they play in protecting children.

To ensure apprentices understand their role and responsibilities in relation to safeguarding, training providers should ensure safeguarding training and awareness is comprehensive and embedded throughout their training and placements. This could extend to devoting a module to safeguarding. Training providers should ensure safeguarding training is up to

date and in line with EYFS safeguarding requirements. Training providers should consider a range of legislation and guidance when designing safeguarding content. Examples include:

- [EYFS statutory framework for group and school-based providers](#)
- [Keeping children safe in education 2025](#)
- [Working together to safeguard children - GOV.UK](#)
- [Safeguarding children and protecting professionals in early years settings: online safety considerations - GOV.UK](#)
- [Prevent duty guidance: England and Wales \(2023\) - GOV.UK](#)
- [Disqualification under the Childcare Act 2006 - GOV.UK](#)
- [Human Rights Act 1998](#)
- [Equality Act 2010](#)

Paediatric First Aid

Employers must ensure that staffing arrangements meet the needs of all children and ensure their safety. For staff working as apprentices in early years education to be included in the staff:child ratios, it is recommended they hold a valid full or emergency paediatric first aid (PFA) certificate, as level 2 and/or level 3 qualified staff are required to have.

Employers should consider this when determining if their apprentices are 'competent and responsible'. If staff who do not hold a PFA certificate are included in ratios at level 2 or 3, employers should be able to provide a rationale for this. It is advised that training providers ensure apprentices undertake PFA training at the start of their apprenticeship if they do not already hold a valid certificate, and that this remains valid for at the duration of their EYTDA course. The certificate should be renewed if it expires during the course of their training. It is recommended that the PFA course includes treating anaphylactic shock.

End Point Assessment delivery

Reforms to apprenticeship assessment were announced in February 2025 and will be applied gradually across all apprenticeship standards and levels. Assessment plans are now being revised, and training providers can find which plans are currently being revised here [Apprenticeship standards: revisions and adjustments - GOV.UK](#)

Further information can be found in the following publications:

- [Understanding the apprenticeship assessment reforms and what they mean for you, by Gemma Marsh – Skills England](#)
- [Strengthening assessment without compromising quality, by Carmel Grant – Skills England](#)
- [My son changed my view on apprenticeship assessment](#)
- [Requirements and guidance for apprenticeship assessment - GOV.UK](#)
- [Changes to apprenticeship assessment, 2025 to 2026 - GOV.UK](#)

For now, the existing EPA arrangements remain in place for standards where the assessment plan has not yet been revised.

Skills England provide full guidance on delivering the [end point assessment](#) which must be adhered to alongside the [apprenticeship funding rules](#). Training providers should be aware of the [Office for Students guidance](#) on how it quality assures the end point assessment.

EYTS Certificate

Upon successful completion of the EYTDA, training providers should update the [Register trainee teachers - GOV.UK](#) to record the outcome of the apprentice's course. This will result in the apprentice receiving an email from DfE advising them to download their certificate. This is required to work as an early years teacher so EYTDA training providers should also direct the graduate apprentice to download their certificate from [Access your teaching qualifications - GOV.UK](#).

Management and Quality Assurance Requirements

C3.1 All EYTDA training providers should ensure that their management structure ensures the effective operation of the degree apprenticeship.

EYTDA training providers should plan their training programmes to ensure that they consider this publication and provide the opportunity for apprentices to demonstrate that they meet the [Teachers' Standards \(early years\)](#) to be able to achieve EYTS. The apprenticeship should be of high quality and EYTDA training providers should seek continuing improvement.

Early years settings and schools should play a significant, and often leading, role in the design and delivery of training provision. The management structure should demonstrate the central role that they play in all aspects of the provision, from selection and recruitment, through delivery and training, to the assessment of apprentices for EYTS.

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

Partnerships/Subcontractors

C3.2 All EYTDA training providers must put in place a legally binding written partnership/subcontracting agreement with the partner/subcontractor before the partner/subcontractor starts delivery of any partnered/subcontracted provision. Provision that is not school or setting-led must assure the significant role of early years settings and schools in recruiting, selecting, training and assessing apprentice early years teachers.

The [Apprenticeship funding rules - GOV.UK](#) set out the requirements for training providers to engage a partner/subcontractor to aid course delivery. These requirements must be adhered to and may be used to enable training providers without degree-awarding powers to partner with an organisation with degree-awarding powers.

The agreement should:

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

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

Roles and responsibilities

All trainers and apprentice teachers need to be clear about who is responsible for elements of training and assessment, how provision is managed and how the elements fit together to ensure training addresses all the standards for the [Teacher Standards \(Early Years\)](#).

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

- selecting and interviewing applicants
- moderating assessment judgements of apprentices against the [Teacher Standards \(Early Years\)](#)
- providing professional development opportunities for colleagues within the partnership
- apprenticeship access to resources
- any course and/or programme committees
- quality assurance including improvement planning and self-evaluation
- the promotion of equality of opportunity
- the safeguarding of children

EYTDA training providers of graduate employment-based programmes should ensure that all settings or schools where apprentices undertake their placements are of high quality, understand and agree to the partnership roles and responsibilities and have the capacity to provide the necessary training and support.

School or setting-led training

The partnership agreement should set out clearly the ways in which the employer's setting will play a significant role in the recruitment, selection, training and assessment of apprentices.

Legislation

C3.3 All EYTDA training providers must ensure that they comply with all current legislation relevant to EYTDA.

EYTDA partnerships must review and update their provision so that it continues to comply with associated legislation.

EYTDA training providers should make sure that partners are fully aware of their duty under all relevant legislation and have in place arrangements for ensuring these are adhered to when selecting, recruiting, training and assessing apprentices. This includes the following:

- [The Apprenticeships \(Miscellaneous Provisions\) Regulations 2017](#)

- [Apprenticeships, Skills, Children and Learning Act 2009](#)
- [Apprenticeship funding rules - GOV.UK](#)
- [The Education \(Specified Work\) \(England\) Regulations 2012](#) (SI 762) – these specify requirements that must be met by individuals who are not qualified teachers to carry out specified work in schools
- [Equality Act 2010](#)
- [Data Protection Act 2018](#)– in relation to holding and processing personal data
- [UK GDPR](#)
- [Freedom of Information Act 2000](#)
- [Counter-Terrorism and Security Act 2015](#)
- [Early Years Foundation Stage \(EYFS\) statutory framework](#)

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

Further information

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

The [Equality Act 2010](#) is the governing legislation relating to unlawful discrimination and other prohibited conduct. Also relevant are:

- [The Education \(Health Standards\) \(England\) Regulations 2003](#) (SI 2003/3139)
- [Disabled Student’s Allowances \(DSAs\)](#)
- [Disability rights UK education and skills guidance for people with disabilities](#)

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

The work that is reserved to qualified teachers in maintained schools in accordance with section 133 of the Education Act 2002, subject to limited exceptions, is prescribed by [The Education \(Specified Work\) \(England\) Regulations 2012](#).

Other relevant documents include:

- The Health and Safety Executive’s [Risk assessment: Steps needed to manage risk - HSE](#)
- Guidance for practitioners and managers from HM Government on [Information sharing advice for safeguarding practitioners](#)

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

Quality Assurance

C3.4 All EYTDA training providers should ensure that they monitor, evaluate and moderate all aspects of their provision rigorously and demonstrate how these contribute to securing improvements in the quality of training and the assessment of apprentices.

Apprentices can only be recommended to the DfE for EYTS if they meet all the [Teacher Standards \(Early Years\)](#). Therefore, the assessment of apprentices must be accurate and reliable in establishing, consistently over time, whether or not apprentices meet these standards.

To ensure accuracy and reliability EYTDA training providers should have clear and robust assessment and moderation arrangements in place, informed by appropriate criteria for the various aspects and stages of the training.

External moderators have an important role to play in ensuring consistency of standards across as well as within EYTDA partnerships. EYTDA training providers will need to ensure that external moderators have relevant expertise and experience to enable them to carry out their roles competently. They will need to ensure that the views of external moderators are taken into account when reaching decisions about apprentices' achievement of the [Teacher Standards \(Early Years\)](#).

Evaluation

EYTDA training providers should clearly define the arrangements and responsibilities for monitoring and evaluating the quality of training provision across all the contexts in which it takes place and identify areas for improvement.

EYTDA training providers may wish to collect and analyse a variety of data to inform their understanding of the effectiveness of their training. For example, collecting and analysing data or other evidence about the following:

- training sessions, to establish their fitness for purpose and to identify strengths and weaknesses across the different contributions to the programme
- apprentices' evaluations of how their training needs have been met
- tutors' evaluations of the training programme and how it is administered
- apprentices' perceptions of their training
- former apprentices', induction tutors' and employing schools and settings' perceptions of the training

- feedback from internal and external moderation about the effectiveness and accuracy of the assessments of apprentices against the [Teacher Standards \(Early Years\)](#)
- external moderator feedback about the effectiveness of training provision in helping apprentices to meet the [Teacher Standards \(Early Years\)](#)
- the implementation of equality policies
- DfE and Ofsted feedback

Internal moderation

Internal moderation should provide a system of checks and balances within a partnership to ensure that apprentices in different settings are assessed accurately and reliably. EYTDA training providers should ensure that arrangements for internal moderation are in place and work effectively. The roles and responsibilities of carrying out these arrangements should be contained in the partnership agreement (see 2.3).

Internal moderation procedures may include:

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

External moderation

EYTDA training providers should appoint suitable external moderators who have no direct involvement with the work of the partnership. They must offer an external perspective on the attainment of other EYTDA training providers' apprentices or apprentices being assessed for Early Years Teacher Status. This should help to verify the accuracy of assessments. EYTDA training providers should use external moderators to corroborate and standardise assessments of their apprentices.

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

The responsibilities of external moderators might include:

- detailed scrutiny of a sample of apprentices, including a representative cross-section of apprentices together with all apprentices that internal moderators regard as being on the pass/fail borderline, or possible failures
- observation of the teaching of all apprentices in a designated sample, such as those assessed as being borderline satisfactory to good or borderline good to outstanding.
- discussion with internal assessors and/or moderators of all the evidence available about individual apprentices who have achieved the [Teacher Standards \(Early Years\)](#)
- scrutiny of internal moderation arrangements, drawing on some of the evidence gained from activities above
- producing a report that includes an evaluation of the strengths and weaknesses of the provision observed including the accuracy of the assessments of apprentices, clearly linked to the [Teacher Standards \(Early Years\)](#) and these EYTDA requirements

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

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

EYTDA training providers may also wish to examine the procedures and practices for enhancing and improving the subject and pedagogical knowledge of relevant curriculum areas for early years. These should be evaluated against the success of apprentices in meeting the [Teacher Standards \(Early Years\)](#). The evidence will need to be sufficiently robust to enable EYTDA training providers to draw conclusions, and act upon them.

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

Ofsted inspections

As part of the DfE's approach to quality assurance, from the 2026/27 academic year, Ofsted will inspect EYTDA delivery for all accredited providers every 4 years.

Graduate outcomes

Training providers must ensure that successful completion of the degree apprenticeship will result in the apprentice achieving a level 6 degree (BA/BA(Hons) with EYTS, an apprenticeship (Early Years Teacher) and Early Years Teacher Status.

This is a full and relevant level 6 EYTS qualification as detailed on the DfE's [early years qualification list](#).

As holders of EYTS, the EYTDA will enable successful apprentices to work in level 6 staff:child ratios as set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#). More information on full and relevant qualifications is available in the [Early Years Qualification Requirements and Standards](#).

A qualified early years teacher would be expected to be able to carry out the functions set out in Annex B.

Post-qualification employment in different settings

Private, Voluntary and Independent Nurseries

Successful completion of the degree apprenticeship enables apprentices to work as an early years teacher in early years Private, Voluntary and Independent (PVI) settings or as a childminder.

Childminders

Successful apprentices can work as childminders, subject to registration. For further information, please refer to the [work as a childminder - Early Years Careers website](#).

Academies, Free Schools and Independent Schools

At the discretion of the head teacher, those holding EYTS can teach an infant class in independent schools².

At the discretion of the head teacher, those holding EYTS can teach a nursery class in academies and free schools^{3 4}.

² [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

³ [The Independent School Standards - Guidance for independent schools](#)

⁴ [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#). Academies and free schools are required by their funding agreements to comply with the law relating to admissions. The School Admissions (Infant Class Size) Regulations 2012 limit the size of infant classes and require there to be a 'school teacher' for each 30 pupils in infant classes. Those holding EYTS are not a 'school teacher' for these purposes.

Maintained Schools

To be qualified to teach in a nursery or reception class in a maintained school, a practitioner must have successfully achieved Qualified Teacher Status (QTS) or meet one of the exemptions to the requirement for QTS (for example working under the supervision of a teacher with QTS). Someone with Early Years Teacher Status (EYTS) can count in level 6 staff:child ratios but is not able to lead or teach a class in a maintained school except where they are working under one of the exemptions. There must still be a QTS staff member for every 30 children in an infant class.

The exemptions to the requirement for QTS provide headteachers with the flexibility to recruit someone with EYPS or EYTS as an unqualified teacher where appropriate, provided, they have the skills necessary for the post, subject to any additional guidance or supervision the headteacher deems necessary for such a teacher to fulfil their role.

Contacts for further information

Questions about the EYTDA standard and delivery should be directed to skills.england@education.gov.uk

Queries about apprenticeship funding, statutory regulation and EYTDA policy should be directed to EYTDA.enquiries@education.gov.uk

Information about applying to join the APAR can be found here: [Apply to the APAR as an apprenticeship training provider - GOV.UK](#)

Resources

[Analysis of Level 6 and 7 apprenticeships - Office for Students](#)

[Apprenticeship funding rules - GOV.UK \(www.gov.uk\)](#)

[Degree apprenticeships: a guide for higher education providers - Office for Students](#)

[Degree apprenticeships: A viable alternative? - Office for Students](#)

[Degree apprenticeships / Institute for Apprenticeships and Technical Education](#)

[Degree apprenticeships: Motivations research - Office for Students](#)

[Early years teacher \(EYTS\) / Institute for Apprenticeships and Technical Education](#)

[End-point assessment organisation guide to assessing apprenticeships - GOV.UK \(www.gov.uk\)](#)

[Find apprenticeship training if you're an employer - GOV.UK](#)

[Ofqual: GCSE, AS and A level reforms](#)

[Provider guide to delivering high-quality apprenticeships - GOV.UK \(www.gov.uk\)](#)

[Suitability to work in early years level 3 staff:child ratios assessment form](#)

Annex A: shorter route curriculum content for level 5 early years lead practitioner apprentices

The following table sets out the content which must be covered by level 5 early years lead practitioner apprentices to ensure they have the full range of learning required to successfully complete the EYTDA.

Any additional individual prior learning should be assessed as usual.

The table is structured into key sections, each addressing essential aspects of the Early Years Teacher Degree Apprenticeship (EYTDA).

Each section specifies the required Knowledge, Skills, and Behaviours (KSBs) outlined in the EYTDA standard that must be covered, alongside the relevant Teachers' Standards (Early Years) that these KSBs support apprentices in meeting.

This ensures a structured and comprehensive approach to professional development that enables apprentices with a L5 early years practitioner qualification to cover all they need to achieve EYTS and a full and relevant degree whilst completing a shorter training route.

This table supports training providers and educators to provide training in critical concepts, theories, and best practice for L5 qualified apprentices.

Knowledge: knows and understands	QAA Benchmark Statement for Early Childhood Studies: typical standard 2 nd class lower to 2 nd class upper	EYTDA	Teachers Standards (Early Years)
Child Development	understand the conceptual underpinnings of early childhood studies as a subject area, its historical origins, development and limitations	K1	3.1
		K7	3.2
			3.3
	demonstrate systematic knowledge and critical understanding of babies, young children and multiple		5.1
	childhoods, nationally and globally, from psychological, sociological, health, welfare, educational, cultural, decolonising, sustainable,		5.2
	philosophical, legal, historical, political and economic perspectives		5.5
	analyse and constructively critique theories, practice and research in the area of early childhood studies		
	have a well-developed ability to reflect upon a range of psychological, sociological, health, welfare, educational, cultural, philosophical, legal, historical, political and economic perspectives, and consider how these underpin different understandings of babies, young children and childhood, at a local, national and global level		
	present a wide range of theoretical positions and offer and justify a well-informed point of view		
	listen carefully to others and critically reflect upon one's own and others' skills and views		

Pedagogy	demonstrate systematic knowledge and critical understanding of the areas of interest contributing to early childhood studies across the core subject-specific skills areas, and how they interrelate	K9 S10 B1 B6	1.1 1.2 2.1 2.4 2.5 2.6 2.7 3.2 4.4 5.2 5.3
Transitions		K18 K22 K35 K36 B3 B8	-
Equality, Diversity and Inclusion	- a working knowledge of the importance of, but also the challenges and constraints of, multi-professional, interprofessional, multiagency, interagency and multicultural working as a means to enhance the lives of babies, young children, families and communities - This must take into consideration the variety of placement needed to meet the QAA benchmarks.	K14 K32 K33 B9	1.2

Literacy/ Numeracy	• a systematic knowledge and critical understanding of local, national and global policy, and provision for babies, young children, families and communities • reason clearly, understand the role of theory, policy, practice and evidence and make critical judgements about arguments relating to the subject area of early childhood studies • be able to adopt a range of theoretical perspectives in relation to multiple childhoods and systematically analyse the relationships between them • be confident in the use of digital technologies/literacies appropriately as part of the learning process in a range of contexts to enhance provision for children	K10	2.5
		K11	2.6
		K12	3.4
		B1	3.5
Policy		K28	3.3
		K31	7.1
		K32	
		S21	
		S24	
		B3	
		B4	
Health/ Wellbeing	• have a well-developed ability to explore critically the interrelationships between political, economic, cultural and ideological contexts in the lives of babies and young children • have a well-developed ability to plan for, and where appropriate implement, meet and promote children's holistic development, health, well-being, protection and safety, and the conditions which enable them to flourish	B6	
		K37	2.7
			7.1
			7.2

Safeguarding	• have a well-developed ability to produce critical arguments for improvements to multiagency, multi-professional and interprofessional practices for babies and young children • have a well-developed ability to recognise and challenge inequalities and social justice in society and to embrace an anti-bias and anti-oppressive approaches	K28 B3 B4	
Reflection	• a good working knowledge of the methods required for systematic study and research relative to children and childhood. • pose, operationalise and critique research questions related to early childhood, and demonstrate competence in research skills through practical and theoretical activities • competently initiate, design, conduct and report an early childhood research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations • have a well-developed ability to reflect upon the ethics of studying babies and young children, families and communities • be aware of the complexity of ethical principles and issues, and demonstrate this in relation to personal study, particularly with regard to the research project • use a range of sources of information critically	K40 K43 K44 K45 K46 K47 S16 S17 S18 S20 B5 B6	4.5 8.6

Leadership	• have a well-developed ability to lead, mentor, facilitate and work collaboratively with others in order to support transformational change • be able to take charge of one's own learning and reflect and evaluate personal strengths and weaknesses for the purposes of future learning	K41	2.4
		K42	6.1
		K51	8.1
		S5	8.2
		S7	8.3
		S19	8.4
		S27	8.6
		S29	
		S35	
		S36	
Respectful Practice		B4	
		B5	
Enabling Environments		K38	1.3
		K39	
		K16	1.1
		K17	
		K18	
		S13	
		B1	
		B3	
Play	• identify meaningful patterns in play, behaviour and experience, and evaluate their significance	B8	
		K1	
		K5	
		K20	
		S28	
		B1	
		B3	
		B6	
Written records		B8	
		K52	
		B1	

Advocacy	demonstrate a well-developed critical understanding of the links between ethics, economics, politics, culture and ideology in the lives of babies, young children, their families and their communities	K55 S30 B6	
Working with Others		K34 K54 S26 S32 S33 B6 B7	4.3 5.5 6.2 6.3
Observation, Assessment and Planning Cycle		K24 K25 K26 K27 K28 S3 S6 S12 B1 B6 B8	6.1 6.2
Social Cultural Context	analyse and evaluate competing positions with regards to the social construction of babies, young children and childhood relative to time, place and culture	B1 B6 B8	8.1

Annex B: EYTDA user journey

Learning Stage	1	2	3
Learning level at each stage	<i>Entering early years teacher training, qualified to at least level 3</i>	<i>To be working at level 5 at the end of the year</i>	<i>Acting as L6 early years teacher (unqualified) with support</i>
Staff:child ratio⁵	Not recommended ⁶	Level 3	Level 3
Suggested study focus	Child development/family engagement	Curriculum	Leadership

⁵ In line with [EYFS](#) para 3.49, apprentices can work in level 3 staff:child ratios at their manager's discretion. The right to work in level 3 ratios is revoked if the apprentice drops out of the course.

⁶ The EYFS allows students or apprentices studying towards an approved Level 6 qualification that leads to EYTS or QTS to count within the Level 3 staff:child ratio, but only if the employer is satisfied that they are working at that level (see paragraph 3.49 footnote 45 of the group and school-based provider version). It is recommended that where apprentices are undertaking the EYTDA without prior experience of working in early years, employers consider them for the level 3 ratios only after the first year of study. This would provide employers with full assurance that the standard expected of L3-qualified professionals is being met and that children are kept safe. It is recommended that employers the 'Suitability to work in early years level 3 staff:child ratios assessment form' in making their decision to allow EYTDA apprentices to work in level 3 staff:child ratios, as this sets out all skills, knowledge and behaviour expected of an educator working at level 3. Employers should complete this form and retain it as evidence supporting their decision for assurance purposes.

Suggested key EY setting duties at Learning Stage	1	2	3
Learning delivery	Devise and engage in the delivery of play, care and learning activities to support development.	Manage operation and delivery of play, care and learning in the setting to support development	Be responsible for working with groups of children leading and managing play, care and learning to support development.
Policies & procedures	Ensure standards are met at all times and assist in the development and regular review of policies and procedures to be followed.	Ensure standards are met at all times and assist in the development and regular review of policies and procedures to be followed.	Develop policies and procedures relating to early years provision
Assessment	Assist in the development and maintenance of planning, observation and assessment procedures	Devising report systems for the development, progress and attainment of the children	Assess, record and report on development, progress and attainment
Safeguarding	Ensure compliance with policies and procedures relating to child protection, health, safety, security and confidentiality	Responsible for the safe environment and welfare of children and staff	Responsible for the safe environment and welfare of children and staff
Assess needs	Assess individual needs of children including emotional, developmental and social needs.	Produce individual development plans including for SEND children.	Plan medium term educational programmes for a range of abilities
Safeguarding	Ensure compliance with policies and procedures relating to child protection, health, safety, security and confidentiality	Responsible for the safe environment and welfare of children and staff	Responsible for the safe environment and welfare of children and staff

Stakeholders	Undertake home visits under supervision	Establish links with parents, carers and other agencies.	Liaise with parents, carers and other agencies. Prepare for Ofsted inspection and implement recommendations
Leadership			Develop, introduce, lead and supervise education and social development work.

Role as an early years teacher

Upon graduation from the EYTDA and upon downloading their EYTS certificate, the apprentice becomes a fully qualified early years teacher who can work in level 6 staff:child ratios. A qualified early years teacher would be expected to work on:

- **day to day setting running:** Prepare and clear learning resources and equipment. Selecting and/or ordering equipment
- **engaging stakeholders:** Work in partnership with parents/carers and work with external agencies to resolve the most complex problems
- **knowledge:** Specialist knowledge of child development, pedagogy, techniques, policies and procedures for developing and leading suitable activities for individual needs; consider pedagogical knowledge against theoretical viewpoints, current research and media perspectives
- **leadership:** Manage and motivate staff and lead and manage teams
- **planning including but not limited to lesson and curriculum planning:** Teach and/or lead practice, develop suitable activities for individuals and groups of early years children; take responsibility for consistently identifying educational needs and planning and developing learning programmes; plan educational programmes for a range of abilities, ensuring the ability to sustain high-quality practice in this area
- **assessing children's development and progress:** Conduct assessments to monitor progress and recognise and respond to specific capabilities and difficulties; use assessment to consistently inform teaching practices, adapting planned activities to meet the needs of all children, including those with SEND, and support transitions
- **policies and Procedures:** Develop policy and procedure for early years provision. Lead in implementing programmes
- **problem solving:** Creative thinking to deal with complex issues using pedagogical knowledge
- **record keeping:** Assess records and reports on development, attainment and progress; maintain and update children's records
- **understanding of EYFS:** Consider how Early Years Frameworks apply in practice to inspire, motivate and challenge all children



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