Introduction to Early Years Educator L3 Apprenticeship

Willows End Training
Occupational Profile

Early Years Educators, and other job roles such as nursery nurse and childminders, are highly trained professionals who play a key role in ensuring that young children learn and develop well and are kept healthy and safe.

They work in a range of settings including full day care, children’s centres, pre schools, reception classes and as childminders. They may either be working on their own or supervising others to deliver the Early Years Foundation Stage (EYFS) requirements set by Government for the learning, development and care of children from birth to 5 years old.
An Early Years Educator:

- Plans and supervises child initiated and adult led activities which are based around the needs and interests of each individual child
- Supports children to develop numeracy and language skills through games and play
- Has key person responsibility to help ensure each child feels safe and secure
- Observes each child and shapes their learning experience to reflect their observations
- Meets the care needs of the individual child such as feeding, changing nappies and administration of medicine
- Works in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child
Overview of New Standard

- Full time apprentices will spend typically 18 months on-programme working towards the apprenticeship standard, with a minimum of 20% off-the-job training.

- The End Point Assessment consists of two distinct assessment methods:
  - Practical observation with questions & answers (2 hour observation and 15 min Q & A)
  - Professional discussion supported by a portfolio of evidence (90 mins)

- Cost - £5,000*

*(levy paying organisations)
Early Years L3 Standard

The standard covers the following knowledge, skills and behaviours:

**Knowledge**

- the expected patterns of children’s development from birth to 5 years, and have an understanding of further development from age 5 to 7
- the significance of attachment and how to promote it effectively.
- a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.
- how children’s learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care
- the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.
- the importance to children’s holistic development of: speech, language and communication - personal, social and emotional development - physical development
Early Years L3 Standard

Skills

- analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances such as the needs of children learning English as an additional language from a variety of cultures.

- promote equality of opportunity and anti-discriminatory practice.

- plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.

- ensure plans fully reflect the stage of development, individual needs and circumstances of children and providing consistent care and responding quickly to the needs of the child.

- provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.

- encourage children’s participation, ensuring a balance between adult-led and child initiated activities.

- systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.
Skills cont ......

- the potential effects of, and how to prepare and support children through, transitions and significant events in their lives.
- the current early education curriculum requirements such as the Early Years Foundation Stage.
- when a child is in need of additional support such as where a child’s progress is less than expected. how to assess within the current early education curriculum framework using a range of assessment techniques such as practitioners observing children through their day to day interactions and observations shared by parents and/ or carers.
- the importance of undertaking continued professional development to improve own skills and early years practice.
- the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
- why health and well-being is important for babies and children
- how to respond to accidents, injuries and emergency situations.
Early Years L3 Standard
Skills cont ......

- safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual.

- how to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.
Behaviours

- Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice
- Being team-focused - work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience
- Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude
- Commitment to improving the outcomes for children through inspiration and child centred care and education
- Work in a non-discriminatory way, by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.
- Working practice take into account fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
Qualifications

- Apprentices must successfully complete a Level 3 Early Years Educator qualification
  - Pearson Children’s Learning & Development (Early Years Educator) Level 3

- Apprentices without Level 2 English and maths will need to achieve this level prior to taking their end point assessment.

- Apprentices must successfully complete the Level 3 Award in Paediatric First Aid (RQF) or Level 3 Award in Emergency Paediatric First Aid (RQF) to meet the EYFS requirements.
# Pearson Children’s Learning & Development (Early Years Educator) L3

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<tr>
<th>Unit</th>
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<th>Mandatory units</th>
<th>Level</th>
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<th>Guided learning hours</th>
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End Point Assessment: Knowledge Test

Overview

- A multiple choice test is an effective way of accessing the associated knowledge and skills for this occupation as there is a substantial quantity of theories, psychological practices and safeguarding knowledge to test and assess before competence can be confirmed.

- Test Format
  
  The test can be:
  
  - computer based
  - paper based

- It will consist of 35 questions, consisting of closed response questions (i.e. multiple-choice questions)
Overview

This assessment will take the form of a professional discussion, which must be appropriately structured to draw out the best of the apprentice’s competence and excellence and cover the KSBs assigned to this assessment method. It will involve the questions that will focus on coverage of prior learning or activity.

The professional discussion can take place in either of the following:

- employer’s premises
- a suitable venue selected by the EPAO (e.g. a training provider’s premises)

This assessment method will offer a full synoptic assessment of the apprentice, testing aspects of knowledge, skills and behaviours. It will allow the apprentice to evidence both the knowledge gained and its application through skills and behaviours. The discussion will allow the assessor to thoroughly test understanding through open and follow up (clarification) questions.
End Point Assessment: Portfolio Evidence

For the Professional Discussion underpinned by the Portfolio, the apprentice are required to submit a portfolio of evidence adhering to the following requirements:

- Evidence must demonstrate the apprentice’s knowledge, skills and behaviours (KSBs) that will be assessed by the Professional Discussion.
- Evidence must relate to ‘real’ work completed by the apprentice; evidence from simulated activities is not allowed.
- It must contain 10-12 pieces of evidence in total.
- The apprentice’s employer must provide a written statement confirming the evidence is attributable to the apprentice.
- Evidence must include: - at least two observations of practice, maximum 20-minutes in total duration, which should be video recorded where possible except where there are safeguarding concerns, in which case a written account is acceptable.
- work products produced by the apprentice, for example: observation, assessment and planning documents, risk assessments, communication documents and meeting records.
- employer feedback/review (maximum one)
- CPD training records/certificates