

# Early Years Educator Level 3 V1.4 Apprenticeship Standard Programme Outline

## Overview of the Programme

This occupation is found in a range of maintained and private, voluntary, and independent settings such as full day care, children's centres, pre-schools, reception classes, playgroups, nursery schools, home based provision, hospitals, social care settings, out of school environments, and local authority provision.

## What types of activities are covered as part of the Early Years Educator L3 V1.4 Apprenticeship Standard?

The broad purpose of the occupation is to provide high quality early education and care to children. Through an evidence based approach, they provide opportunities and learning experiences for all children, including those with special educational needs and disabilities (SEND). Early years educators follow the Early Years Foundation Stage (EYFS) requirements set by government for the learning, development, and care of children from birth to 5 in both indoor and outdoor environments.

In their daily work, an employee in this occupation interacts with children, parents, carers, colleagues, and wider multi agency professionals such as health visitors, early help services, social workers, and speech and language therapists. This includes supporting children with SEND.

An employee in this occupation will be responsible for ensuring a safe and secure environment for children's learning. They ensure that the learning environment and provision is inclusive and supports all children, and demonstrate a clear understand of equality, diversity, and inclusion. Early years educator's teach and facilitate children's learning play. They apply the observation, assessment, and planning cycle to support progress and children's development. An early years educator will act as the key person for one or more children within their setting. They may play a leadership role within the setting or may act under the supervision of a manager

## What does the Early Years Educator L3 V1.4 Apprenticeship Standard consist of?

### **Knowledge**

- K1:** The importance of equality, diversity, and inclusion, and respecting children's social and cultural context.
- K2:** Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing.
- K3:** Types of abuse including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues.
- K4:** The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding.
- K5:** The principles of risk assessment and management, and how to balance risks and benefits of activities for children.
- K6:** The statutory and non-statutory frameworks and guidance for provision in early years including SEND.
- K7:** The legal rights of each individual child according to their current and future needs.
- K8:** The role of colleagues and multi-agency working to support the child.
- K9:** The role and responsibilities of the early years educator, including providing supervision to staff.
- K10:** The role and responsibilities of the key person.
- K11:** Theories and significance of attachment.
- K12:** The importance of professional relationships and collaboration with parents, families, or carers.
- K13:** The importance of professional relationships with colleagues, other organisations, and agencies.
- K14:** The influence of all key individuals in children's lives on children's learning and development.
- K15:** The development of social skills and maintaining relationships.

**K16:** How children learn and develop from conception to age 7; physiologically, neurologically, biologically, psychologically, cognitively, emotionally, and socially. Including the interaction and impact of biological and environmental factors.

**K17:** The elements and characteristics of a wide range of enabling environments.

**K18:** How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development.

**K19:** How the design of the day and expectations adapts to support and reflect all children's current needs (for example, those children with SEND, EAL, communication difficulties, and the most able).

**K20:** How the organisations approach and values underpin the environment.

**K21:** How children experience change, transition, and significant events.

**K22:** The theories of play and its fundamental role in learning and development.

**K23:** How children develop characteristics for effective learning.

**K24:** How, when, and why to conduct observation and assessment.

**K25:** How the observation, assessment, and planning cycle is used to analyse and respond to children's learning, development, and interests.

**K26:** How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy.

**K27:** Methods of reflective practice, including supervision, and opportunities for continuous professional development.

### **Skills**

**S1:** Recognise when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure.

**S2:** Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting (for example, food safety, diets, starting solid food, allergies, COSHH, and accidents, injuries, and emergencies).

**S3:** Apply the principles of risk assessment and risk management within documentation and practice.

**S4:** Teach children to develop skills to manage risk and maintain their own and others safety.

**S5:** Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child.

**S6:** Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child.

**S7:** Undertake the role and responsibilities of key person.

**S8:** Recognise and apply theories of attachment to develop effective relationships with children.

**S9:** Provide sensitive and respectful personal care for children from birth to 5 years.

**S10:** Advocate for all children's needs, including children which require SEND or EAL support.

**S11:** Promote and facilitate children's interpersonal communication to develop their social interactions and relationships.

**S12:** Support children to develop a positive sense of their own identity and culture.

**S13:** Support children to understand and respond to their emotions and make considered choices about their behaviours.

**S14:** Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements.

**S15:** Create inclusive, child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors.

**S16:** Create inclusive and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing; maintaining and prioritising the individual child's voice.

**S17:** Apply strategies that support children's ability to manage change, transition, and significant events.

**S18:** Analyse observation evidence to assess and plan holistic individual learning based on a comprehensive understanding of the child's needs and interests.

**S19:** Facilitate and support child-centred opportunities and experiences based on the setting's curriculum and pedagogy.

**S20:** Provide adult led opportunities and experience based on the setting's curriculum and pedagogy.

**S21:** Use reflection to develop themselves both professionally and personally.

### **Behaviours**

**B1:** Confident to have difficult conversations.

- B2:** Child-centred and empathetic, valuing equality, diversity, and inclusion and the uniqueness of each child.
- B3:** Vigilant and act with professional curiosity.
- B4:** Caring, compassionate and sensitive.
- B5:** Honest, open, respectful, and a role model.
- B6:** Self-motivated, using initiative and proactive.
- B7:** Playful and creative.
- B8:** Reflective and reflexive and committed to CPD.

### **Occupational Duties**

**Duty 1** Support children's learning and development through applying knowledge of pedagogy and the observation, assessment, and planning cycle.

**Duty 2** Develop secure and supportive relationships with children and families as the key person for children in their care, advocating for those children.

**Duty 3** Provide respectful and responsive physical and emotional care to children, promoting health and wellbeing.

**Duty 4** Work with key individuals in children's lives (for example parents, families, and carers) to improve all children's outcomes and wellbeing.

**Duty 5** Work in partnership with other organisations and agencies to support children's learning, development, health and wellbeing.

**Duty 6** Support the implementation of change to improve practice.

**Duty 7** Initiate and engage in continuous professional development, underpinned by reflective practice.

**Duty 8** Ensure compliance with child protection and safeguarding legislation, policies, and procedures.

**Duty 9** Work in ways that promote and support equality, diversity, and the inclusion of all children, respecting their social and cultural context.

**Duty 10** Ensure compliance with Health and Safety legislation, policies, and procedures.

**Duty 11** Use technology to record and update information for example observations, assessments, reports, risk assessments, and safeguarding concerns.

**Duty 12** Promote and engage in children's play. Support all children to create and adapt the environment to reflect their interests and enable their learning and development.

**Duty 13** Ensure legal requirements of statutory frameworks are met within policy, procedure, and practice.

### **Functional Skills Units**

To achieve: -

Functional Skills in English Level 2                      credit value 5

Functional Skills in Maths Level 2                      credit value 5

### **First Aid Requirement:**

The employer must ensure the apprentice achieves a valid first aid certificate in date for End Point Assessment. This must either be a Full 12 Hour Paediatric First Aid course or a 6 Hour Emergency Paediatric First Aid course as stated within the Early Years foundation stage annex A requirement. A Certificate as evidence of this will be required as part of the gateway submission.

## Programme of Study

The period of learning, development and continuous assessment is managed by the employer, in most cases with the support of a training provider. The on-programme pace will be driven by the apprentice as well as by the breadth of experience an employer can offer, but must be a minimum of 12 months, prior to the end-point assessment taking place. Typical duration is expected to be 15 months with a 3-month End point assessment.

**Off-the-job guided learning hours – This will equate to 20% of the apprentices working hours and could include:**

- Workshops
- Meetings with Tutor
- Online Learning
- Learning about a new product/service/resource
- Supervised learning – knowledge or practical skill
- Attending a review or appraisal

This equates to approximately 6/7 learning hours a week over the duration of the programme based on a 35-40 hour working week.

## Delivery by Quest Training and the Employer

Activity	Delivery Method	Location	Duration
<b>Initial assessment</b> <ul style="list-style-type: none"> <li>• Target Skills</li> <li>• Learning Styles Questionnaire</li> <li>• Application/enrolment/ILR</li> <li>• Recognition of prior learning</li> <li>• ILP</li> </ul>	Via computer package Paper-based questionnaire  Checking GCSE/other qualifications gained	Workplace	2 hours per learner
<b>Induction</b> <ul style="list-style-type: none"> <li>• Quest Training Apprentice Handbook</li> <li>• Apprenticeship Programme</li> <li>• Skills Scan</li> <li>• Functional Skills</li> <li>• Health &amp; Safety</li> <li>• Health &amp; Wellbeing</li> <li>• Equality &amp; Diversity</li> <li>• Safeguarding</li> <li>• British Values</li> </ul>	Tutor input using a range of methods including: <ul style="list-style-type: none"> <li>• Theory input</li> <li>• Handouts</li> <li>• Workbooks</li> <li>• Presentations</li> <li>• Discussions</li> <li>• Question &amp; answer sessions</li> <li>• Practical activities</li> </ul>	Workplace	Flexible arrangements e.g.  1 day 2 half days 3 x 2 hour sessions
<b>Tutorials/teaching delivery</b> <ul style="list-style-type: none"> <li>• Skills, Knowledge &amp; Behaviours</li> <li>• Functional Skills</li> </ul>	One-to-one and/or group learning sessions with Tutor Learning modules using a range of Blended Learning for the Knowledge Skills and Behaviours  This will include regular revision and assessment of learning	Workplace and/or agreed venue	According to individual apprentice needs
<b>Milestone Progress reviews</b>	Every 8 weeks with the apprentice, tutor and employer to review progress towards "Gateway Readiness"	Workplace	30 minutes

Activity	Delivery Method	Location	Duration
<b>Mock End-Point Assessment</b>	Practice assessments in line with the End-Point Assessment Plan throughout the programme	Workplace and/or agreed venue	According to individual apprentice needs
<b>Functional Skills Qualifications</b> <ul style="list-style-type: none"> <li>Practice</li> <li>Exams</li> </ul>	One-to-one with tutor  English reading English writing English speaking, listening & communicating  Maths	Workplace and/or agreed venue  Quest Training or employer venue	  75 minutes 75 minutes 30 minutes  90 minutes

## End-Point Assessment Plan

The End-Point Assessment is planned with the Independent End-Point Assessor, Employer and Apprentice

Assessment Method	Weighting	Duration	To Achieve a Pass	To Achieve a Distinction
Practical Observation with Q&A	50%	50 Min Observation 30 Min Questioning	You must meet <b>all</b> of the pass criteria	You must meet <b>all</b> of the pass and distinction criteria
Professional Discussion underpinned by a showcase of evidence	50%	90 minutes with 10% increase if required	You must meet <b>all</b> of the pass criteria	You must meet <b>all</b> of the pass and distinction criteria

**There is an overall Merit grade within this apprenticeship and to achieve this the apprentice must get a distinction for the practical observation with Q&A and a Pass for the Professional Discussion element**

As part of the apprenticeship, there is opportunity to access teaching and support sessions via a variety of methods. Please see below the different topics that are covered in the apprenticeship:

Learning Journey Steps	TAL Sessions
<b>Induction</b>	British Values, Ecordia Training, Century training
<b>Learning portfolio topics</b>	Food safety, hygiene and nutrition Health safety and security Risk management Safeguarding Building relationships The Key person role and transitions Personal care and wellbeing Observation, assessment and planning Child development and attachment Curriculum and pedagogical approaches Enabling environments and routines Supporting indoor and outdoor play Equality, diversity and inclusive practice Partnership working Professional development and reflective practice
<b>EPA Preparation</b>	Behaviours recap/ EPA preparation
<b>Additional Sessions</b>	Creating an activity plan, creating a behaviours diary, using work products, showcase portfolio building, professional discussions, completing a policy/procedure review
<b>Wider Curriculum Sessions</b>	Study Skills, Digital Skills, GDPR, LGBT Awareness, E-Safety, Sustainability in the workplace, Health and Safety in the workplace, Employment Rights and Responsibilities, Safeguarding, Equality, Diversity and Inclusion, E- Safety, Using Word, Using PowerPoint, Using Excel, Referencing and Plagiarising Work, Personal Skills, Exam Techniques, Prevent Duty, British Values, Health and Wellbeing