

Apprenticeship Course Guide for:



Early Years Educator (EYE): Level 3

Introduction

This course guide aims to provide an insight into the work and role of an Early Years Educator working within a nursery or childminding setting

The roles and responsibilities of the child care worker have increased significantly over the past years and the emphasis is now on being confident and able to teach children the Early Years Foundation Stage curriculum (EYFS)

Study of this Pearson Edexcel Level 3 Diploma in Children's Learning and Development (Early Years educator) provides learners the opportunity to:

- develop and demonstrate competence in job roles with private day nurseries, registered childminders or nursery schools
- develop and demonstrate a range of technical and wider sector-related knowledge to underpin competence in the job roles stated above.

This includes

- understanding children's early years education and patterns of development
- how to support positive outcomes for children and young people
- how to safeguard and protect children and young people
- how to support children and young people who have experienced harm or abuse.

Detailed below are a few of the areas of development you will study to help you achieve each of the learning outcomes for this valuable level 3 qualification

Knowledge and Understanding

Understand Children's Early Years Education and Development

you will gain knowledge and understanding of how children from birth up to 8 years develop, including underpinning theoretical perspectives. Children's development will include the following very important areas such as cognitive development, speech, language and communication, literacy and numeracy and physical, emotional and social development.

The area of your own professional development also includes actions taken when differences in development are identified and the potential effects of transitions on children's development.

It also includes how to support children through transitions in their lives.



Understand How to Safeguard and Protect Children and Young People

Developing skills within this area allows you to explore and understand types of abuse and the indicators of each and the need to follow policies and procedures for safeguarding and protecting children and young people.

You will begin to develop your knowledge and understanding of the importance of safeguarding and protection of children and young people within your care, approaches to working and how they are underpinned by legislation and policy.

The support that networks can provide in order to reduce the risk of harm is discussed, as are situations which could lead to the perpetration of harm or abuse for children and young people. Ongoing monitoring and evaluation of agreed ways of working and policies and procedures, are key to ensuring the safety and security of children and young people and the unit further endorses this aspect of practice.

Understand How to Support Children and Young People Who Have Experienced Harm or Abuse

You will gain knowledge, understanding and skills required to support the provision of a safe and secure environment for children and young people who have been subject to harm or abuse.

You will explore roles and responsibilities and the support needed by children and young people. Study of this knowledge area will provide you with the knowledge and understanding of the importance of working to identified and agreed roles and responsibilities when supporting children and young people who have been harmed or abused.

You will also examine approaches to working and how they are underpinned by collaboration with support networks, which can provide guidance and information in relation to the harm or abuse experienced by children and young people.

Understand How to Support Positive Outcomes for Children and Young People



you will gain an understanding of the factors that can impact, both positively and negatively, on outcomes and life chances of children and young people.

You will understand how those working with children and young people can support positive outcomes, the importance of active participation of children and young people in decisions which affect their lives and why it is important to have high expectations of and ambitions for all children and young people.

You will also gain an understanding of how disability can impact on positive outcomes and life chances, the importance of positive attitudes towards disability and support available for children and young people with disabilities.

Practical Skills

Plan and Provide Effective Teaching and Learning in Early Years Settings

This area of your professional development is designed to provide learners the knowledge, understanding and skills to support teaching and learning activities.

This mandatory unit looks at the planning and implementation involved in delivering purposeful play and educational programmes. During your practical activities, you will be in a position to apply the principles and themes of the Early Years Foundation Stage (EYFS) to own practice and plan activities that include the learning and development areas of current early education curriculum requirements

Make Accurate and Productive Use of Assessment in Early Years Settings

This professional development unit gives learners the understanding and competence to facilitate assessment and planning with children in partnership with others. The unit also identifies the importance of children being involved in assessment and planning.

You will develop knowledge and understanding alongside practical skills allowing you to evaluate how observations and assessments are used to inform planning and use assessment to identify the stages of development of individual children.

Promote the Health, Safety and Well-being of Children in Early Years Settings



Development of skills within this area will see you gaining confidence on how to create safe environments that still allow children to explore and take risks.

This professional development unit also looks at recognising hazards and undertaking risk assessments in the work setting including: identifying hazards; deciding who may be harmed and how; evaluating the risk; deciding on precautions; recording findings and implementing them and then reviewing assessment and updating

Other major areas of your professional development will allow study of prevention and control of infection; understanding the principles of first aid in response to an accident; knowing how to carry out an emergency evacuation; knowing how and when to call for emergency help in medical and fire emergencies.

Methods of Assessment and Support

To ensure that you are given every opportunity to meet the prescribed learning outcomes and assessment criteria, you will be allocated a personal teaching and learning coordinator (TLC) who will work with you on a one to one basis.

Your allocated TLC will visit you in the workplace every month throughout the duration of your qualification. The length of the qualification depends upon you and your learning abilities. It is estimated that the qualification will take between 12 and 18 months.

You will be provided with unlimited access to our bespoke learner platform housing a vast array of resources linked to each and every unit within the qualification.

During your qualification your TLC will carry out the following and much more to assist your development:

- Regular teaching and learning sessions aimed at the delivery of knowledge and understanding within every chosen area of your professional development.
- Regular observation of your developing performance within your workplace, your TLC will formulate a full assessment plan to inform you of the areas to be observed, they will provide formal feedback and support. This “direct observation” will count as an assessment and will be logged as such onto your E-Portfolio to demonstrate learning and development
- Your TLC will meet with you line manager, other senior staff members and colleagues to ask them to provide “witness testimonies” explaining your actions within the workplace whilst working alongside them. This also forms an assessment process and will be logged by your TLC onto your E-Portfolio
- Your TLC will carry out regular reviews of your progress and development with your employers, this ensures you remain on-track and up to date with progress. If any additional support is required, this will be provided by FW Solutions.

FW Solutions and the three I's – Intent, Implementation and Impact.

Intent

Throughout the duration of this Apprenticeship for the Level 3 Early Years Educator it is our ***intent*** to provide each apprentices with a detailed curriculum that is ambitious and designed to give all learners the knowledge, understanding and ability to succeed in life. Our curriculum for this apprenticeship has been coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. FW Solutions holds the same academic, technical and vocational ambitions for all learners of all abilities.

Implementation

All FW Solutions Teaching and Learning Coordinators (TLC's) hold excellent subject knowledge qualifications relating to the qualifications they teach. FW Solutions management team provide effective support for those teaching outside their main areas of expertise.

All TLC's present subject matter clearly, promoting appropriate debate and discussion relating to this. All TLC's check learners understanding systematically, identify any

misconceptions accurately and provide clear, concise and constructive feedback. In doing so, they are able to respond and adapt their teaching as necessary without unnecessary approaches, but we do differentiate where appropriate.

Impact

Apprentices develop detailed knowledge, understanding and skills across the curriculum and, as a result, achieve well. Where relevant this achievement is reflected in on-going results (where applicable) and in qualifications obtained.

Apprentices are made ready for the next stages of development or employment. Apprentices gain qualifications that allow them to go on to destinations that meet their aspirations and interests linked closely to the intentions of their course of study. Apprentices also develop wider ranging skills in English and mathematics as required by their qualification of study as detailed below: -

Pearson BTEC Level 3 Diploma in Children's learning and Development (Early Years Educator) (QCF)

Breakdown of this Level 3 Qualification

Minimum number of credits that must be achieved	64
Number of credits that must be achieved at level 3 or above	46
Number of <i>mandatory credits</i> – Units 1 to 9 that must be achieved	46
Minimum number of <i>optional credits</i> from units 10 to 23 that must be achieved	18

Mandatory Units:

Unit 1: Understand Children's Early Years Education and Development

Unit 2: Implementing Early Years Foundation Stage

Unit 3: Diversity, Equality and Inclusion in Early Years Settings

Unit 4: Plan and Provide Effective Teaching and Learning in Early Years Settings

Unit 5: Make Accurate and Productive Use of Assessment in Early Years Settings

Unit 6: Develop Effective and Informed Professional Practice in Early Years Settings

Unit 7: Promote the Health, Safety and Well-being of Children in Early Years Settings

Unit 8: Child Protection and Safeguarding

Unit 9: Partnership Working in Early Years

Unit 10: Understanding How to Promote Play and Learning in the Early Years

Unit 11: Support Children's Outdoor Play

Unit 12: Understand How to Work with Children in Home-Based Care

Unit 13: Managing a Home-Based Childcare Business

Unit 14: Lead and Manage a Community Based Early Years Setting

Unit 15: Coordinate Special Educational Needs Provision

Unit 16: Understand the Needs of Children Who Are Vulnerable and Experiencing Poverty and Disadvantage

Unit 17: Support Disabled Children and Children with Specific Requirements

Unit 18: Support the Use of Medication

Unit 19: Support Children at Meal or Snack Times

Unit 20: Care for the Physical and Nutritional Needs of Babies and Young Children

Unit 21: Support the Development of Positive Behaviour in Children

Unit 22: Contribute to Effective Team Working in Health and Social Care or Children's Settings

Unit 23: Working Within a Social Pedagogic Framework with Children