

# Apprenticeship Course Guide for:



NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)

QRN: 601/2629/2

## ***Introduction***

The aim of this qualification is to prepare learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5 to 7 years.

Upon achievement of this qualification it is intended that learners will be able to enter the workforce as Early Years Educators. In order to achieve the Level 3 Diploma for the Early Years Workforce (Early Years Educator) learners must gain a total of 61 credits. To do this, they must achieve all 23 mandatory units.

This NCFE CACHE Level 3 Diploma for the Early Years Workforce (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 how to promote children's emotional well-being
- how to support healthy lifestyles for children through exercise
- how to safeguard and protect children and young people
- how to plan, lead and review play opportunities which support children's learning and development
- Use longitudinal studies to observe, assess and plan for children's needs
- Promote children's speech, language and communication

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 the value of play in Early Years***

you will gain knowledge and understanding of how children develop the innate drive for play and how play is necessary for the development of children. You will be able to identify the rights of children in relation to play as detailed in the 'UN Convention on the Rights of the Child'. You will also begin to understand and describe benefits of:

- physical play
- creative play
- imaginative play
- sensory play.

You will also develop the required skills that will allow you to identify how children's play needs and preferences change in relation to their stage of development.



### ***Understand how to support children who are unwell***

Within this professional development unit, you will study and learn about how to identify common childhood illnesses and recognise the signs and symptoms of these. You will develop an understanding of each one and be able to describe in detail the treatments for each one as well as understanding the exclusion periods for each one.

You will develop a clear understanding of when medical interventions are required. Describe the needs of a child who is ill in relation to:

- food and drink
- personal care
- rest and sleep
- emotional well-being
- dignity and respect
- observation and monitoring.

You will also become able to explain procedures which are followed when a child is taken ill in a setting and be able to describe the responsibilities of the Early Years practitioner when supporting a child who has a chronic health condition in relation to:

- training and development needs
- partnership working
- inclusive practice
- support for self.

### ***Understand legislation relating to the safeguarding, protection and welfare of children***

This professional development unit provides the knowledge and understanding required to support the safeguarding, protection and welfare of children from birth to 7 years. It allows you to understand and to identify policies and procedures relating to the safeguarding,

protection and welfare of children. Through study, you will be able to explain the roles and responsibilities of the Early Years practitioner in relation to the safeguarding, protection and welfare of children and also explain the boundaries of confidentiality in relation to the safeguarding, protection and welfare of children.

Safeguarding children is of the utmost importance and as your role, knowledge and understanding develop, you will be able to recognise and describe signs, symptoms, indicators and behaviours that may cause concern relating to:

- domestic abuse
- neglect
- physical abuse
- emotional abuse
- sexual abuse.

### ***Performance skills***

#### ***Working in partnership***

This important professional development unit provides you with the knowledge, understanding and skills required to work in partnership. Partnerships within childcare see your role as being able to understand and to evaluate partnership working in relation to:

- meeting children's additional needs
- safeguarding children
- children's transitions.

You will identify when parents/carers need support, identify different family structures and work with parents/carers in a way which encourages them to take an active role in their child's play, learning and development.

#### ***Plan, lead and review play opportunities which support children's learning and development***



This essential development unit provides the knowledge, understanding and skills which a learner needs to be able to plan, lead and review purposeful play opportunities that support children's learning and development.

You will begin to understand and identify theories and philosophical approaches which influence play and how theoretical perspectives and philosophical approaches on play inform practice

You will learn how to lead a planned play opportunity in your own setting and how to support children's participation in a planned play opportunity and how to encourage parents/carers to take an active role in children's play.

## ***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 it is our ***intent*** to provide each apprentice 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: -

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**Breakdown of this Level 3 Qualification**

Minimum number of credits that must be achieved	<b>61</b>
Minimum number of units that must be achieved	<b>23</b>

**Mandatory Units:**

**Theme 1: Health and well-being**

- 1.1 Support healthy lifestyles for children through the provision of food and nutrition
- 1.2 Support healthy lifestyles for children through exercise
- 1.3 Support physical care routines for children
- 1.4 Promote children's emotional well-being
- 1.5 Understand how to support children who are unwell

**Theme 2: Legislation, frameworks and professional practice**

- 2.2 Understand legislation relating to the safeguarding, protection and welfare of children
- 2.3 Use legislation relating to the health and safety of children
- 2.4 Follow legislation relating to equality, diversity and inclusive practice
- 2.5 Working in partnership
- 4.1 Engage in professional development

**Theme 3: Play, development and learning for school readiness**

- 3.1 Understand the value of play in Early Years
- 3.2 Plan, lead and review play opportunities which support children's learning and development
- 3.4 Promote enabling play environments
- 3.5 Developing children's emergent literacy skills
- 3.6 Developing children's emergent mathematical skills
- 3.7 Support children's transition to school
- 3.9 Develop children's cognitive skills
- 3.10 Promote children's speech, language and communication
- 3.11 Promoting children's physical development
- 3.12 Promoting children's personal, social and emotional development
- 3.13 Support children with additional needs
- 3.14 Use observation, assessment and planning to promote the development of children
- 3.15 Use longitudinal studies to observe, assess and plan for children's needs