

Sutton and District Training

**Early Years Practitioner
Apprenticeship
Level 2 Standard**



Apprenticeship Journey

Employer

Supporting the apprentice with regular progress reviews, work based training and time to complete apprenticeship tasks during the working day.

Apprentice

Attending all training and coaching sessions, submitting work set on time and providing evidence of knowledge, skills and behaviours.

Apprentice & Employer

The apprenticeship journey consists of many different stages, below we have provided more information on some of them :

ENGAGEMENT

Firstly, we need to ascertain employer needs and objectives and evaluate all training options. If apprenticeships are chosen, we will then establish which Apprenticeship Standards are most suitable for the organisation and its employees.

NOMINATION

Following the engagement process, employers are encouraged to put forward names (nominate) staff members who have shown an interest in undertaking an apprenticeship.

INITIAL ASSESSMENT – LINE MANAGER

A meeting between the Subject Specialist and the Line Manager takes place to ensure knowledge skills and behaviours as required by the standard align with apprentice's role and line managers' ability to support the apprentice. The apprenticeship bespoke Training Plan will start being prepared.

INITIAL ASSESSMENT – APPRENTICE

A meeting between the Subject Specialist and the apprentice takes place to ensure knowledge skills and behaviours as required by the standard align with apprentice's role and to ensure that the apprentice has a full and informed understanding of the apprenticeship prior to enrolment. The apprenticeship bespoke Training Plan will start continue being planned.

FUNCTIONAL SKILLS – MATHS AND ENGLISH

Maths and English at Level 1 or 2 are a requirement of all apprenticeships, before enrolment an apprentice will either provide certificates of prior attainment or complete an indicative assessment on BKSB (online Maths & English initial assessment program).

START DATE IS CONFIRMED AND TRAINING BEGINS

PROGRESS REVIEWS

These are conducted at 12 week intervals with the line manager and apprentice. These are designed to check on apprentice progress, provide support to employer and apprentice, ensure all apprentice training is being delivered and set apprenticeship objectives for the next 12 weeks.

Initial Assessment

Before the employer, the line manager and the apprentice commit to an apprenticeship it is crucial to ensure that the right apprenticeship, at the right level, is selected.

This first step is conducted with the Subject Specialists, it usually takes place via a video call and lasts approximately 30-40 minutes.

Line Manager

INITIAL ASSESSMENT - LINE MANAGER

Conducted between the Line Manager and the Subject Specialist.

The Line Manager will have an understanding of the apprentices' roles and responsibilities, whilst the Subject Specialist will have an in-depth understanding of the apprenticeship requirements.

During the call, each area of the apprenticeship is considered in the context of its relevance to apprentices' current role, the knowledge that will be taught, the skills and behaviours that the apprentice will need to demonstrate.

The apprenticeship requires ongoing commitment from the Line Manager, this process raises their awareness of apprenticeship requirements from the outset. Other requirements such as Off the Job Training (OTJ) and IT requirements are also addressed.

This initial time commitment is an investment in the future, it ensures apprenticeship relevance to the apprentice's role and it significantly increases success rates.

Apprentice

INITIAL ASSESSMENT - APPRENTICE

Conducted between the Apprentice and the Subject Specialist.

Each area is considered in detail and requirements explained to the apprentice. The apprentice is asked to explain their current understanding of the subject matter. Based on their answers the Subject Specialist will rate the apprentice's current ability. These results are used to record the Prior Learning Recognition (PLR) which in turn is used to calculate the OTJ hours required for the duration of the apprenticeship. If the PLR is at a considerably higher level, a higher level apprenticeship is likely to be recommended.

Mathematics and English functional skills at Level 1 are required for all Level 2 apprenticeships and Level 2 functional skills are required for all apprenticeships at Level 3 and above. If the apprentice does not have certificates of prior attainment, they will need to complete Functional Skills Initial Assessments prior to enrolment.

Apprentices are required to complete Initial Assessments relevant to their preferred apprenticeship and Initial Assessment in Functional Skills Maths and English.

Apprenticeship Journey

Engagement

Employer Engagement



Identifying Apprentices



Confirm Eligibility

Enrolment

Initial Assessment - Skill Scan



Initial Assessment - Functional Skills



Agreement is Signed

Delivery

Apprentices' Start is Planned



Induction



On Programme Training

Completion

Mock Assessment



Gateway



End-Point Assessment

Progression

Completion



Progression



Future Learning

About the Apprenticeship



Start date
Flexible



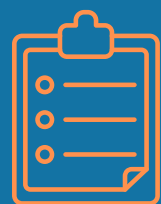
Level 2



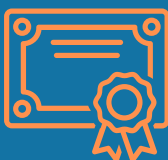
Duration
12 Months



Delivery
Virtually
In-Person



Assessment
End-Point Assessment
On Programme



Progression
Various opportunities

Early Years Practitioner

Level 2

This occupation is found in a range of private and public settings including; 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 to deliver the Early Years Foundation Stage (EYFS) requirements set by the government for the learning, development and care of children from birth to 5 in both indoor and outdoor environments.

The broad purpose of the occupation is to work and interact directly with children on a day to day basis supporting the planning of and delivery of activities, purposeful play opportunities and educational programmes within the ethos of the setting. An EYP works as part of a professional team ensuring the welfare and care for children under the guidance and supervision of an Early Years Educator, teacher or other suitably qualified professional the Early Years Workforce.

Typical Job Roles

Typical job titles: Assistant Childminder, Early Years Practitioner, Nursery and Early Years Worker, Nursery Assistant, Nursery Nurse, Nursery Practitioner.

Suggested Sectors

This apprenticeship feeds into an unlimited number of childcare professions.

Entry Requirements

Individual employers will set their selection criteria but the standard includes Maths and English understanding and functional application at Level 1, enabling apprentices to aspire to the next level. Employers will set the entry specification suitable for the correct level of the individual.

Knowledge



Knowledge

- K1: How children learn and the expected pattern of babies and children's development from birth to 5 years and their further development from ages 5 to 7. Areas of development include: cognitive, speech, language and communication, physical, emotional, social, brain development and literacy and numeracy.
- K2: The importance to children's holistic development of, speech, language and communication, personal, social and emotional development, physical development and literacy and numeracy.
- K3: How babies' and young children's learning and development can be affected by their stage of development, well-being and individual circumstances.
- K4: The significance of attachment, the key person's role and how transitions and other significant events impact children.
- K5: The legal requirements and guidance on safeguarding, security, confidentiality of information and promoting the welfare of children.
- K6: Safeguarding policies and procedures, including child protection and online safety.
- K7: Own role and responsibilities in relation to safeguarding and security, including child protection, reporting and confidentiality of information.
- K8: The legal requirements and guidance for, Health and safety and Security
- K9: Risks and hazards in the work setting and during off site visits.
- K10: Own role and responsibilities, including reporting, in the event of a baby or young child requiring medical/ dental attention, a non-medical incident or emergency and identifying risks and hazards
- K11: The work settings procedures for receiving, storing, recording, administration and the safe disposal of medicines.
- K12: The signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/ dental attention.
- K13: The impact of health and wellbeing on children's development.
- K14: The current dietary guidance for early years and why it is important for babies and young children to have a healthy balanced diet and be physically active.
- K15: Ways to communicate with all children appropriate for all their stages of development, including those whom English is an additional language (EAL) or who have delayed speech.
- K16: The statutory framework, including the learning and development requirements for babies and young children that must be implemented by your setting.
- K17: The terms adult led activities, child initiated activities and spontaneous experiences.
- K18: The key stages in the observation, assessment and planning cycle and the value of observation for the child, the parents/ carers and the early years setting in planning the next steps.
- K19: How to refer concerns about a baby's or child's development.

Knowledge and Skills



Knowledge

- K20: The statutory guidance in relation to the care and education of children with special educational needs and disabilities.
- K21: Partnership working (including parents/carers) in relation to working effectively with children with special educational needs and disabilities.
- K22: What specialist aids, resources and equipment are available for the children you work with and how to use these safely.
- K23: Own role and expected behaviours and the roles of colleagues and the team.
- K24: How to access work place policies and procedures and your own responsibilities and accountabilities relating to these.
- K25: How behaviour can impact on babies and children and influence them.
- K26: Own responsibilities when following procedures in the work setting for reporting, whistleblowing, protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology.
- K27: The importance of reflective practice and continued professional development to improve own skills and early years practice.
- K28: The roles and responsibilities of other agencies and professionals that work with and support your setting, both statutory and non-statutory.
- K29: The importance of the voice of the child, parental/carers engagement, the home learning environment and their roles in early learning.

Skills

- S1: Support babies and young children through a range of transitions.e.g moving onto school, moving house or the birth of a sibling
- S2: Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including: domestic, neglect , physical, emotional, and sexual abuse.
- S3: Identify risks and hazards in the work setting and during off site visits.relatng to both children and staff
- S4: Demonstrate skills and understanding for the prevention and control of infection, including hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste, using correct personal protective equipment.

Skills



Skills

- S5: Use equipment, furniture and materials safely, following the manufacturers' instructions and setting's requirements.
- S6: Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene).
- S7: Promote health and wellbeing in settings by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors.
- S8: Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including eating (feeding and weaning/complimentary feeding), nappy changing procedures, potty/toilet training, care of skin, teeth and hair and rest and sleep provision.
- S9: Communicate with all children in ways that will be understood, including verbal and non-verbal communication.
- S10: Extend children's development and learning through verbal and non-verbal communication.
- S11: Encourage babies and young children to use a range of communication methods.
- S12: Use a range of communication methods to exchange information with children and adults.
- S13: Work with colleagues to identify and plan enabling environments, activities (both indoors and outdoors), play opportunities and educational programmes (both adult led and child initiated) to support children's holistic development through a range of play, creativity, social development and learning.
- S14: Implement and review activities to support children's play, creativity, social development and learning and clear up after activities.
- S15: Observe children, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected statutory framework and setting's requirements.
- S16: Use learning activities to support early language development.
- S17: Support children's early interest and development in mark making, writing, reading and being read to.
- S18: Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching.

Skills and Behaviours



Skills

- S19: Support the assessment, planning, implementation and reviewing (the graduated approach) of each baby's and young child's individual plan for their care and participation.
- S20: Work in ways that value and respect the developmental needs and stages of babies and children.
- S21: Use feedback, mentoring and/or supervision to identify and support areas for development, goals and career opportunities.
- S22: Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress.
- S23: Work alongside parents and/or carers and recognise their role in the baby's/child's health, well-being, learning and development.
- S24: Encourage parents and/or carers to take an active role in the baby's/child's care, play, learning and development.
- S25: Demonstrate how to share information with parents/carers about the importance of healthy balanced diets, looking after teeth and being physically active.



Behaviours

- B1: Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development.
- B2: Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.
- B3: Positive work ethic – maintains professional standards within the work environment providing a positive role model for children.
- B4: Being team-focused - work effectively with colleagues and other professionals.
- B5: Commitment - to improving the outcomes for children through inspiration and child centred care and education.
- B6: 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. Work in ways which consider fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- B7: Professional Practice – be a reflective practitioner with a commitment to continued professional development adhering to legislation, policy and procedure with a positive disposition to work.



Gateway and EPA

EPA Weighting

On-Programme
Portfolio of Evidence

20%

Research Assignment

10%

End-Point Assessment

Practical Tasks

40%

Knowledge Questions

20%

Interview

10%

At Gateway meeting, using the portfolio of evidence the employer and assessor will agree that the portfolio of evidence and the EPA elements are complete or prepared for and meet the requirements of the standard.

Portfolio of Evidence

Completed on the programme and assessed by the EPAO. Evidence generated during the apprenticeship covers competence and behaviours.

Short Research Assignment

Completed on the programme and assessed by the EPAO. This will cover the industry and workplace the apprentice is working in, as well as underpinning knowledge.

Practical Assessment

Assessed by an EPAO, it requires the candidate to complete a number of core practical activities, in controlled conditions. This will be graded as pass/distinction/fail.

Knowledge Assessment

Multiple-choice questions to assess the majority of the generic knowledge across the apprenticeship. These will be sat under invigilated conditions and marked by EPAO.

This will be graded as pass/distinction/fail.

Interview

A structured conversation with the apprentice on skills not covered by the practical assessment as well as the behaviours using the portfolio of evidence as a basis for the discussion. This will be graded as pass/distinction/fail.

PROGRESS REVIEWS



Progress Review

The Apprentice
Line Manager
Tutor



Wellbeing

Safeguarding
Prevent
Equality
Diversity
Inclusion
Health and
Safety



SMART TARGETS

With all parties
agreed, tasks
for the next 12
weeks are
planned

A progress review is a 12-weekly contractual monitoring meeting between the line manager, the apprentice and the tutor

Progress

Progress between the review and the current review is recorded in a table and the RAG rating is implemented.

Reflection

The apprentice is required to reflect on the past 12 weeks by stating what new knowledge and skills they have learned and explained what the impact of this learning has been.

Wellbeing

The focus is not only on progress but also on the welfare of the apprentice, monitoring their health and safety and equality of opportunity.

Line Manager Feedback

Line Managers are encouraged to provide feedback relevant to the apprentice's progress and comment on changes apprentices' work-based performance as the result of the training.

Forward Planning

The three parties will consider the areas that will be next covered in training in the upcoming 12 weeks. The collaboration between the three parties here is of the utmost importance. They need to ensure that operational objectives align with the apprentice's duties and upcoming training.

Career Aspirations

During the reviews the tutor will speak with the apprentice about their long-term career aspirations and offer relevant support and guidance.

Functional Skills Overview

IA

Initial Assessment
Completed on BKS

DA

Diagnostic Assessment
Completed on BKS



Tutor Support



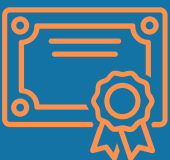
Specialist Support



Mock Tests



Tests



Certification

At Level 2 apprenticeship you are required to have passed Maths and English at Level 1. Level 1 Functional Skills are equivalent to a GCSE Grade E-D (2-3), and Level 2 Functional Skills are equivalent to GCSE Grade C-A*(4-9).

BKSB

To support apprentices development of Functional Skills we have engaged the services of EdTech specialist BKSB, established for over 20 years they are used by thousands of educators and millions of learners around the world. Apprentices are provided with online access and supported by their tutors

Tutor Support

During coaching session tutors will assess apprentices progress on BKSB and provide any additional teaching that could be required

Specialist Support

On occasion, specialist support is needed. Sutton & District Training have a designated Functional Skills Lead who is there to offer specialist support to learners in addition to the support provided by their designated tutors

Mock Exams

Before the exam all apprentices are encouraged to take mock exams, these are marked by the Functional Skills Lead and feedback is provided

Functional Skills Exams

Functional Skills Exams are arranged at the time and date that is most convenient for the apprentice and the manager. They are invigilated and take place on line usually within the first 6 months from the start of the apprenticeship. Location of the exam is at the learners discretion, but usually in a quiet office in their place of work.

Off the Job Training

What can be included

Teaching

The teaching of theory

Training

Shadowing & Mentoring

Learning

Learning support and time spent writing assessments

What can't be included

Training

Training on skills not required in the standard

Reviews

Progress Reviews

Functional Skills

English and Maths training is funded separately

Off-the-job training must make up at least 20% of the apprentice's normal working hours (paid hours excluding overtime) over the planned duration of the apprenticeship.

ESFA DEFINITION

Off-the-job training is a statutory requirement for an English apprenticeship. It is training which is received by the apprentice, during the apprentice's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship referenced in the apprenticeship agreement. By normal working hours we mean paid hours excluding overtime.

It is not on-the-job training which is training received by the apprentice for the sole purpose of enabling the apprentice to perform the work for which they have been employed. By this we mean training that does not specifically link to the knowledge, skills and behaviours set out in the apprenticeship

Examples of off the job training include:

- Induction training for job role
- Induction training for your qualification
- Online learning / training
- Independent study / research
- Shadowing staff in other departments / roles
- Technical training for your role
- Time spent completing your assignments / tasks for your qualification
- Qualification workshops – Face to face or Zoom
- Attending off the job training courses

Get in Touch To Progress

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