

APPRENTICESHIP IN EARLY YEARS PRACTITIONER

BTEC Diploma for Early Years Practitioners Apprenticeship (Level 2)

Qualification objectives

The aim of this qualification is to give learners knowledge and understanding of babies and young children from birth to seven years of age with applied knowledge in the early years, birth–5 years.

This qualification meets the Department for Education (DfE) Level 2 criteria that set out the knowledge, understanding and skills that a practitioner must demonstrate to achieve an Early Years Practitioner (Level 2) qualification and be considered as qualified to support young children aged from birth to five in the Early Years Foundation Stage (EYFS).

On completion of the qualification, learners can be counted towards the statutory framework for the EYFS staff: child ratio at Level 2.

The Pearson BTEC Level 2 Diploma for Early Years Practitioners is for learners who are employed in, or who are interested in working in, the early years settings in the role of Early Years Practitioner.

It gives learners the opportunity to:

- develop the fundamental technical skills and underpinning knowledge and understanding required to become competent in the job role; for details of units included in this qualification
- develop appropriate professional attitudes and behaviours that will support personal success in their job role and the long-term success of their organisation
- develop a range of interpersonal and intrapersonal skills to support progression to, and success in, further study and career advancement
- achieve a nationally recognised Level 2 qualification
- demonstrate the behaviours expected of all Early Years Practitioners carrying out their role:
- care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for development.

- honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude.
- positive work ethic – maintains professional standards within the work environment providing a positive role model for children.
- being team-focused - work effectively with colleagues and other professionals and support the learning and development of others.
- 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. 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.
- professional practice – be a reflective practitioner with a commitment to continued professional development adhering to legislation



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What's involved?

- Diploma for Early Years Practitioners
- Functional skills (Literacy and Numeracy)

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria, Pearson's quality assurance arrangements and the requirements of the assessment requirements/strategy given.

In line with the assessment requirements/strategy, evidence for internally assessed units can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL)

Learners can use the abbreviations in their portfolios for cross-referencing purposes. Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must be clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson standards verifier.

Method of delivery

- Face to Face
- Distance Learning
- 1:1 sessions per month including teaching and learning, varied delivery
- Planned assessments and feedback to develop knowledge, skills and behaviours of an apprentice
- Resources available on E-Portfolio

How long does the apprenticeship take?

The apprenticeship will take a minimum of 12 months to complete depending on experience.

Career progression

Learners who achieve the Pearson BTEC Level 2 Diploma for Early Years Practitioners can progress to working as a practitioner confirming competency in the job role stated on the previous page. In the longer term, learners can progress to Early Years Educator roles and other relevant Level 3 qualifications.

Learners can progress to either the Pearson Edexcel Level 3 Diploma in Children's Learning and Development (Early Years Educator) as an apprentice or to the Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator) in order to progress to higher education.

USEFUL DOCUMENTS

Levy website: www.app-levy.co.uk

Course profiles and job role suitability:

Found on www.carefirsttraining.co.uk/training/

Employer responsibilities and course delivery info sheet:

Available upon request on info@carefirsttraining.co.uk