

Learning Needs Analysis – Pearson Edexcel L3 Diploma in Children’s Learning and Development (Early Years Educator)

General Qualification Information

Who is it for?

The Early Years Educator is a level 3 qualification that is aimed at those who work in Early Years in England only at an un-supervised level. Learners must be able to demonstrate competence as an Early Years Educator, Nursery Nurse or Child minder. The qualification will help learners build the knowledge and skills that are required to work with children aged between the ages of birth and seven years.

All mandatory units must be part of their job role and they must be working in an environment which follows the EYFS.

Once achieved this qualification will give practitioners a licence to practice (subject to DBS checking)

Entry requirements

Learners will need to have *minimum* GCSE grade D or maths and English or Functional Skills Level 2 in maths and English. Learners will need GCSE Grade C in maths and English to **complete** the course. Learners with a GCSE equivalent including O Level/CSE will be eligible but those with Functional skills will not. Learners will be able to be included in ratio, but will not be able to achieve the Early Years Educator until they have achieved both their Maths and English at a grade between A and C. Learners must be currently employed in a Child Care related role within an organisation. Employer engagement is crucial as their employer should contribute to the qualification

Course content

To achieve the L3 Early Years Educator learners must achieve a minimum of 64 credits.

The learner must achieve all 9 mandatory units (46 credits) and at least 18 credits from the optional units.

A minimum of 331 Guided Learning Hours must be achieved and a maximum of 358

Use Learning Needs Analysis to obtain information on suitability of qualification and ensure that enough credits can be covered to enable completion.

Additional Qualifications to make up an Apprenticeship

ERR (Employment Rights and Responsibilities)

PLTS (Personal Learning and Thinking Skills are embedded into the programme)

Functional Skills ICT L2 (until January 2015)

Course delivery and assessment

The assessor will record observation of performance in the workplace, use guided discussion and product evidence. The assessor will set assignments which will be graded towards the overall achievement of the qualification. There will be a number of work-based projects in addition to the assignments. The assessor will require witness testimony from senior colleagues. There is opportunity to use Recognition of Prior Learning/Achievement (RPL)

Evidence will be collected by utilising the digital voice recorder. The learner and employer will have access to all assessments via E Track.

Learners will be required out of ratio for periods of time during the qualification for guided discussions to cover underpinning knowledge and tests.

The employer will also be required to provide evidence of the learner's competence using the DVR and also authentication of the evidence gathered by the assessor. Employers will also need to participate in the learners reviews.

L3 Diploma in Children’s Learning and Development (Early Years Educator) apprenticeship (GLH)

During your apprenticeship you will be required to undertake learning in order to achieve your full qualification.

Your learning will take many forms such as learning whilst you work, coaching from your trainer/assessor, online learning resources, reading, exam preparation, peer support, and in house training arranged by your employer.

This learning is broken down into ‘Guided Learning hours’ GLH. The following table shows you how these are distributed across your apprenticeship framework and how many credits each element is worth.

Element	On the Job	Off the Job	Credit value
L3 Diploma in Children’s Learning and Development (Early Years Educator)	273	58	64
ICT Functional Skills-Level 2			5
ERR			N/A
PLTS			
Completion of all the competent qualifications in the framework.			

(Recruiter visit)

Employer Statement

I confirm that a suitable number of units can be covered as part of the learner’s current job role and opportunity of additional duties, which will be supported to meet all requirements of the Early Years Educator Framework:

Name: _____

Signature: _____

Date: ____/____/____



(Trainer Assessor first visit)

Learner statement:

I have worked with my Employer and my Trainer Assessor to select the units most relevant to my job role and to my own learning and development needs and understand that I will need to be carrying out relevant activities within my work to complete these units:

Signature:

Date:

QUALIFICATION TITLE	Mandatory	Optional
Pearson Edexcel Level 3 Diploma in Children's Learning and Development (Early Years Educator) (QCF) (min 64 credits)	64 Credits needed. 46 credits make up the mandatory units at L3 or above.	A minimum of 18 credits need to be chosen from the optional units available.

Please indicate if the tasks/activities below, will naturally occur within your job role:	√/X	Level	Credit value			
<u>MANDATORY UNITS</u>	I do require development <i>(reflect your role with examples below in response to the key questions)</i>			I do not require development	Credit value selected for this unit	
Unit code and Title Unit 1 - Understand Children's Early Years Education and Development (GLH 43)		3	9	<i>To complete this unit:</i> <ol style="list-style-type: none"> Do you have an in depth knowledge of children's development for 0-8years (including neurological brain development) Do you have an understanding of the significance of transitions on children's lives and how to support these? Do you understand the theoretical approaches that have influenced current childcare practice? 		9

Unit 2 - Implementing Early Years Foundation Stage (GLH 26)		3	6	<p>To complete this unit:</p> <ol style="list-style-type: none"> 1. Do you have a full understanding of the Early Years Foundation Stage – including the principles and practices, formative and summative assessments, two year checks and developmental aims? 		6
Unit 3 - Diversity, Equality and Inclusion in Early Years Settings (GLH 23)		3	5	<p>To complete this unit:</p> <ol style="list-style-type: none"> 1. Do you have a full understanding of the laws and legislation that govern equality? 2. Do you know how your setting meets equality law? 		5
Unit 4 - Plan and Provide Effective Teaching and Learning in Early Years Settings (GLH 26)		3	5	<p>To complete this unit:</p> <ol style="list-style-type: none"> 1. Do you know how to plan and evaluate effectively for children's development in line with the early years foundation stage? 2. Do you understand what sustained shared thinking is? 3. Do you understand how to support children's positive behaviour and develop social interaction skills? 		5
Unit 5 - Make Accurate and Productive Use of Assessment in Early Years Settings (GLH 23)		3	5	<p>To Complete this unit:</p> <ol style="list-style-type: none"> 1. Do you understand how to support children and families using the assessment frameworks in the UK? 2. Do you have a full understanding of the laws that govern the protection of personal data? 3. Do you have a good understanding of how development records must be produced and maintained, using the formative and summative assessment methods? 		5

<p>Unit 6 - Develop Effective and Informed Professional Practice in Early Years Settings (GLH 13)</p>		3	4	<p>To complete this unit:</p> <ol style="list-style-type: none"> 1. Do you understand the full implications of effective communication in child care settings? 2. Do you understand the purpose of self-evaluation in line with government guidelines? 3. Do you have a full understanding of the purpose of supervision and appraisal? 		4
<p>Unit 7 - Promote the Health, Safety and Well-being of Children in Early Years Settings (GLH 20)</p>		3	4	<p>To complete this unit:</p> <ol style="list-style-type: none"> 1. Do you have a full understanding of the laws that govern health and safety and how this is implemented in the work place? 2. Do you understand how to promote children's health and well-being and promote self-care? 3. Do you understand how to support children in emergency situations? 4. Do you know how to complete a full risk assessment using the scoring system? 		4
<p>Unit 8 - Child Protection and Safeguarding (GLH 31)</p>		3	5	<p>To Complete this unit:</p> <ol style="list-style-type: none"> 1. Do you have a full understanding of the laws that are in place for the protection of children? 2. Do you understand the roles and responsibilities of the agencies that work as a team around the child? 3. Do you have a full understanding of the various type of abuse (including domestic violence)? 4. Do you understand how agencies work together to produce policies and procedures to safeguard children? 		5
<p>Unit 9 - Partnership Working in Early Years (GLH 16)</p>		3	3	<p>To complete this unit:</p> <ol style="list-style-type: none"> 1. Do you understand the integrated agency approach? 2. Do you have an understanding of parental rights? 3. Do you have a good understanding of the legislation and codes of practice in relation to partnership working? 		3

<u>OPTIONAL UNITS</u>						
Unit 10 - Understanding How to Promote Play and Learning in the Early Years (GLH 60)		3	9	<p><i>To complete this unit:</i></p> <ol style="list-style-type: none"> 1. Do you have a good understanding of different types of play? 2. Do you have a clear understanding of play theorists? 3. Do you understand the key areas of learning? 4. Can you explain barriers to play-based learning? 		9
Unit 11 - Support Children's Outdoor Play (GLH 27)		3	4	<p><i>To complete this unit:</i></p> <ol style="list-style-type: none"> 1. Do you understand the importance of outdoor play? 2. Are you confident in how to plan different activities for outdoor play and assess these against the EYFS? 		4
Unit 12 - Understand How to Work With Children in Home-Based Care (GLH 60)		3	9	<p><i>To complete this unit:</i></p> <ol style="list-style-type: none"> 1. Do you have experience working with other agencies & settings e.g. carers, foster carers, doctors, inspectors, schools & hospitals? 2. Do you have a clear understanding of the different types of risks? 		9
Unit 13 - Managing a Home-Based Childcare Business		3	5	<p><i>To complete this unit:</i></p> <ol style="list-style-type: none"> 1. Do you have good experience running a home based child care setting and managing your own business's key area's including tax, self-assessment, management of staff and marketing? 		5

(GLH 30)					
Unit 14 - Lead and Manage a Community Based Early Years Setting (GLH 45)		4	6	<p>To complete this unit:</p> <ol style="list-style-type: none"> 1. Do you have knowledge and experience of leadership skills, including conflict management, leading and modelling change, coaching and facilitation? 	6
Unit 15 - Coordinate Special Educational Needs Provision (GLH 20)		4	4	<p>To complete this unit:</p> <ol style="list-style-type: none"> 1. Do you have a clear understanding of all professionals related to Special needs Education, including SENCO, key Person, teachers and other early year's professionals? 2. Do you fully understand the assessment and planning cycle? 	4
Unit 16 - Understand the Needs of Children Who Are Vulnerable and Experiencing Poverty and Disadvantage (GLH 40)		4	5	<p>To complete this unit:</p> <ol style="list-style-type: none"> 1. Do you have a detailed understandings of factors that affect children's lives? 2. Have you got a clear understanding of the term vulnerable child? 	5

Unit 17 - Support Disabled Children and Children With Specific Requirements (GLH 45)		4	6	<p>To complete this unit:</p> <ol style="list-style-type: none"> 1. Do you understand the term Advocacy? 2. Have you had experience working with other agencies such as police, youth justice, doctors, social workers and carers? 	6
Unit 18 - Support The Use of Medication (GLH 40)		3	5	<p>To complete this unit:</p> <ol style="list-style-type: none"> 1. Have you had experience of administering medication? 2. Do you understand how to do this correctly? 3. Do you have an understanding of what practical difficulties may occur when administering medication? 	5
Unit 19 - Support Children at Meal or Snack Times (GLH 18)		2	3	<p>To complete this unit:</p> <ol style="list-style-type: none"> 1. Do you fully understand the importance of healthy meals and snacks? 2. Are you fully up to date with how to support positive behaviour including at mealtimes? 	3

Unit 20 - Care for the Physical and Nutritional Needs of Babies and Young Children (GLH 45)		3	6	<p>To complete this unit:</p> <ol style="list-style-type: none"> 1. Do you understand the importance of cultural and ethnic awareness when caring for babies and children? 2. Can you plan strategies for effective toilet training? 3. Have you experience of providing nutritional meals for babies under 18 months old? 		6
Unit 21 - Support the Development of Positive Behaviour in Children (GLH 22)		3	3	<p>To complete this unit:</p> <ol style="list-style-type: none"> 1. Do you have experience and understanding of working with other professionals when supporting children's behaviour? 		3
Unit 22 - Contribute to Effective Team Working in Health and Social Care or Children's Settings (GLH 25)		3	4	<p>To complete this unit:</p> <ol style="list-style-type: none"> 1. Have you had experience of working with teams including multi-disciplinary and multi agencies? 		4

Unit 23 - Working Within a Social Pedagogic Framework With Children (GLH 35)		3	5	<p><i>To complete this unit:</i></p> <ol style="list-style-type: none"> 1. <i>Do you fully understand holistic wellbeing and happiness?</i> 2. <i>Can you give a clear explanation of the zone of proximal development?</i> 3. <i>Do you have suitable experience of using creative skills and activities?</i> 		5
				TOTAL NUMBER OF CREDITS		