

Provider Readiness Report

PRACTICAL INSIGHTS AND GUIDANCE

FOR DELIVERING APPRENTICESHIP STANDARDS



Early Years Educator

Leading Partner:



Strategic Partners:



Provider Readiness Report – Early Years Educator (Level 3)

Introduction:

Provider Readiness Reports are delivery guidance documents for an apprenticeship standard. They are created by training providers (including colleges, independent training providers, higher education institutions and others). The reports provide practical insights and guidance to help with planning for delivery and in negotiations with employers. They will help providers make decisions about the commitment of time and other resources required to train apprentices to meet the requirements of the new standards.

Standard	Links to Standard
Assessment Plan (end-point)	Link to Assessment Plan_(waiting for completion)
Employers involved with development of standard for Early Years Educator	Led by organisations including: The Hadland Group (including Tops Day Nurseries); Pre-School Learning Alliance; National Day Nursery Association; Puffins of Exeter; Sheffield Children’s Centre; Busy Bees Nurseries; Blois Meadow Day Nursery; Bertram Day Nurseries; Bright Horizons; and Jancett Childcare.
SASE Overlap	Yes – Early Years Educator Level 3 apprenticeship
Mandatory certification/ qualification(s) on standard	<ul style="list-style-type: none"> • ICT in Early Years Settings’ Award Level 3 • Early Years Educator (EYE) qualification Level 3 • Safeguarding training (as defined by EYFS) • Paediatric first aid training (as defined by EYFS) • Food hygiene and allergy awareness
Recommended qualification(s) suggested by trailblazer group in assessment plan	None
Maximum Core Government Contribution (CGC) , subject to employer contribution (15/16 & 16/17)	<p>£TBC maximum CGC, subject to employer £TBC contribution. The price of on-programme training and end-point assessment is subject to employer/provider negotiation and may be higher or lower than combined values above; where higher the maximum CGC remains the same and the employer would need to pay the difference in full.</p> <p>The employer may be eligible for incentive payments, which they can use as they wish. See current funding rules for further guidance.</p>
Anticipated Volume	High
Level	3

<p>English and Maths Requirements</p>	<p>Apprentices will be expected to have achieved GCSE grade A-C in English and maths prior to end-point assessment.</p> <p>The SFA provides a flat rate for English and maths up to Level 2 as part of an approved apprenticeship standard. Employers will not need to make an employer contribution.</p> <p>See current funding rules for further guidance.</p>
<p>End-point Assessment Methods</p>	<p>Observation with questions and discussion (learning walk) Reflective journal covering three situations A professional discussion</p>

Supporting information and Glossary of Terms

Assessment Role	Notes
Employer	Supports the apprentice in the workplace, may provide training, coaching or mentoring.
Training Provider	<p>Employers wishing to access funding must appoint an SFA approved lead provider via the Register of Training Organisations (ROTO) https://www.gov.uk/government/publications/register-of-training-organisations</p> <p>Employers may choose to engage with one or more providers to deliver the on programme training.</p> <p>Providers wishing to deliver on-programme delivery must registered and be approved on the, Register of Apprenticeship Training Providers (RoATP). Also providers who wish to deliver to employers without a digital account, must register and be approved on the Invitation to Tender (ITT). Please follow the link for further information. https://www.gov.uk/government/collections/register-of-apprenticeship-training-providers</p>
End-point Assessment Organisation	<p>Employers must select an end-point assessment organisation from the SFA Register of Apprentice Assessment Organisations (RoAAO), approved to deliver this particular standard: https://www.gov.uk/government/publications/register-of-apprentice-assessment-organisations</p>

Term	General Definition
On-Programme	<p>This is the period from start until the end-point assessment gateway is met. Apprentices require a minimum period of 12 months on-programme training, with 20% off-the-job training prior to taking the end-point assessment to meet funding eligibility requirements. It will include training to develop the skills, knowledge and behaviours detailed on the standard and completion of any mandated qualifications, including English and maths where required. Preparation for the end-point assessment should be completed in this phase. This is the area of significant interest for apprenticeship training providers.</p>
Gateway	<p>Any requirements that must be completed/achieved as a pre-requisite to undertaking the end-point assessment are termed the gateway. For example; English and maths minimum requirements. The gateway components are therefore the key outputs of the on-programme training period.</p>
Trainer	<p>The term ‘trainer’ is commonly used in relation to roles within the on-programme period. A trainer may be appointed by the employer or training providers to deliver some or all parts of the on-programme phase of training. This includes delivering any mandated qualifications, preparation for the end-point assessment and all gateway components. The trainer has no status within the end-point assessment, unless specifically referenced and approved within the assessment plan (for example being a signatory to a portfolio or a panel</p>

	interview).
Independent Assessor	Individuals involved in administering and delivering the end-point assessment are commonly termed the assessor, end-point assessor or independent assessor and must be appointed by an approved end-point assessment organisation.

Suggested themes	Considerations / Implications for delivery	Resources
<p>On programme components: <i>to develop the skills, knowledge and behaviours detailed on the standard and to prepare apprentices for end-point assessment</i></p>	<p>It will include training to develop the skills, knowledge and behaviours (KSB) detailed on the standard and completion of any mandated qualifications, including English and maths where required. Preparation for the end-point assessment should be completed in this phase.</p> <p><u>English and maths</u></p> <p>All apprentices will be expected to have achieved GCSE grade A-C in English and maths as part of the gateway, prior to end-point assessment.</p> <p><u>Level 3 Early Years Educator qualification</u></p> <p>The knowledge and competence requirements of this standard must conform to minimum requirements prescribed for the EYE which have been developed to meet the statutory framework for the early years foundation stage (EYFS). This qualification, approved by the National College for Teaching and Learning, is the same as currently delivered within the apprenticeship framework and for providers this will be business as usual in terms of delivery, assessment, quality assurance and relationship with awarding body.</p> <p><u>ICT in Early Years Settings' Award (Level 3)</u></p> <p>A new qualification, developed to support the standard. This qualification will allow apprentices to develop their skills in order to offer an integrated, holistic and inclusive approach to using ICT in the early years' curriculum.</p> <p>In addition: Safeguarding, paediatric first aid, food hygiene and allergy awareness training.</p> <p><u>Suggested model and time-scale for on-programme delivery:</u></p> <p>0-3 months</p> <p>It would be the responsibility of the lead provider, in consultation with the employer and apprentice, to ensure that the following has been covered within an induction programme and the provider would need to see this signed off by the employer as completed:</p> <p><u>Induction:</u> This must be completed in the workplace with the employer. <i>'Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and the provider's (employer's) equality policy, and health and safety issues.'</i> Taken from EYFS 2014.</p>	<p>The Standard</p> <p>The Assessment Plan</p> <p>SFA funding guidance:</p> <p>Apprenticeship standards quality statement</p> <p>Embedded functional skills materials</p> <p>Handbook</p> <p>http://sfjawards.com/wp-content/uploads/2014/08/Qualifications-Handbook-ICT-in-EY-Settings-V3.pdf</p> <p>Future Apprenticeship Toolkit</p>

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	<p><u>Safeguarding</u>: <i>Providers (employers) must train all staff to understand their safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way.</i> Taken from EYFS 2014.</p> <p><u>Paediatric first aid</u>: <i>Providers (employers) can choose which organisation they wish to provide the training (preferably one with a nationally approved and accredited first aid qualification or one that is a member of a trade body with an approval and monitoring scheme) but the training must cover the course content as for St John Ambulance or Red Cross paediatric first aid training and be renewed every three years.</i> Taken from EYFS 2014.</p> <p><u>Food hygiene and allergy awareness</u>:</p> <p>Feedback from employer trailblazer group suggests that this would be a Level 2 certificated course. Plus any other statutory legislation relating to their role in early years.</p> <p>3 – 12 months (minimum duration)</p> <p><u>ICT in Early Years Settings Award Level 3</u></p> <p>There is no longer a requirement for ICT functional skills. This new qualification is designed to enable apprentices to facilitate and use ICT in early years' settings. This qualification aims to equip learners with:</p> <ul style="list-style-type: none"> • An understanding of how the key elements of ICT can be integrated into the early years' curriculum to support children's learning • The skills to incorporate ICT into the early years' curriculum and facilitate ICT learning • The ICT skills needed for the role • The ability to maintain e-safety and a safe, healthy and inclusive environment in which children can learn. <p>This qualification is made up of a total of two mandatory units – 45 Guided Learning Hours (GLH). To be awarded this qualification the learner must achieve a total of 11 credits.</p>	

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	<p><u>L3 Early Years Educator (EYE) qualification:</u></p> <p>This is a qualification that is valued by employers and there are several different EYE qualifications offered via awarding bodies which are accepted within this standard. It is the main vehicle for underpinning learning and on-programme assessment. The achievement of this qualification is mandatory and will need to be completed and certificated prior to commencement of the end-point assessment.</p> <p><u>British values:</u> The EYE qualification and employment settings naturally lend themselves to a focus on British values. To be introduced within an employer’s induction programmes and developed throughout the apprenticeship. To be monitored, for example, through a robust review with learner and employer at scheduled monitoring and review meetings.</p> <p><u>Preparation for end-point assessment:</u></p> <p>The monitoring and tracking of learner progress throughout their on-programme journey will be important to encourage and ensure preparedness for end-point assessment. This will be a joint role for both the employer and provider facilitated through, for example 1:1 meetings, reviews and observations of the apprentice in the workplace.</p> <p>End-point assessment will be synoptic and will require on-going development and review of learning throughout the apprentice’s training programme.</p> <p>Preparation for the end-point methods of assessment will need to be supported as part of on-programme and this will involve practice sessions covering observation with questions and discussion (learning walk) and professional discussions. It will also be important to spend time with apprentices developing their skills to write reflective journals.</p> <p><u>Questions:</u></p> <p>Guidance is needed to support the mandatory first three months of on-programme additional training. For example; level and depth of courses training required.</p> <p>Will there be a tension between completion of the EYE qualification and apprentices continuing through to end-point assessment to achieve their full apprenticeship certificate? If so, how are these addressed with employers and apprentices? Clear communication and target setting in the early planning stages of working with the employer are really important here.</p> <p>Early Years ICT Level 3 Award - more guidance required as to who can deliver and assess this? The criteria for gained occupational competence working within the Justice and</p>	

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	<p>Community Safety Sector – who would be qualified to assess this qualification? Need to consider the cost of centre registration and minimum requirements against the volume of business. Currently this is only offered by Skills for Justice – will there be a choice for providers?</p>	
<p>Delivery models/ Infrastructure: <i>the drive towards effective competence-based and situational training</i></p>	<p>Training providers are already delivering the EYE Level 3 qualification and embed British values into this; the main difference is going to be the new ICT qualification and preparation for the end-point assessment.</p> <p>20% off-the-job training prior to taking the end-point assessment to meet funding eligibility is required. It will be important for providers to consider how best to support their apprentices to develop the SKB required, to prepare them to excel in their role and to prepare for end-point assessment. Delivery for some providers could involve 1-1 training and assessment or a mixed learning model, to work in collaboration with the employer and classroom based practice, to offer specific knowledge and skills to support behaviours, communication and underpin ICT requirements of the standard.</p> <p>A timescale for delivery has been suggested in the assessment plan, however this will vary depending on the initial assessment of the learner, role of the employer in the training programme and agreed model of training.</p> <p>It would be intended to deliver training and assessment within the workplace although some providers, in discussion with employers, may agree for classroom based teaching and learning. It is essential that the apprentice has a high quality workplace where they are practicing skills in work.</p> <p>Communication skills will need to be supported and nurtured in some cases to ensure that apprentices are supported and feel confident to present themselves at end-point assessment interview.</p> <p>It will be vital to identify development needs throughout the training phase through assess-train-assess model and the employer will need to be engaged throughout this process. Practice for assessment will need to be built into the training programme. Regular opportunities to develop self-assessment against the elements of the standards will support personal development.</p> <p>Behaviours will be assessed in context and will form part of end-point assessment. Providers will need to ensure that assessment opportunities include focus on the core behaviours. To ensure the right level of support for the apprentice, it will be important for providers to ensure that the workplace offers sufficiently high quality learning</p>	<p>The Standard Assessment Plan</p> <p>The Employer Brief (under development) to accompany the plan will provide description of high level learning outcomes to support employers and providers to prepare apprentices for assessment</p>

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	<p>opportunities and mentoring at the outset of their discussions with employers.</p> <p>To support the grading of apprentices, the end-point assessment process will utilise the guidance provided within the assessment plan. Refer to the EYE assessment criteria to understand what is required for ‘competence’ and what the assessment criteria looks like for grading purposes.</p> <p>The minimum duration of an apprenticeship is 12 months. For those without previous experience or qualifications, the average duration will typically be 18-24 months prior to end-point assessment.</p> <p><u>Questions:</u></p> <p>Do you have strong links with employers to ensure you are working together to teach, train and assess your apprentices? A learning plan with roles and responsibilities would need to be agreed at the start of the programme.</p> <p>What information from employers would help providers to design a delivery package to meet their needs? Suggestions include a profile of staff, experience, qualifications and a profile of the employer’s provision i.e. age range, opening hours, additional facilities, swimming etc., use of ICT e.g. hardware and software and ICT EYE qualification requirements. Some of this possibly to be picked up from the employer’s website.</p> <p>What arrangements do you have for blended delivery model with a mixture of off-the-job training, on-job assessment, e-learning, webinars etc. Consider changes from current model.</p>	
<p>Resources: materials/ resources/ equipment</p>	<ul style="list-style-type: none"> • ICT software/equipment and facilities (e.g. cameras, tablets/laptops) • EYE Level 3 documentation • Early Years ICT Award Level 3 documentation • British values material • Practice pre end-point assessment activity to ensure the apprentice meets the requirements of the standard. • Example reflective journal documentation <p><u>Questions:</u></p> <p>How prepared are your staff in discussing/training around British values? E-learning modules are available to support this.</p> <p>Are workplaces using ICT enough for the learner to provide evidence to meet the Early</p>	<p>ICT in Early Years Settings Award</p> <p>http://sfjawards.com/portfolio-item/ict-in-early-years-settings/</p> <p>Provider Handbook available for downloading</p>

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	<p>Years ICT Award Level 3? Do you have staff sufficiently qualified to offer the assessment or expert witness?</p> <p>Are staff skilled in ICT to deliver/assess the Early Years ICT Award Level 3? Currently this would be very difficult for a provider as the requirements of the awarding body are ‘occupational competence working within the Justice and Community Safety Sector’.</p>	
<p>Staffing: <i>Staff qualifications and skills needed</i></p>	<p>New and developed skills for provider staff:</p> <ul style="list-style-type: none"> • Up-skilling to prepare apprentices for the end-point assessment • Up-skilling for Early Years ICT Award Level 3 delivery if not familiar with ICT/equipment etc. • Some providers may prefer e-portfolios or alternative evidence recording • Monitoring and developing the behaviour elements of standards • Further support on fundamental British values in the sector <p>Delivery staff must be qualified and experienced to deliver the Level 3 EYE qualification and follow awarding body requirements for internal and external quality assurance processes.</p> <p>Delivery staff should be skilled at judging apprentices using a range of evidence methods over a period of time to ensure consistency.</p> <p>Providers may need to consider up-skilling the employers to ensure they are able to support their apprentices undertaking the new standard.</p> <p><u>Questions:</u></p> <p>How will evidence currently provided via e-portfolio work for the end-point assessment?</p> <p>What training will your staff need to ensure apprentices are ready for end-point assessment?</p> <p>What ICT training may be required to upskill some or all of your staff?</p>	<p>http://www.foundationyears.org.uk/2015/03/fundamental-british-values-in-the-early-years/</p>

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<p>Costing: <i>costs associated with the resources</i></p>	<p>Providers will work with employers to develop and agree a robust, good quality training and assessment programme. A delivery plan specifying the delivery of core-components and end-point assessment will be required. This will involve breaking down who will deliver what aspects of the programme i.e. ICT qualification, food hygiene etc. A contract will need to be developed covering payment terms, costs, roles and responsibilities for delivery of different aspects of the training and assessment.</p> <p><u>CAP- co-funding - employer contribution/incentive payments:</u></p> <p>Employers may have, up to now, been able to take on an apprentice without paying any contribution towards their training. This is no longer the case as all apprenticeships are co-funded. Examples to be provided here for 16-18 year old using incentive payments.</p> <p><u>Questions:</u></p> <p>Do you know what it costs to deliver the on-programme elements of this apprenticeship? The 1-1 model may be more expensive to deliver as costs reduce in classroom delivery due to economies of scale.</p>	<p>SFA funding guidance SFA funding Guidance</p>
<p>Marketing / Communication: <i>promoting the offer to Employers/ Apprentices</i></p>	<p>The trailblazer employer group is keen to improve the quality of delivery within the early years' sector and part of this involves the improvement of early years' apprenticeships.</p> <p>Standards within early years provision is expected to be high, with the introduction of end-point assessment and grading, which is undertaken by an external assessor, adding more strength to the apprenticeship and standard of training and delivery needed to ensure the apprentice is ready for end-point assessment.</p> <p>The standard offers learning providers the opportunity to celebrate key messages:</p> <ul style="list-style-type: none"> • It is more rigorous and focused on what most employers need • The assessment process is considered to assess true competence in the workplace setting and this will now be strengthened through independent end-point assessment and grading of the apprenticeship • Apprentices will no longer be able to 'qualify' and lack the skills and knowledge required to be successful on the job • Recruitment strategy <p>There will be a greater degree of structure to apprenticeship training but also flexibility around who delivers what. As discussed above, the employer could opt for the training</p>	<p>BIS/NAS materials</p>

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	<p>provider to deliver some or all of the components of the standards.</p> <p><u>Questions:</u></p> <p>How will your organisation act as promoters of the new standard, ensuring the quality of training and delivery? There will be a need for providers to explain the benefits and how the approach will work.</p> <p>Examples include: Careers events, 1-1 support for care leavers, talks to parents and carers, employer support.</p>	
<p>End-point Assessment:</p>	<p>End-point assessment will be accessed from an independent assessment organisation listed against the standard on the RoAAO.</p> <p>The assessment plan requires independent assessors to have:</p> <ul style="list-style-type: none"> • An occupational background that is early years specific • Recent experience of working in a high quality early years setting • Qualifications at a higher level than the level at which they are assessing <p>The end-point assessment will take the form of a half-day visit by the independent assessor to the apprentice’s workplace. It will have three different assessment methods:</p> <ul style="list-style-type: none"> • Observation with questions and discussion (learning walk) • Reflective journal covering three situations • A professional discussion <p>The assessment plan states that the apprentice must have completed the EYE Level 3 qualification, first aid training, handling food safely (including allergies) qualification, ICT in Early Years Award Level 3 and have GCSEs in English and maths grade A-C before commencing end-point assessment.</p> <p>To support the grading of apprentices the end-point assessment process will utilise the guidance provided within the assessment plan. Refer to the EYE assessment criteria to understand what is required for ‘competence’ and what assessment the criteria looks like for grading purposes.</p>	<p>Assessment Plan</p> <p>RoAAO</p>

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	<p><u>Question:</u></p> <p>On completion of gateway when would this take place? How would the provider and employer decide if a learner was ready?</p>	
<p>Managing relationships with Employer and Apprentices: <i>Employer/ Provider/ Apprentice Contracts</i></p>	<p>A contractual relationship will occur between the employer and training provider which will form the agreement of what each party will be responsible for. It will be important to ensure clear roles and responsibilities are defined at the beginning to ensure the relationship remains intact. The contract should include delivery and payment schedules and the level of commitment required by the employers to support the apprentice.</p> <p>Employers are required to take an active role in the support and development of their apprentice. The apprentice's programme of development should involve a three way process with the apprentice, employer and the training provider and will require the updating of learner plans, performance reviews etc. to be maintained until apprentice certification.</p> <p><u>Questions:</u></p> <p>What are your next steps in developing employer relationships in the short and medium term?</p> <p>What changes will need to be made within your recruitment/delivery to ensure further employer engagement?</p> <p>What if the relationship breaks down?</p> <p>Entry requirements – does this depend on the EYE awarding body requirements? Is there an age related consideration?</p>	SFA funding guidance
<p>Marketing/Sub-Contracting relationships: <i>Lead provider role and potential for collaboration on apprenticeship delivery</i></p>	<p>The trailblazer employer group is keen to improve the quality of delivery within the early years' sector and part of this involves the improvement of early years' apprenticeships.</p> <p>Standards within early years' provisions are expected to be high, with end-point assessment, which is undertaken by an external assessor, adding more strength to the qualification and standard of training and delivery needed to ensure the apprentice is ready for end-point assessment.</p> <p>There will be a greater degree of structure to the apprentice's training but also flexibility around who delivers what. The lead provider will facilitate and agree a learning programme for the apprentice which could involve one or more sub-contractors in the delivery of that programme. As discussed above, the employer could opt for the training</p>	SFA funding guidance

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	<p>provider to deliver some or all of the components of the standards.</p> <p><u>Questions:</u></p> <p>How will your organisation act as promoters of the new standard, ensuring the quality of training and delivery? There will be a need for providers to explain the benefits and how the approach will work.</p> <p>Examples include: careers events, 1-1 support for care leavers, talks to parents and carers, employer support.</p>	
Progression	<p>On completion of this apprenticeship, those completing the EYE qualification can undertake a higher level qualification or they can apply to join a degree programme in a relevant study area. A number of opportunities exist which can ultimately lead to the status of Early Years Teacher; a status awarded to graduates who are leading education and care and who have been judged to have met all of the standards in practice from birth to the end of the EYFS.</p>	
Other	<p><u>Appeals procedure</u></p> <p>What happens if an apprentice fails the end-point assessment? Are they allowed to retake? Can the apprentice appeal against the outcome of the assessment decision? To be confirmed by employer group.</p>	