



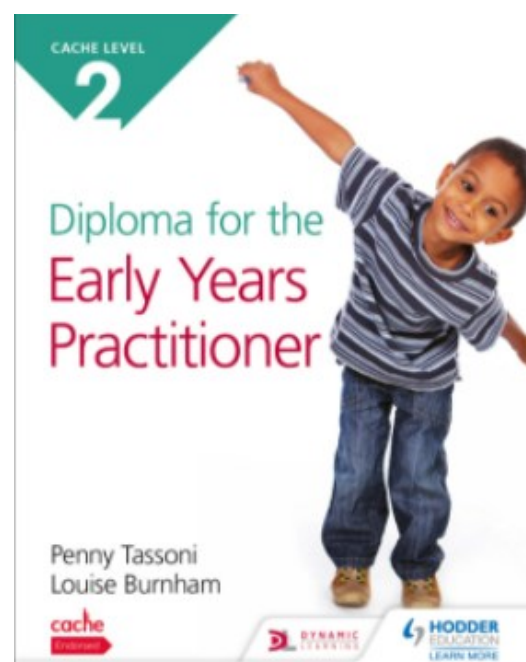
Exmouth Community College

Health and Care

Curriculum Plan

NCFE CACHE Level 2 Diploma for the Early Years Practitioner

(603/3723/0)



Introduction

Are you interested in a career working with children? Do you want the opportunity to broaden your knowledge and understanding of the early years sector and develop your skills working in the early years sector?

The Health and Social Care department are excited to offer a Level 2 CACHE qualification delivered by a team of experienced early years practitioners.

You will:

Complete a minimum of 250 hours working in an authorised early years setting and learn about different job roles, responsibilities and career pathways in the early years sector

- Learn about five different areas of development – physical, cognitive, language, emotional and social – and how they are linked
- Explore how early years settings use play to promote children's learning and development at different ages and stages
- Learn about the general principles that underpin work in early years settings and ways in which adults in settings work with children and their families
- Explore different factors that affect children's behaviour and the role of adults in early years settings in encouraging children to develop positive behaviour
- Develop your understanding of how to keep children safe in early years settings by reducing the risk of accidents and infections

How will I be assessed?

You will be supported to create a portfolio of evidence which includes observations of your practice, witness testimonies, work products and assignments across 14 units of learning.

Next steps:

This one-year course is equivalent to two GCSE's. On completion of this course you may choose to enter employment or progress to a Level 3 course here at Exmouth Community College.

What qualifications do I need to get onto the course?

5 GCSEs grade 3 or above including English Language and Mathematics.

Intent

Our aim within the Health and Social Care Department is to provide an excellent education for all our students, which enables them to 'Learn, Progress and Grow.' We want our learners to achieve a full understanding of the core knowledge and skills and do not move on until this is achieved at the appropriate level for each student. Students are taught by a dynamic team who have extensive early years practice and who undertake continuous professional development to ensure that learners are taught current best practice for the sector. We want the learners to feel confident, and be competent in their skills and knowledge in order for them to be prepared for assessment tasks but also to be effective early years practitioners.

The Level 2 Diploma for the EYP will deliver planned lessons and subject content which aligns to the 14 units of the qualification. It is intended that learners build on the knowledge and skills from their GCSE subjects and develop key traits been embedded in the KS4 curriculum:

- Know how to be healthy and safe
- Show resilience and be the best they can
- Be aspirational and understand their career options
- Know how to behave well and respect other members of our community
- Have confidence and be able to communicate effectively
- Be mutually tolerant and empathetic individuals
- Be knowledgeable and be able to deeply understand and recall information easily
- Be skills in applying this knowledge in a range of circumstances
- During the course learners will also develop key life-skills including effective communication, personal organisation, responsibility and accountability and time-management. These skills are important for successful completion of the course but also for life outside of college in the community and in the world of employment.

Further, the qualification meets the Department for Education (DfE, 2021) Level 2 full and relevant criteria that set out the knowledge, understanding and skills that a practitioner must demonstrate to achieve an Early Years Practitioner (Level 2) qualification. On successful completion of this qualifications learners will be considered as qualified to support young children aged from birth to five in the Early Years Foundation Stage (EYFS) and can be counted towards the statutory framework for the EYFS staff:child ratio at Level 2. It is intended that after completing this course earners will be able to secure paid employment or go on to undertake further training.

Cultural Capital

Learners will gain much experience from completing 250 hours in an agreed childcare setting or settings within the local community. Learners are encouraged to record, reflect and share their experiences with their teachers and peers to gain the most from their experiential learning opportunities.

In addition, the Health and Social Care department aims to offer learners a wide range of experiences and opportunities which supplement teaching of essential skills and knowledge. These include visits to sector specific exhibitions, careers events, First Aid training and inviting guest speakers to the department. Teachers share their own experiences from working within the sector, using these as learning opportunities and case studies to scaffold learning. Further they keep their own skills and knowledge up-to-date adding value to every lesson.

Meeting needs of learners

The department has planned a strong, spiral curriculum which has high expectations of all learners. Historically, learners choosing the Level 2 Diploma in EYP have completed the BTEC Award in Health and Social Care during year 10 and year 11 at a level 2 pass and therefore teachers have already developed a working relationship with learners and have a strong understanding of their diverse individual needs.

Teachers will ensure that they have used available data to identify learners who have been assessed with a special educational need and ensure that they are familiar with adjusted teaching strategies to support each individual learner. Teachers also ensure that students who are in receipt of Pupil Premium are closely monitored for engagement and progression and supported as needed. Where a learner's engagement, attitude to learning or progression is of concern the department works closely with the post-16 team to ensure that these students are flagged using the colleges academic concern form. This allows for holistic learner support to be planned, implemented and the impact monitored. In addition, learners completing the Level 2 Diploma may also be resitting their English and/or Maths GCSE. Each unit of learning provides learners opportunities to practice functional skills in English, mathematics and ICT which are embedded in daily teaching delivery.

Meeting needs of employers

The 2020-2021 Devon County Council's *Childcare Sufficiency Assessment Annual Report* identifies that the district of East Devon was the main area of population growth in 2020 for children from 0-16 years with nearby villages of Woodbury and Sidmouth identified as potential 'hot spots' for additional childcare provision which will require competent staffing. Further, an identified threat to meeting childcare

demand is the inability to recruit and retain staff due to attracting practitioners to the sector which historically has 'low wages and high levels of responsibility and accountability'. This course meets the needs of local employers who can employ the learner having a full and relevant qualification as learners are awarded a licence to practice on successful completion

In addition, the Early Years Foundation Stage (Department for Education, 2021; 27) states that *'all newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting'* The college is currently able to offer a nationally recognised Paediatric First Aid course alongside the Level 2 Diploma which not only adds value to learning and the community, but makes the learner more appealing to potential employers who would otherwise have to pay for commercial training.

Throughout the Level 2 Diploma for the EYP connections are made to possible careers within the sector. Professional roles are discussed across all of the 14 units and learners are exposed to career pathways and encouraged to be curious to explore these roles and have high aspirations. The department will invite guest speakers to the department as well as attending Careers Fairs for example, Westpoint, Exeter and Bristol.

In conclusion, the overall intent is for every learner to leave their Level 2 Diploma for the EYP eager to continue with their learning, feel proud of their achievements, be kind and caring, positive role models, demonstrate good communication skills, know about their career options, develop key life skills and have the qualifications needed to compete in a competitive workforce.

Implementation

Although the units are stand-alone there are many themes that run across the 14 units. At ECC we have organised the teaching of the units to enable learners to embed critical knowledge and skills during the Autumn term; this will support them as they begin their first work experience placement in an agreed childcare setting. This essential knowledge will be recalled and retrieved throughout the duration of the course and synthesised with new concepts during the Spring and Summer terms to allow learners to deepen their understanding of key ideas.

The following table shows how the units will be delivered across the academic year. Teachers will identify and make appropriate links to other units to ensure a holistic delivery of teaching. A range of teaching methods will be used including group work, placement experience, key speakers, visits, hands-on activities, videos and links to legislation. Teaching and learning will build the learners cultural capital as they are exposed to best practice from within the sector.

Autumn Term	EYP 1: Roles and responsibilities of the Early Years Practitioner - builds on summer pre-learning task.
	EYP 2: Health and safety of babies and young children in the early years
	EYP 3: Equality, diversity and inclusive practice in Early Years Settings— links to lesson 42
	EYP 4: Safeguarding, protection and welfare of babies and young children in Early Years Setting — cross reference EYP 10 , links to Lesson 42
	EYP 5: Understand how to support children’s development - links to BTEC Technical Award in Health and Social Care
Spring Term	EYP 3: Equality, diversity and inclusive practice in Early Years Settings (observation of skills)
	EYP 7: Support the planning and delivery of activities, purposeful play opportunities and educational Health and safety of babies and young children in the early years
	EYP 8: Promote play in an Early Years Setting
	EYP 9: Support well-being of babies and young children for healthy lifestyles
	EYP 10: Support babies and young children to be physically active— links to biology and PE
	EYP 12: Promote positive behaviour in Early Years Settings
Summer Term	EYP 6: Support care routines for babies and young children
	EYP 9: Support well-being of babies and young children for healthy lifestyles— links to lesson 42
	EYP 11 Support the needs of babies and young children with Special Educational Needs and Disability— build on learning from EYP 1, EYP 3 and EYP 5.
	EYP 12: Promote positive behaviour in Early Years Settings
	EYP 13: Partnership working in the early years— build on learning from EYP 1, EYP 3 and EYP 4
	EYP 14: Support the needs of the child in preparing for school - build on learning from EYP 1, EYP 3, EYP 5 & EYP13

Mode of Retrieval/ Assessment Methods

Due to the holistic nature of delivery assessment tasks and dates vary according to the needs of individual learners, however, all assessment methods used align with NCFE CACHE Recommended Assessment Methods as listed below and will be planned and recorded. Assessors will ensure assessment methods are valid, authentic, current and sufficient (VACS). Assessors and Internal Quality Assurers will have regard for the NCFE CACHE assessment strategies and principles relevant to this qualification; [CACHE Qualification Specification \(qualhub.co.uk\)](https://qualhub.co.uk)

Ref	Assessment Method	Assessing Competence/ Skills	Assessing Knowledge/ Understanding
A	Direct observation of learner by Assessor <ul style="list-style-type: none"> by an Assessor who meets the relevant Sector Skills Council's or other assessment strategy/principles and includes inference of knowledge from this direct observation of practice 	Yes	Yes
B	Professional discussion	Yes	Yes
C	Expert witness evidence* <ul style="list-style-type: none"> when directed by the Sector Skills Council or other assessment strategy/principles 	Yes	Yes
D	Learner's own work products	Yes	Yes
E	Learner log or reflective diary	Yes	Yes
F	Activity plan or planned activity	Yes	Yes
G	Observation of children, young people or adults by the learner	Yes	Yes
H	Portfolio of evidence <ul style="list-style-type: none"> may include simulation** 	Yes	Yes
I	Recognition of prior learning	Yes	Yes
J	Reflection on own practice in real work environment	Yes	Yes
K	Written and pictorial information	No	Yes
L	Scenario or case study	No	Yes
M	Task set by CACHE (for knowledge learning outcomes)	No	Yes
N	Oral questions and answers	Yes	Yes

Impact

The health and social care department have offered the CACHE Level 2 Diploma for the Early Years Practitioner for the last two years with a 100% completion rate. The destinations of some of these learners following completion of this course include gaining employment with local childcare and adult domiciliary care providers, gaining local employment in local customer service environments and completing further qualifications.

Learners have undertaken this course to help them embed key skills at level 2 before progressing onto BTEC Pearson Extended Certificate in Children's Play and Learning and/or BTEC Pearson Extended Certificate in Health and Social Care. Learners state that this course helped them to prepare for further learning at level 3.

The impact of teaching and learning will be monitored throughout the duration of the course and evidenced through:

- learner satisfaction, engagement and effort; self reflection and teacher assessed
- successful and timely completion of knowledge assessment tasks
- direct observation of application of skills in a childcare setting
- feedback from placement mentor
- feedback from learners throughout the course
- feedback from parents during parents evenings
- learner destination at end of course.

References

[Childcare Sufficiency Assessment Annual Report 2020-21.docx \(sharepoint.com\)](#) [online]. Accessed 9th May 2022.

Department for Education (2021) *Statutory framework for the early years foundation stage*. Available at: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> (Accessed: 9 May 2022).