

# Graduate Apprenticeships

Framework document for

Early Learning and Childcare

at SCQF level 9

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## Document control

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### Terms and abbreviations

Term	Meaning
SDS	Skills Development Scotland
GA(s)	Graduate Apprenticeship(s) / Apprentice(s)
SCQF	Scottish Credit and Qualifications Framework
TEG	Technical Expert Group
QA	Quality Assurance
SSSC	The Scottish Social Services Council
SG	The Scottish Government
SQA	The Scottish Qualifications Agency
HR	Human Resources
QA	Quality Assurance
SIP	Skills Investment Plan
SVQ	Scottish Vocational Qualification
HNC, HND	Higher National Certificate, Higher National Diploma
COSLA	Convention of Scottish Local Authorities
ADES	Association of Directors of Education in Scotland

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## 1. Graduate Apprenticeships in Scotland

### 1.1 Purpose of the Graduate Apprenticeship framework document

The purpose of this document is to provide employers and learning providers with information required to deliver a Graduate Apprenticeship in **Early Learning and Childcare at SCQF level 9**. This framework sets out the skills and learning outcomes, identified through consultation with stakeholders including SSSC, the regulatory body for this sector, that a Graduate Apprentice in Early Learning and Childcare is required to develop and achieve.

This framework document should be read in conjunction with the following publications:

1. Work-based Learning Principles
2. Product Specification at **SCQF level 9**
3. Quality Assurance Guidance

This documentation is available on the Skills Development Scotland (SDS) corporate website:

[www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)

### 1.2 What are Graduate Apprenticeships?

Graduate Apprenticeships (GAs):

- are accredited work-based learning programmes that lead to degrees or degree-level, professionally recognised qualifications
- are part of the apprenticeship family, supporting the transition into employment by providing work-based learning pathways from Foundation and Modern Apprenticeships to Higher Apprenticeships at SCQF level 8 and Graduate Apprenticeships at SCQF Levels 9 –11
- have been developed as part of the Scottish Government's approach to developing Scotland's young workforce and Skills Development Scotland's work-based learning strategy

### 1.3 Why do we need Graduate Apprenticeships in Scotland?

*International experience demonstrates how degree-level apprenticeships can drive economic growth. We believe this approach can benefit the Scottish economy.*

The range of approaches taken in countries including Switzerland and Germany to develop employer-led, work-based learning pathways to learning and employment provide the basis for how Scotland can use work-based learning to improve the operation of the labour market and to deliver economic growth<sup>1</sup>. Skills Development Scotland is now leveraging the development of Graduate Apprenticeships to support this change.

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<sup>1</sup> PWC (2015) 'Young Workforce' Index: How well are OECD economies developing the economic potential of their young people?

## 1.4 Who develops Graduate Apprenticeships?

Graduate Apprenticeships are developed by Skills Development Scotland through consultation with employers, universities, professional bodies and qualification authorities in the form of Technical Expert Groups (TEGs). The TEGs act as advisory groups on behalf of the sector and are based on the current and future skills needs of industry. They advise on the topics and related outcomes that should be included in a framework.

More information about who was involved in the development of this framework can be found in [Appendix C](#).

## 1.5 Who are Graduate Apprenticeships for?

Graduate Apprenticeships provide a new way into degree-level study for individuals who are either currently in employment or are entering into employment. GAs are available to employees aged 16 or over.

## 1.6 Who delivers Graduate Apprenticeships?

Graduate Apprenticeships are delivered by universities in partnership with employers and college learning providers. An up-to-date list of learning providers and the frameworks they offer can be found on [www.apprenticeships.scot](http://www.apprenticeships.scot).

## 2. Delivery

As Graduate Apprentices are work-based degrees, the place of employment is the primary place of learning. The work based learning and skills development must be fully integrated into both the delivery and assessment of the degree that forms part of a Graduate Apprenticeship. This integration can only be satisfactorily achieved by proper planning and design prior to delivery and not by add-on components or ad-hoc modifications.

The authenticity of the programme is shown in the way employers are involved in the design and delivery of the degrees and the way in which work-based learning is positioned as integral to both the learning and the assessment needed for successful completion of the programmes.

GA are designed as full-time programmes of employment and learning. They are not part-time or sandwich courses. Attendance at the place of learning will be agreed between the provider and the employer sending individuals on the programmes. Examples of how this might work are:

- by day release or
- by block release of three or four week duration, three times per year
- through distance learning with an initial “boot camp or induction”.

Fundamentally, most of an individual’s time should be spent in the workplace on directed learning.

In designing the degrees to meet the work-based learning requirements of the GA, learning providers must ensure that they also meet the principles and criteria noted here:

### Box 1. Principles and criteria

This GA is an **SCQF level 9** work-based degree. All proposed university degree programmes for this GA framework must:

- be
- be based on a partnership between employers and the learning provider
- evidence how the programmes exemplify the work-based learning requirements
- have clear goals and aspirations in support of equality and diversity with appropriate monitoring and other processes in place
- demonstrate how they will ensure that apprentices, upon graduation, will consistently achieve the necessary industry skills, knowledge and competence defined in **Appendix A**
- develop learning through reflection and review of work processes and experience
- meet the requirements to apply for professional body recognition

**NB** Delivery models based on sandwich years or industrial placement block release are not considered as work-based learning as part of this framework.

The successful delivery of Graduate Apprenticeships depends upon an effective partnership between the apprentice, the employer and the learning provider. This will involve additions to their normal responsibilities for employees, learning providers, and apprentices.

Delivery of the content of the GA will be agreed by the participating learning providers, which may involve delivery of specialist or employer-specific content. Employers should also be closely involved with all aspects of the programme, including the course specification, delivery, and assessment of practical activities.

The learning provider has responsibility for the quality assurance and enhancement of all elements of the programmes but they must adhere to the SDS specified documents referenced in **Section 1** and any additional guidance documentation provided as part of their competitive grant award. Practical activities must make use of the work environment and course content must take account of the technologies used in the apprentice's employment.

Apprentices must have individual learning and training plans. The learning provider and existing employer HR systems should be co-ordinated during the development of the individual learning and training plan to ensure that the required employer contextualisation is effective. Even within a specific employer, there may be apprentices who use differing technologies.

### 3. Roles and responsibilities

#### 3.1 Role of the employer

Apprentices are employees and subject to the standard terms and conditions applying to all employees.

Employers participating in the Graduate Apprenticeship programme must:

- consider whether a candidate has a reasonable chance of achieving the selected programme during the selection process – this includes not only the course content but the acquisition of wider graduate attributes
- provide agreed information to support the candidate's application to the degree course
- provide apprentices with suitable opportunities for the type of experience in the workplace that will support their learning and skills acquisition
- provide each apprentice with a nominated mentor who must be readily accessible by the apprentice and to the learning provider
- liaise with the learning provider on the content and practical activities in the apprentice's individual learning and training plan
- provide information that will support the individual apprentice and their assessment

#### 3.2 Role of the learning provider

Apprentices are both employed by the employer, as well as enrolled with the learning provider. As such they should have access to the same facilities as any other student.

GA course design and delivery must adhere to the principles detailed in preceding sections and in addition the learning provider must:

- adopt a flexible approach to considering the suitability of candidates by taking account of the portfolio of previous learning and experience an individual brings to the programme – this will include any relevant Foundation or Modern Apprenticeship undertaken – and support best practice in assessing individuals and in gathering evidence from employers where this is required
- liaise with the employer on the content and practical activities in the apprentice's individual learning plan

In addition, the learning provider should work with existing employer Training and Development and Quality Assurance (QA) systems to minimise double assessment. Development and meaningful implementation of individual learning plans is an essential component of the GA and assessments should take account of existing evidence wherever possible.

New evidence that directly relates to the workplace may be authenticated by employers or the individual's mentor.



There are a range of different delivery mechanisms, but the integration of knowledge within contextualised learning opportunities must be the overriding factor.

### 3.3 Course delivery and assessment

Content delivery and assessment responsibilities:

	<i>Employer</i>	<i>Learning Provider</i>	<i>Other</i>
<i>Delivery of knowledge and understanding content</i>	✓ Employer specific topics	✓ Generic and non-employer specific	✓ Private providers
<i>Assessment of practical application</i>	✓	✓	✓ Apprentice
<i>Development of personal and business skills</i>	✓ Specification, delivery, progress monitoring, assessment and mentoring	✓ Specification, delivery, progress monitoring and assessment	✓ May be a third party used for delivery, monitoring and assessment

### 3.4 Eligibility

- Graduate Apprenticeships are available to new and existing employees of participating employers.
- Candidates must be at least 16 years of age. The suitability of an individual for entry onto a GA will be decided by the employer and their learning provider partner.
- Candidates must be resident in Scotland at the start of the Graduate Apprenticeship. In addition to this, their employer’s working premises must also be located in Scotland. When applying to become a Graduate Apprentice the individual will be required to satisfy the employer that they have the right to live and work in Scotland.
- Entry requirements are likely to vary across learning providers. For courses where there is a mandatory requirement for a specific subject, learning providers should consider ways they can provide support to individuals who don’t hold a traditional qualification but have nevertheless shown aptitude and competence at the necessary level.

### 3.5 Recognition of prior learning

Candidates will undergo a selection process for a Graduate Apprenticeship, based on employer HR processes. Admissions departments need to take account of this and liaise with employers to provide advice and guidance on the prior learning and experience that will be accepted for entry onto the course.

A flexible approach to entry requirements should be adopted by learning providers, and be done in consultation with employers. This should involve consideration of candidates on a case by case basis, who have completed relevant Foundation, Modern or Technical Apprenticeships as well as industry / vendor certifications.

Universities and other providers are asked to consider ways they can most fully recognise the apprentice's prior learning within the programme to ensure there is no unnecessary repetition of learning.

## 4. Demand

The Early Learning and Childcare sector has an important role in giving Scotland's children the best start in life, closing the attainment gap and tackling poverty. The sector is made up of a highly skilled and qualified workforce. As well as being a major employer and contributing to the economy, the Early Learning and Childcare sector enables parents and carers to participate in work and learning.

### Employment

In 2019, employment in the sector was 29,900 accounting for one per cent of all employment in Scotland. This made it one of the smallest key sectors in Scotland measured by workforce size.

Since 2009, employment in the sector has grown by 29 per cent, the second highest rate of employment growth across all industries. Most of this growth has occurred in recent years as the shorter term growth rate (since 2017) was 27 per cent, at a time of one per cent decline across Scotland. The growth of the workforce can be largely attributed to the Scottish Government's aim to increase the hours of free Early Learning and Childcare for entitled children from 600 to 1,140 hours per year by 2020 which was consulted on in 2015.

The highest levels of employment in 2019 were in Glasgow (6,800), Edinburgh, East and Midlothian (5,400) and Lanarkshire (3,200). Compared to the national trend, the sector accounted for an above average proportion of employment in the West and Glasgow regions, in all other regions the percentage of regional employment in the sector was similar to the picture nationally. This suggests that across Scotland the sector accounts for a relatively consistent proportion of employment in each region and is evenly distributed. This reflects the requirement across Scotland for Early Learning and Childcare provision.

Employment in the sector is forecast to increase in both the medium and long-term. Forecasts estimate growth of 21 per cent in the medium term (by 2022) and 37 per cent over the longer term (2029), this is equivalent to 11,100 more people employed in the sector by 2029. Scottish Government forecasts also predict growth, with up to 11,000 additional workers (equivalent to up to 9,000 FTEs) needed to meet demand created by the expansion to 1,140 free hours by 2020. Alongside employment growth, opportunities will arise from the need to replace workers who leave the sector due to retirement for example. Based on the number of jobs in 2019, forecasts estimate that 39 per cent of current jobs will experience a staff turnover by 2029. The sector's net requirement for workers by 2029 will be 22,800. This is five per cent of the net requirement for workers across all key sectors.

The greatest percentage of the net requirement for workers in the Early Learning and Childcare sector is expected to be in Glasgow (27 per cent), with Edinburgh, East and Midlothian and West accounting for a further 19 and 12 per cent, respectively.

### **Occupations**

In 2019, 57 per cent of the Early Learning and Childcare workforce were in higher level occupations. The proportion of the workforce in mid and lower level occupations was, 38 per cent and five per cent respectively. By 2029, there will be a small change in the occupational structure of the workforce with two percentage points more of the workforce being in higher level occupations and one percentage point less in medium and lower levels occupations compared to 2019.

### **Early Learning and Childcare Skills Investment Plan**

The forecasts reflect the Scottish Government's commitment to increase Early Learning and Childcare entitlement which will lead to employment opportunities in the sector. To support this the Early Learning and Childcare Skills Investment Plan (SIP) was released in 2018. The SIP highlights demand for new workers and progression through work-based learning within the sector. Both the increased entitlement to Early Learning and Childcare and actions in the SIP could lead to future opportunities for Foundation Apprenticeships (FAs), Modern Apprenticeships (MAs) and GAs. In particular the SIP identified that there will be an increased demand for graduates in the sector, to meet the commitment to have an additional graduate working in nurseries that support the most deprived communities across Scotland.

## 5. The framework

### 5.1 Overview

The **Early Learning and Childcare** Graduate Apprenticeship is based on sector defined needs and has been developed in collaboration with employers, the SSSC, SG and education partners to allow knowledge, understanding, skills and competence to be developed alongside the attributes that the sector expects from graduates.

Within the **Early Learning and Childcare** Graduate Apprenticeship, the degree content must be delivered per the principles and outcomes detailed in this framework.

The specific Graduate Apprenticeship included in this framework is:

- **Early Learning and Childcare at SCQF Level 9**

The output of this framework will be Graduate Apprenticeship at **SCQF level 9** entitled:  
**Graduate Apprenticeship (BA) in Early Learning and Childcare**

### 5.2 Purpose

The purpose of this programme is to produce graduates with the required skills, knowledge and attributes to excel in the early learning and childcare sector.

The aim of the **Early Learning and Childcare** Graduate Apprenticeship is to produce graduates with:

- The “meta-skills” required to thrive in the future economy – self-management, social intelligence and innovation.
- The general knowledge and skills required for working in support of others – inclusion, understanding of frameworks, systems and professional responsibilities and the ability to work with appropriate communities and partners.
- The specific knowledge and skills required for working in early learning and childcare – programmes and pedagogies, programme development, childhood, and concepts of play and learning.

A key part of the **Early Learning and Childcare** GA is that these key content areas are combined to deliver a holistic learning experience that blends workplace experience with off-the-job learning.

Details of the high-level learning and skills outcomes for these content areas are provided in **Appendix A**.

**Appendix B** sets out the low level learning and skills outcomes that require to be achieved by individuals undertaking the **Early Learning and Childcare** Graduate Apprenticeship.

### 5.3 Occupational outcomes

The **Early Learning and Childcare** GA is aimed at employment as a practitioner in the Early Learning and Childcare sector. It can also support progression to a managerial role in the sector or to wider academic or teaching roles.

### 5.4 Learning outcomes

Please refer to **Appendices A and B** for a full list of the required learning outcomes for the **Early Learning and Childcare** GA.

### 5.5 Professional recognition

Successful completion of this Graduate Apprenticeship enables registration with the SSSC. This Graduate Apprenticeship can also support progression to managerial qualifications.

### 5.6 Meta-skills

We are moving into a fourth industrial revolution, driven by technological disruptors. At the same time, we face the challenges of globalisation, an ageing population and increasing diversity within the workplace.

Scotland's workforce will need constantly developing skills, knowledge and capabilities to thrive in this complex, ever-changing environment.

When we refer to meta-skills we mean timeless, higher order skills that create adaptive learners and promote success in whatever context the future brings. These aren't new skills or capabilities, but it is now more important that we define them more clearly and support their development more explicitly.

We classify meta-skills under three headings:

- **Self-management** – taking responsibility for your own behaviour and wellbeing;
- **Social intelligence** – awareness of the feelings, needs and concerns of others, and the ability to navigate social relationships and environments; and
- **Innovation** – the ability to define and implement positive change.

These headings are the basis for the mandatory, high level meta-skills outcomes that are included in Appendix A.

**Self-management** involves:

- being able to focus on a current task or priority while avoiding distraction;
- integrity – acting in an honest and consistent manner based on clear personal values;

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- adaptability – the ability and interest to learn new skills and new ways of doing things; and
- a readiness to take initiative, get started and respond to opportunities.

**Social intelligence** involves:

- communicating – sharing information openly and in a way that creates mutual understanding;
- feeling – taking the thoughts, feelings and perspectives of others into account and considering impact on them;
- the ability to collaborate and work with others to tackle problems; and
- leading by inspiring and motivating others with a clear vision and direction.

**Innovation** involves:

- the curiosity to want to know or learn in order to inspire new ideas and concepts;
- the creativity to imagine and think in new ways to address problems or express meaning;
- sense making through recognising themes and patterns in information; and
- the critical thinking needed to evaluate and draw conclusions from information and make informed decisions.

These descriptions provide the basis for the more detailed meta-skills outcomes that are listed in Appendix B.

Further background on meta-skills can be found at

<https://www.skillsdevelopmentscotland.co.uk/what-we-do/skills-planning/skills4-0/>

## 5.7 Related Scottish apprenticeship frameworks

The following Scottish Apprenticeship frameworks and other qualifications are relevant pathways that may contribute toward progression into the **Early Learning and Childcare** GA. The apprenticeships are eligible for funding contributions from Skills Development Scotland, and provide employers with a range of alternative pathways at different levels of entry:

**In school:**

- Foundation Apprenticeship in Social Services (Children and Young People) (SCQF Level 6)

<https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/social-services-children-and-young-people/>

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### Post-school:

- Modern Apprenticeship – leading to SVQ Social Services (Children & Young People) at SCQF level 7

<https://www.sqa.org.uk/sqa/47017.html>

- HNC Childhood Practice

<https://www.sqa.org.uk/sqa/75622.html>

- HND Childhood Practice

<https://www.sqa.org.uk/sqa/47049.html>



## Appendix A. Learning and skills outcomes

This section provides some general background to the GA in **Early learning and Childcare** and then sets out the high-level learning and skills outcomes for the GA that must be covered within the degree. **Appendix B** provides more detailed low-level outcomes associated with each section.

### Background to GA Early Learning and Childcare

The Scottish Government report entitled *“A Blueprint for 2020”* reinforces the commitment to make Scotland the best place for children to grow up. It highlights the importance of the best start in life for children and establishes the intention to:

- secure a high- quality experience for children and families; and
- create the capacity and supporting structures to enable delivery of the 1140 hours entitlement.

Programme providers and employers should be aware of the levels of support and experience required by apprentices who will undertake this programme.

This will require:

- adherence to the SSSC Codes of Practice;
- mentoring and support in the workplace; and
- strong links between provider universities and employers.

This standard doesn't specify a minimum or maximum age range because it is important that all graduates can register with the SSSC and can work competently across the whole sector.

However, there has been a growing awareness of the importance of understanding how to work with babies and children to give these children the best start in life.

We are therefore encouraging individuals undertaking the apprenticeship to have experience, knowledge and demonstrable skills for working with this age stage that include but are not limited to the following:

- a broad and balanced knowledge and understanding of children up to 2 and of different theories which underpin their practice;
- knowledge and critical understanding of concepts and theories of play, early language acquisition and approaches to supporting development for children under 2;
- the ability to balance risk with benefit appropriately in developing safe outdoor and indoor play spaces;
- a critical understanding of how children develop speech, language and listening and problem solving skills;
- a critical understanding of attachment theory and how secure and insecure attachments will affect very young children; and
- a critical understanding of the effects of adverse childhood experiences on early childhood and long- term health and well being.

### Topics and high-level learning and skills outcomes:

<b>Learning and skills outcomes</b>
<b>1. Core &amp; meta-skills</b>
1.1. Self-management
1.2. Social intelligence
1.3. Innovation
<b>2. General skills for working in support of others</b>
2.1. Inclusion
2.2. Organisational frameworks, systems and professional responsibilities
2.3. Communities
<b>3. Specific skills for Early Learning and Childcare</b>
3.1. Programmes and pedagogies
3.2. Programme development
3.3. Childhood
3.4. Concepts of play and learning

## Appendix B. Low-level outcomes

This section details the low level learning and skills outcomes which employers may expect individuals to cover in a Graduate Apprenticeship in **Early Learning and Childcare**.

Each learning provider will have its own approach to delivering the degree and progression between stages. The low-level skills and derived learning outcomes that are detailed in the following sections provide guidance to ensure that each degree covers the desired learning outcomes appropriately and meets the registration requirements of SSSC.

**Table 1: Core and meta skills**

1. Core & meta-skills	
1.1	Self-management
1.2	Social intelligence
1.3	Innovation

### 1.1 Self-management

- 1.1.1 Sort and filter complex information and focus attention on current priorities.
- 1.1.2 Demonstrate openness, resilience and critical self-reflection to support effective change.
- 1.1.3 Plan and critically evaluate own learning and skills development to support adapting to change.
- 1.1.4 Take the initiative to resolve complex problems or issues by thinking independently, assessing risk and making considered decisions, and act without relying on influence or encouragement from others.
- 1.1.5 Demonstrate both personal and professional integrity, acknowledging the importance and value of such disciplined behaviour and exercising responsibilities in an ethical manner.

### 1.2 Social Intelligence

- 1.2.1 Communicate effectively in a full range of employment settings (including for example chairing meetings, dealing with confrontation or negotiating) by:
- listening actively and questioning effectively
  - interpreting complex verbal and written communications
  - providing complex written and verbal communications that are appropriate to and understandable by the intended audience
  - motivating/persuading others to make or support progress.
- 1.2.2 Take account of the feelings and motivations of others and critically evaluate own impact on other people.
- 1.2.3 Collaborate professionally across a range of cultural settings, developing and maintaining networks to achieve shared goals.
- 1.2.4 Apply knowledge of high performing teams.
- 1.2.5 Work with others to produce solutions by planning, implementing and critically reviewing own work goals, priorities and responsibilities.
- 1.2.6 Promote change effectively by inspiring, influencing, motivating and developing others.

### 1.3 Innovation

- 1.3.1 Demonstrate a desire to learn in order to develop new ideas or to improve processes by:
- recognising and defining problems
  - observing and questioning
  - researching or sourcing information to generate new ideas or approaches.
- 1.3.2 Demonstrate creativity in addressing problems or challenges by:
- generating ideas
  - imagining
  - visualising
  - providing new solutions.

1.3.3 Make sense of complex situations by:

- analysing and synthesising information
- recognising patterns
- thinking holistically
- recognising potential opportunities.

1.3.4 Solve complex problems through critical thinking by:

- deconstructing problems into smaller, more manageable parts
- using logical or computational thinking
- forming judgements after careful thought.

**Table 2: General skills and knowledge for working in support of others**

2. General skills for working in support of others	
2.1.	Inclusion
2.2.	Organisational frameworks, systems and professional responsibilities
2.3.	Communities

This section sets out the expected features required for ethical practice by a graduate apprentice in the sector. It links directly to the required behaviours and expectations of a Day Care of Children worker and the professional code of conduct they are required to follow as registered workers with the SSSC. These behaviours are also consistent with the expectations of other codes of conduct including those for teachers and health professionals.

### 2.1 Inclusion

- 2.1.1 respect and value children and young people as unique whole individuals and their right to participate and be consulted
- 2.1.2 have high expectations for all individuals and a commitment to ensuring that they can achieve their full potential
- 2.1.3 demonstrate an awareness of the significance of race, ethnicity, gender, class, disability, sexuality and other social backgrounds and the interactions between them in the development of individual children and young people
- 2.1.4 value and respect the diversity of identities and the importance of their interactions
- 2.1.5 promote fairness and justice and adopt anti-discriminatory practices which challenge

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inequalities of race, ethnicity, gender, class, disability, sexuality and other social backgrounds and their interactions

- 2.1.6 provide a service that reflects clear and shared values and a communications style that shows respect for children and their families

### **2.2 Organisational frameworks, systems and professional responsibilities**

- 2.2.1 show an understanding of the principles that underpin organisational frameworks and policy statements in the service
- 2.2.2 can critically consider links between theory, policy and practice through analysing and critically evaluating the relationship of their service to relevant quality standards and policy initiatives
- 2.2.3 can use their understanding of local community resources and inter-professional involvement to support capacity building of the service and contribute to wider developments where appropriate
- 2.2.4 show an understanding of the need to be flexible and to respond to a continuing changing social and political landscape
- 2.2.5 demonstrate a sound knowledge and understanding of the implications for the service of current legal requirements, national policies and guidance on safeguarding and promoting the wellbeing of individuals
- 2.2.6 demonstrate an understanding of and an ability to develop a child's plan in relation to legislative requirements
- 2.2.7 have knowledge and understanding of the main features, differences and commonalities within and between service provision across the voluntary, private and public sectors.

### **2.3 Collaboration and relationships**

- 2.3.1 value, respect and actively encourage the contribution of parents and carers to individuals' learning and development
- 2.3.2 establish a culture and climate to promote positive, non-discriminatory and inclusive relationships with and between each child and family
- 2.3.3 promote and advocate a high-quality service for each learner and family
- 2.3.4 use creativity and innovation to drive a positive learning and development culture that will benefit children and their families
- 2.3.5 use creativity and innovation to influence change for communities and within partnerships
- 2.3.6 promote and respond to partnerships with children, parents and carers, families, other agencies, colleagues and other professional workers

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2.3.7 provide opportunities to foster children's understanding of different beliefs and cultures

2.3.8 promote developing communities, community involvement and active citizenship.

**Table 3: Specific skills and knowledge for Early Learning and Childcare**

3. Specific skills for Early Learning and Childcare	
3.1.	Programmes and pedagogies
3.2.	Programme development
3.3.	Childhood
3.4.	Concepts of play and learning

This section sets out the sectoral knowledge required and demonstrated in a workplace setting by a graduate apprentice to become a competent Early Learning and Childcare worker. This section has been set out to show clearly the required understanding and demonstration of the following:

- Understanding childhoods, children's rights and the rights of the child as part of a family/community.
- Understanding and delivery of an early learning and childcare experience, demonstrated by their awareness of different pedagogical approaches.
- Understanding and delivery of a supported environment to allow children to reach their full developmental potential and to develop as learners.
- Understanding and applying evidence informed practice for leadership and continuous improvement.

### 3.1 Programmes, pedagogies and holistic approaches

3.1.1 Demonstrate the use and knowledge of a range of approaches to working with children that exemplify ways that children are active and competent contributors, valued for their contributions

3.1.2 Demonstrate high level knowledge, understanding and the practical skills used in a range of organisational frameworks that support play and learning across a range of services

3.1.3 Have detailed knowledge on how to select, prepare and use a range of resources to engage, support, stimulate, include and challenge children and young people's developing needs

3.1.4 Have detailed knowledge of how to value diversity, make personalised provision for and include children taking account of their experiences and perspectives as

3.1.5 Have detailed knowledge of how to value diversity and include children while

promoting social justice

- 3.1.6 Demonstrate an understanding of progression and constructive challenge in developing children's cognitive development including developing an open mindset approach to learning and problem solving.
- 3.1.7 Demonstrate an understanding of how to develop and drive strategies that support children's ability to respond to challenge and understand success criteria.
- 3.1.8 Demonstrate an awareness of how to develop strategies that support concentration, perseverance, resilience and problem solving with children.
- 3.1.9 Demonstrate an understanding of the range of influences and transitions which affect children , their confidence, resilience and behaviour.
- 3.1.10 Have a detailed knowledge of theoretical concepts that drive wellbeing, communication and creativity, inquiry and curiosity, as determinants of effective learning
- 3.1.11 Demonstrate an understanding of circumstances that are conducive to effective learning and self regulation
- 3.1.12 Demonstrate an in-depth knowledge of the range of theoretical perspectives and viewpoints that can be used to provide clear, purposeful and effective feedback to learners
- 3.1.13 Demonstrate the ability to share and discuss with others the principles and perspectives that underpin their own professional practice

### **3.2 Programme development**

- 3.2.1 Demonstrate an in-depth knowledge and understanding of methods and underlying theories and can justify the content of programmes and their relevance for children's development and learning
- 3.2.2 Know how to evaluate and further develop programmes to maximise the opportunities for effective engagement by children and families
- 3.2.3 Know how to reflect on and engage in the ethical but systematic investigation and evaluation of practice.
- 3.2.4 Know how to critically evaluate the processes and purposes of different approaches to delivering an early learning and childcare service and demonstrate the ability to make links and connections locally and globally
- 3.2.5 Demonstrate informed knowledge of current innovations in framework and programme development and how these may be integrated into practice



### 3.3 Childhood

- 3.3.1 Demonstrate a critical understanding and application of the principles and practice requirements of Getting It Right for Every Child
- 3.3.2 Demonstrate a critical understanding of how childhood is conceptualised and experienced today by drawing on a range of theoretical disciplines including sociology, social policy and psychology
- 3.3.3 Have a critical understanding of and the ability to critique ways that concepts of childhood influence policy, legislation and practice
- 3.3.4 Can demonstrate critical understanding of how adverse childhood experiences impact on children's lives and their health and well being
- 3.3.5 Can demonstrate an understanding of concepts and models of health relevant for work with children, young people and their families.
- 3.3.6 Have a critical understanding of children and young people's personal, social and emotional development and know how to use this to support their wellbeing and development
- 3.3.7 Respect the rights of all children and young people without discrimination as defined in the United Nations Convention on the Rights of the Child (UNICEF, online), the Children (Scotland) Act (1995), have a commitment to promoting and supporting the Protecting Children and Young People: Framework for Standards (Scottish Government, 2004);the Health and Social Care Standards (Scottish Government, 2018) and the Children and Young People (Scotland) Act (2014)
- 3.3.8 Have a critical understanding of children and young people as autonomous thinkers and active learners and can link this to decisions about provision and consultation with children and young people
- 3.3.9 Safeguard the children and young people in their charge and promote and support their wellbeing and development in accordance with The National Guidance for Child Protection in Scotland (Scottish Government, 2014a).
- 3.3.10 Can analyse, critically evaluate and support the contribution of parents and carers, families and communities to childhoods and demonstrate they value the contribution of children and young people themselves
- 3.3.11 Can demonstrate confidence and adaptability in their professional ability to encourage children to have high expectations of self.

### 3.4 Concepts of play and learning

- 3.4.1 Demonstrate a critical understanding of concepts of and the progressive nature of play and how it is links to curriculum supporting children's learning

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- 3.4.2 Can demonstrate the benefits to children of quiet and time for reflection in ensuring that children and young people have the necessary energy and motivation to participate fully in play and creative engagement
- 3.4.3 Can demonstrate knowledge of the progressive nature of play, learning and planning to identify appropriate next steps in children and young people's play and learning experiences
- 3.4.4 Know how to plan and provide safe, and appropriate child led and adult initiated experiences, activities and play which enable children and young people to develop and learn
- 3.4.5 Can draw on different disciplines and different theoretical perspectives to inform, critique and challenge concepts in early learning and childcare and understand the role of other agencies involved.

## Appendix C. Framework development summary

A GA framework sets out the required knowledge, skills and learning outcomes identified through employer and key partner consultation to support the delivery of a Graduate Apprenticeship programme. This is achieved through employer and key partner input to Technical Expert Groups (TEGs).

TEGs are short life working groups designed to act as an advisory group on behalf of the sector and contributes to the development and course design of a GA. TEGs are integral to the process of developing GAs that provide quality, consistency and relevance to industry.

Each TEG is made up of employers, professional or industry bodies, learning providers, and subject/technical experts from the related industry.

The following organisations were consulted in the development of this framework:

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<b>Employers and employer organisations</b>	<b>Learning providers</b>	<b>Qualification and industry bodies</b>
SG	University of the Highlands and Islands	SSSC
COSLA		Care Inspectorate
ADES Early Years	University of the West of Scotland	SDS
Early Years Scotland		
Care and Learning Alliance		
North Lanarkshire Council		
South Lanarkshire Council		
East Lothian Council		
National Day Nurseries Association		



This framework is also available on the Skills Development Scotland corporate website: [www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk)