

# Pearson BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development



## Specification

*First teaching from September 2016*

*First certification from 2017*

Issue 6



# **Pearson BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development**

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First teaching September 2016

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### **Edexcel, BTEC and LCCI qualifications**

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### **About Pearson**

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This specification is Issue 6. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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# Welcome

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

## Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

When creating the BTEC Nationals in this suite, we worked with many employers, higher education providers, colleges and schools to ensure that their needs are met. Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements with:

- a range of BTEC sizes, each with a clear purpose, so there is something to suit each learner's choice of study programme and progression plans
- refreshed content that is closely aligned with employers' and higher education needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means some are set by you to meet local needs, while others are set and marked by Pearson so that there is a core of skills and understanding that is common to all learners. For example, a written test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We are providing a wealth of support, both resources and people, to ensure that learners and their teachers have the best possible experience during their course. See *Section 10* for details of the support we offer.

## A word to learners

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark, and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.

## Collaborative development

Students completing their BTEC Nationals in Children’s Play, Learning and Development will be aiming to go on to employment, often via the stepping stone of higher education. It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications. To ensure that the content meets providers’ needs and provides high-quality preparation for progression, we engaged experts. We are very grateful to all the university and further education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

In addition, universities, professional bodies and businesses have provided letters of support confirming that these qualifications meet their entry requirements. These letters can be viewed on our website.

### Summary of Pearson BTEC Level 3 National Extended Certificate in Children’s Play, Learning and Development specification Issue 6 changes

Summary of changes made between the previous issue and this current issue	Page number
The last paragraph of the <i>Qualification and unit content</i> section has been amended to allow centres delivering the qualification above to alter the content to reflect the context of the country where it is being delivered.	Page 6

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

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# Introduction to BTEC National qualifications for the children's play, learning and development sector

This specification contains the information you need to deliver the Pearson BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development. The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is part of the suite of children's play, learning and development qualifications offered by Pearson. In the suite there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations.

All qualifications in the suite share some common units and assessments, allowing learners some flexibility in moving between qualifications where they wish to select a more specific progression route. The qualification titles are given below.

Some BTEC National qualifications provide a broad introduction that gives learners transferable knowledge and skills. These qualifications are for post-16 learners who want to continue their education through applied learning. The qualifications prepare learners for a range of higher education courses and job roles related to a particular sector. They provide progression either by meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them.

In the children's play, learning and development sector this qualification is:

Pearson BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development (360 GLH) 601/7569/2.

Some BTEC National qualifications are for post-16 learners wishing to specialise in a specific industry, occupation or occupational group. The qualifications give learners specialist knowledge and skills, enabling entry to an Apprenticeship or other employment, or progression to related higher education courses. Learners taking these qualifications must have a significant level of employer involvement in their programmes.

In the children's play, learning and development sector these are:

Pearson BTEC Level 3 National Foundation Diploma in Children's Play, Learning and Development (540 GLH) 601/7570/9

Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator) (720 GLH) 601/7571/0

Pearson BTEC Level 3 National Extended Diploma in Children's Play, Learning and Development (Early Years Educator) (1080 GLH) 601/7572/2.

This specification signposts all the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualification, including the staff development required. A summary of all essential documents is given in *Section 7*. Information on how we can support you with this qualification is given in *Section 10*.

The information in this specification is correct at the time of publication.

## Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

BTEC Nationals have been designed around the number of hours of guided learning expected. Each unit in the qualification has a GLH value of 60, 90 or 120. There is then a total GLH value for the qualification.

Each qualification has a TQT value. This may vary within sectors and across the suite depending on the nature of the units in each qualification and the expected time for other required learning.

The following table shows all the qualifications in this sector and their GLH and TQT values.

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development</b>	360 GLH (505 TQT) Equivalent in size to one A Level. 7 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (66%).	A broad basis of study of the early years sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 3 National Foundation Diploma in Children's Play, Learning and Development</b>	540 GLH (965 TQT) Equivalent in size to 1.5 A Levels. 7 mandatory units of which 2 are external. Mandatory content (100%). External assessment (44%).	This qualification is designed as a one-year, full-time course covering the fundamentals of the childcare sector. If taken as part of a programme of study that includes other BTEC Nationals or A Levels, it supports progression to higher education. It also supports progression to an Apprenticeship in the early years sector or to a further year of study at Level 3.
<b>Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator)</b>	720 GLH (1625 TQT) Equivalent in size to two A Levels. 10 mandatory units of which 2 are external. Mandatory content (100%). External assessment (33%).	This qualification is designed for learners preparing for a role as an early years educator in preschool and nursery settings. The qualification is designed to be the substantive part of a 16–19 study programme for learners who want to study the mandatory core content of the children's play, learning and development sector, which is needed to practise as an early years educator. It may be complemented with other BTEC Nationals or A Levels and/or GCSEs in English and Maths to support progression to specific job roles, to higher education courses, or to working with children.
<b>Pearson BTEC National Extended Diploma in Children's Play, Learning and Development (Early Years Educator)</b>	1080 GLH (2080 TQT) Equivalent in size to three A Levels. 21 units of which 11 are Mandatory and 3 are external. Mandatory content (77%). External assessment (33%).	Two-year, full-time course that meets entry requirements in its own right for learners who want to progress to employment in early year educator roles. This qualification has been designed to support progression to relevant occupational areas and sector-related courses in higher education.

## Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC Level 3 National in Children’s Play, Learning and Development is shown in *Section 2*. **You must refer to the full structure to select units and plan your programme.**

### Key

	<b>Unit assessed externally</b>	<b>M</b>	<b>Mandatory units</b>	<b>O</b>	<b>Optional units</b>
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Unit (number and title)	Unit size (GLH)	Extended Certificate (360 GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
1 Children’s Development	120	M	M	M	M
2 Development of Children’s Communication, Literacy and Numeracy Skills	120	M	M	M	M
3 Play and Learning	60	M	M	M	M
4 Enquiries into Current Research in Early Years Practice	120				M
5 Keeping Children Safe	60	O	M	M	M
6 Children’s Physical Development, Care and Health Needs	60	O	M	M	M
7 Children’s Personal, Social and Emotional Development	60			M	M
8 Working with Parents and Others in Early Years	60	O	M	M	M
9 Observation, Assessment and Planning	60			M	M
10 Reflective Practice	60			M	M
11 The Early Years Foundation Stage	60	O	M	M	M
12 Children’s Development Outdoors	60				O
13 Healthy Eating in the Early Years	60				O
14 Montessori Approach in Early Years	60				O
15 Development of English for Children with another Home Language	60				O
16 Working with Children who have Additional Needs	60				O
17 Services for Children and their Families	60				O
18 Working With Children Under 3 Years	60				O
19 Digital Technologies in Early Years Practice	60				O
20 Career Development in the Early Years Sector	60				O
21 Children’s Imaginative Play and Creativity	60				O

<b>Work Placement Requirements</b>		
<b>Qualification</b>	<b>Minimum Length</b>	<b>Setting requirements</b>
<b>Pearson BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development</b>	50 hours	At least one setting, with children from birth to seven years 11 months
<b>Pearson BTEC Level 3 National Foundation Diploma in Children's Play, Learning and Development</b>	300 hours	At least one setting with children from birth to seven years 11 months
<b>Pearson BTEC Level 3 National Diploma in Children's Play, Learning and Development (Early Years Educator)</b>	750 hours	Minimum of two different settings Minimum of 100 hours in each of the following age ranges: <ul style="list-style-type: none"> <li>• From birth to one year 11 months</li> <li>• From two years to four years 11 months</li> <li>• Five years to seven years 11 months</li> </ul>
<b>Pearson BTEC Level 3 National Extended Diploma in Children's Play, Learning and Development (Early Years Educator )</b>	750 hours	Minimum of two different settings Minimum of 100 hours in each of the following age ranges: <ul style="list-style-type: none"> <li>• From birth to one year 11 months</li> <li>• From two years to four years 11 months</li> <li>• Five years to seven years 11 months</li> </ul>

## Qualification and unit content

Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Each qualification in the suite has its own purpose. The mandatory and optional content provides a balance of breadth and depth, while retaining a degree of choice for individual learners to study content relevant to their own interests and progression choices. Also, the content may be applied during delivery in a way that is relevant to local employment needs.

The proportion of mandatory content ensures that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued. Learners are expected to show achievement across mandatory units as detailed in *Section 2*.

BTEC Nationals have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, research and analysis, which are valued in both higher education and the workplace.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. Further details can be found in *Section 2*.

Centres should ensure that delivery of content is kept up to date. Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

## Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

### Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 90 or 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to resit external assessments during their programme. You should refer to our website for current policy information on permitted retakes.

The styles of external assessment used for qualifications in the Children's Play, Learning and Development suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Some external assessments include a period of preparation using set information. External assessments are available once or twice a year. For detailed information on the external assessments please see the table in *Section 2*. For further information on preparing for external assessment see *Section 5*.

## Internally-assessed units

Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate processes and routines.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information see *Section 6*.

## Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will permit learners to draw on and apply their learning. For these qualifications we have formally identified units which contain a synoptic assessment task. Synoptic assessment must take place after the teaching and learning of other mandatory units in order for learners to be able to draw from the full range of content. The synoptic assessment gives learners an opportunity to independently select and apply learning from across their programmes in the completion of a vocational task. Synoptic tasks may be in internally or externally assessed units. The particular unit that contains the synoptic tasks for this qualification is shown in the structure in *Section 2*.

## Language of assessment

Assessment of the internal and external units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 7*.

## Grading for units and qualifications

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or progression to higher education, and successful development of transferable skills. Learners achieving a qualification will have achieved across mandatory units, including external and synoptic assessment.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

Qualifications in the suite are graded using a scale of P to D\*, **or** PP to D\*D\*, **or** PPP to D\*D\*D\*. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

## UCAS Tariff points

The BTEC Nationals attract UCAS points. Please go to the UCAS website for full details of the points allocated.



# 1 Qualification purpose

## Pearson BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development

In this section you will find information on the purpose of this qualification and how its design meets that purpose through the qualification objective and structure. We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice about the size of qualification suitable at recruitment.

### Who is this qualification for?

The Pearson BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development gives an introduction to study of the sector. It is intended as an Applied General qualification, and is equivalent in size to one A Level. It supports access to a range of higher education courses, possibly but not exclusively in the early years sector, if taken alongside further Level 3 qualifications.

No prior study of the sector is needed, but learners will normally have a range of achievement at Level 2 in GCSEs or equivalent qualifications.

### What does this qualification cover?

The content of this qualification has been developed in consultation with higher education to ensure it supports progression to higher education. In addition, employers and professional bodies have been involved in order to confirm that the content is appropriate for those interested in working in the sector.

Learners will complete 50 hours' work experience in the sector.

Learners taking this qualification will study three mandatory units which cover the following topics:

- children's development
- communication and numeracy
- play and learning.

Learners are able to select one optional unit, which will support their progression to specialised degree programmes in the sector, and covers areas such as:

- physical development, care and health needs
- keeping children safe
- The Early Years Foundation Stage.

### What could this qualification lead to?

The Pearson BTEC Level 3 National Extended Certificate in Children's Play, Learning and Development is generally taken alongside other qualifications as part of a two-year programme of learning. It will enable learners to progress to a wide range of degree programmes.

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements to many relevant courses. It can be taken alongside, for example:

- A Levels in Biology and Psychology, which could lead to a BSc (Hons) in Paediatric Nursing
- A Levels in English and Psychology, which could lead to a BA (Hons) in Childhood Studies
- A Levels in English and History, which could lead to a BA (Hons) in Primary Education.

Learners should always check the entry requirements for degree programmes with specific higher education providers.

## **Will the qualification lead to employment, and if so, in which job role at which level?**

This qualification is primarily designed to support progression to employment via higher education; however this qualification will also be relevant for those who choose to progress directly to employment, through an Early Years Educator Apprenticeship.

## **How does the qualification provide employability skills?**

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills:** use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- **intrapersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation
- **interpersonal skills:** self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant. For example, where learners are required to undertake real or simulated activities.

## **How does the qualification provide transferable knowledge and skills for higher education?**

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including:

- reading technical texts
- effective writing
- analytical skills
- preparation for assessment methods used in degrees.

## 2 Structure

### Qualification structure

#### Pearson BTEC Level 3 National Extended Certificate in Children’s Play, Learning and Development

##### Mandatory units

There are three mandatory units, two external and one internal. Learners must complete and achieve at Near Pass grade or above in all mandatory external units and achieve a Pass or above in all mandatory internal units.

##### Optional units

Learners must complete one optional unit.

Pearson BTEC Level 3 National Extended Certificate in Children’s Play, Learning and Development				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
<b>1</b>	Children’s Development	<b>120</b>	<b>Mandatory</b>	External
<b>2</b>	Development of Children’s Communication, Literacy and Numeracy Skills	<b>120</b>	<b>Mandatory</b>	External
<b>3</b>	Play and Learning	<b>60</b>	<b>Mandatory and Synoptic</b>	Internal
<b>Optional units – learners complete 1 unit</b>				
<b>5</b>	Keeping Children Safe	<b>60</b>	<b>Optional</b>	Internal
<b>6</b>	Children’s Physical Development, Care and Health Needs	<b>60</b>	<b>Optional</b>	Internal
<b>8</b>	Working with Parents and Others in Early Years	<b>60</b>	<b>Optional</b>	Internal
<b>11</b>	The Early Years Foundation Stage	<b>60</b>	<b>Optional</b>	Internal

## External assessment

This is a summary of the type and availability of external assessment, which is of units making up 66% of the total qualification GLH. See *Section 5* and the units and sample assessment materials for more information.

Unit	Type	Availability
<b>Unit 1: Children's Development</b>	<ul style="list-style-type: none"><li>• Written examination set and marked by Pearson</li><li>• 1 hour 45 minutes</li><li>• 90 marks.</li></ul>	<b>January and May/June</b>  <b>First assessment May/June 2017</b>
<b>Unit 2: Development of Children's Communication, Literacy and Numeracy Skills</b>	<ul style="list-style-type: none"><li>• Task set and marked by Pearson and completed under supervised conditions.</li><li>• In part A, learners will be provided with a case study of a centre two days before a supervised assessment period in order to carry out research</li><li>• In part B, the supervised assessment period is three hours in a period timetabled by Pearson</li><li>• 68 marks.</li></ul>	<b>Dec/Jan and May/June</b>  <b>First assessment May/June 2017</b>

## Synoptic assessment

The mandatory synoptic assessment requires learners to apply learning from across the qualification to the completion of a defined vocational task. Within the assessment for *Unit 3: Play and Learning* learners gain an understanding of why play is important to children's learning and development. The unit links with a number of different theoretical approaches to children's play, learning and development that are used throughout the qualification. Learners complete the task using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills.

In assessing the unit assignments will require learners to select from and apply their learning from across their programme. The unit provides further information.

## Employer involvement in assessment and delivery

You are encouraged to give learners opportunities to be involved with employers. See *Section 4* for more information.

# 3 Units

## Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

### Internal units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use and it appears on certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Learning aims</b>	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 2</i> .
<b>Summary of unit</b>	This new section helps teachers to see at a glance the main content areas against the learning aims and the structure of the assessment. The content areas and structure of assessment are required. The forms of evidence given are suitable to fulfil the requirements.
<b>Content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
<b>Assessment criteria</b>	<p>Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion.</p> <p>A full glossary of terms used is given in <i>Appendix 2</i>. All assessors need to understand our expectations of the terms used.</p> <p>Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.</p>
<b>Essential information for assignments</b>	<p>This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment, and how the assessment criteria should be used to assess performance.</p>
<b>Further information for teachers and assessors</b>	<p>The section gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria.</p>
<b>Resource requirements</b>	<p>Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i>.</p>
<b>Essential information for assessment decisions</b>	<p>This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.</p>
<b>Links to other units</b>	<p>This section shows you the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.</p>
<b>Employer involvement</b>	<p>This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.</p>

## External units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use and it appears on certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Summary of assessment</b>	This sets out the type of external assessment used and the way in which it is used to assess achievement.
<b>Assessment outcomes</b>	These show the hierarchy of knowledge, understanding, skills and behaviours that are assessed. Includes information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
<b>Essential content</b>	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
<b>Grade descriptors</b>	We use grading descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
<b>Key terms typically used in assessment</b>	These definitions will help you analyse requirements and prepare learners for assessment.
<b>Resources</b>	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i> .
<b>Links to other units</b>	This section shows the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.





## Index of units

This section contains all the units developed for this qualification. Please refer to *page 4* to check which units are available in all qualifications in the early years sector.

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# Unit 1: Children's Development

Level: **3**

Unit type: **External**

Guided learning hours: **120**

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## Unit in brief

Learners will gain an understanding of children's developmental progress from birth up to seven years 11 months.

## Unit introduction

Learning about child development is vital for working with children in an early years setting. It gives you a background of the key theories that will govern all aspects of your working practice and everything you do as an early years educator.

In this unit, you will learn about theories and models of development that explain how and why children develop and how this relates to the Early Years Foundation Stage (EYFS). You will develop an understanding of a range of factors that may influence children's development, and consider the short- and long-term effects on their development.

The knowledge you will gain in this unit will prepare you for a variety of careers as a childminder, family support worker or early years educator in the private, voluntary or state sector and/or allow progression to higher education studies in early years education or management.

## Summary of assessment

This unit is assessed through an examination set and marked by Pearson. The assessment must be taken under supervised conditions.

All questions will assess learners' understanding of how the principles, theories and models of development apply to individual children.

The assessment will consist of scenario-based questions which assess the ability to apply theory to practical, real-life situations and long answer questions that will assess the ability to analyse and interpret theories, how they relate to other domains of development and their impact on early years practice.

The external assessment will be 1 hour and 45 minutes.

The number of marks for this examination is 90.

The assessment availability is in January and May/June each year. The first assessment availability is June 2017.

Sample assessment materials will be available to help centres prepare learners for assessment.

## Assessment outcomes

**AO1** Demonstrate knowledge of the principles and patterns, theories and models that inform children's growth and development from birth to seven years 11 months

Command words: describe, give, identify, list, which

Marks: ranges from 1 to 3 marks

**AO2** Demonstrate understanding of the principles and patterns, theories and models that inform children's growth and development from birth to seven years 11 months

Command words: describe, discuss, give

Marks: ranges from 1 to 4 marks

**AO3** Apply knowledge and understanding of children's growth and development to real life scenarios from birth to seven years 11 months

Command words: assess, discuss, explain

Marks: ranges from 2 to 5 marks

**AO4** Analyse and evaluate information related to children's holistic growth and development in context, through demonstrating ability to interpret theory and predict the potential impact on early years practice

Command words: analyse, assess, evaluate

Marks: ranges from 6 to 8 marks

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### **A The principles of growth and development and how they are applied from birth up to seven years 11 months**

#### **A1 Principles and patterns of growth and development**

- Principles of growth and development:
  - the rate of growth is variable, different parts of the body grow at different rates
  - development occurs in an orderly sequence, physical development begins with the control of head movement and continues down the body and with uncontrolled large movements before becoming precise and refined, areas of development are interrelated, the development rate varies between children, development is affected by a range of different factors.
- Definitions of growth and development:
  - growth refers to an increase in physical size, beginning with muscular control and development of co-ordination and balance
  - development refers to the possession of skills proceeding through a set order, becoming more sophisticated.

#### **A2 Areas of development**

- Physical development (motor development) being the process by which children acquire movement, patterns and skills through gross/large movements of limbs, developing locomotion, balance and co-ordination, fine/manipulative movement of fingers, developing hand-eye co-ordination.
- Cognitive, the process of growth and change in intellectual abilities, includes the construction of thought processes, thinking, reasoning, problem solving and understanding.
- Language is the development process of how children understand and communicate through verbal/non-verbal forms of communication; literacy, reading and writing.
- Literacy is the development of children's reading, writing, speaking and listening skills.
- Emotional development is the process by which children develop awareness and control of their feelings about themselves and others, self-esteem, self-concept and confidence.
- Social development involves a process of developing knowledge, values and skills to enable children to relate to others through formation of attachments and relationships with adults and friendships with peers.

#### **A3 Patterns of development**

- In the first few months of life, children's growth is monitored by measuring height, weight and head circumference.
- Physical development begins with basic reflexes, control of head movement, continuing down the body.
- Neurological and brain development, including growth and development of neural pathways, brain size, the importance of early experiences in first four years of life.
- Definitions and impact of atypical development, delayed global development, gifted and talented.
- Influence of heredity and genes on children's personality, physical and cognitive development.

## **B Physical development from birth up to seven years 11 months**

### **B1 Physical development**

- Normative age/stage developmental patterns of children's gross/fine motor skills from birth to seven years 11 months and the impact on children's overall growth.
- Factors affecting healthy growth and development using Maslow's hierarchy of needs, providing/depriving love and affection, diet, nutrition, rest and exercise, security, protection, stimulation, interaction, independence, friendship and personal potential.
- Biological and environmental factors, including nature/nurture, medical factors, pre-existing conditions, pre-natal/premature birth, illness, accidents and injuries, lifestyle choices, societal and family systems, genetic disorders.
- Societal systems such as poverty and exclusion, can impact on a child's physical development including nutritional needs and access to health care.

### **B2 Promoting children's physical development**

- Provide opportunities for children to learn about their bodies and manage their own self-care and hygiene needs.
- Promote physical development through exercise, inside and outside play and activities such as dance and movement.
- How children explore and experiment through using different materials, tools and techniques age/stage in an appropriate way.
- How adults can support children's creativity and imagination through physical activity, role play, arts and craft.
- How adults can support baby and toddlers' physical development

## **C Cognition, language and communication development**

### **C1 Theoretical approaches**

- Normative age/stage patterns of development from birth to seven years 11 months, to include cognitive, language and communication areas and the impact on children's overall growth and development.
- Vygotsky's Zone of Actual/Proximal Development (ZAD/ZPD) in engaging and extending children's learning
- How children learn to listen and engage in sustained shared thinking/problem solving/collaborative learning/apprenticeship learning; guided participation/scaffolding with adults and peers
- How theories explain thought, language, verbal and non-verbal communication.
- How Piaget's theories of schematic development, assimilation, accommodation, equilibrium and disequilibrium explains children's thought processes and problem-solving skills.
- Piaget's universal stages of cognitive development, sensorimotor, preoperational, concrete operational and formal operational.
- Concepts of information processing and memory, the role of attention, how children recall and respond to information, making connections between past and present experiences, how this applies to cognitive growth.
- Chomsky's Language Acquisition Device (LAD) and the concept of critical period, that proposes children's language acquisition as an innate cognitive mechanism.
- Bruner's three modes of cognitive representation (enactive, iconic, symbolic).
- Skinner's theory of reinforcement/repetition that proposes children's language acquisition is a socially learned behaviour.

### **C2 Applying theories to early years practice.**

- How cognitive theories help to explain children's literacy skills in reading and writing, understanding simple sentences, use of phonics to decode regular words.
- The impact on children's ability to learn if atypical development is not recognised promptly.
- How cognitive theories help to explain children's drawing and writing skills.
- How forms of verbal and non-verbal communication, including Makaton, sign language, visual timetables and gestures encourage children to interact with others.

- How cognitive theories explain children's numeracy skills in basic mathematical concepts, including learning number, placing numbers in order, simple mathematical language.
- How cognitive theories explain children's problem-solving skills through understanding logic, rules and patterns.
- How theory helps to promote children's development of language of mathematical concepts, the understanding of conservation, size, weight, capacity, position, distance, time, comparison of quantities and objects used to solve problems.
- How theory helps understanding of children's ability to select and use information to construct hypotheses and make decisions.
- How children observe, investigate and explore objects, materials, properties and learn about change, patterns, similarities, differences.
- How children use language to question how and why things work.
- How children observe and explore their environments.
- How understanding becomes more sophisticated, guiding thoughts and actions and developing new knowledge.
- How children use communication to record/report findings and new knowledge.

## **D Theories of social and emotional development**

### **D1 The self, others and place in the world**

- Normative age/stage patterns of development from birth to seven years 11 months, to include social and emotional areas and the impact on children's overall growth and development.
- How children develop a sense of morality, self-concept, self-esteem and self-identity.
- How a sense of self influences children's confidence, self-image, understanding of the feelings and emotions of others.
- Behaviourist theories of social development, including Skinner's theory of operant conditioning, Bandura's social learning/cognitive theory, concept of modelling, behavioural actions, self-efficacy, empowerment.
- Bowlby's theory of development of attachments, internal working models (IWMs).
- Ainsworth's attachment styles/types and linked behaviours, including secure, insecure anxious/avoidant, insecure ambivalent/resistant, disorganised/disoriented ('The Strange Situation').
- Bronfenbrenner's bioecological systems theory of social development and the role of family and society systems in understanding the influence of the environment on children's growth and development.

### **D2 Applying theories of social and emotional development to early years practice**

- How theories explain the way children develop and maintain friendships and relationships with others.
- How theories explain the way children develop understanding of self and others, self-identity, own place in the world.
- How family systems influence children's social and emotional development, including social class, work, educational backgrounds, parental attachment behaviours, networks, communities, social cohesion.
- How children form attachments, develop relationships and friendships with others providing activities and resources that promote age/stage appropriate play.
- How adults can support and promote positive relationships through role modelling, conflict negotiation, problem solving, understanding rules and boundaries, promoting collaboration/cooperation.
- Effects of transitions, including school/home, family, family dynamics on children's ability to develop and maintain positive social and emotional development.
- How adults can support children in expressing and understanding feelings of others, including sympathy and empathy.

## Grade descriptors

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### **Level 3 Pass**

Learners are able to recall and apply knowledge in familiar and unfamiliar situations. They are able to use relevant material from identified sources. They show a sound understanding of theory through appropriate use of concepts. They show some awareness of different perspectives/ approaches relating to child development. Their judgements are presented and explained. Solutions for specific problems are selected and explained. Their knowledge and understanding are communicated using appropriate language for the audience(s).

### **Level 3 Distinction**

Learners will be able to independently synthesise knowledge of the subject, bringing together their understanding of concepts and strategies, and applying it to sometimes unfamiliar situations or problems. They integrate material from a variety of independently identified sources. Learners show a thorough and deep understanding of the subject, with a justification of arguments and analysis in different situations. They show and apply significant awareness of different perspectives and approaches relating to child development. Learners are able to make reasoned and confident judgements and recommendations based on independent analysis and interpretation of knowledge.



## Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Analyse	Learners present the outcome of methodical and detailed examination either by breaking down: <ul style="list-style-type: none"> <li>• a theme, topic or situation in order to interpret and study the relationships between the parts, and/or</li> <li>• information or data to interpret and study key trends and interrelationships.</li> </ul>
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or to identify those that are the most important or relevant and arrive at a conclusion.
Describe	Learners give a clear, objective account in their own words showing recall, and in some cases application, of the relevant features and information about a subject.
Discuss	Learners consider different aspects of a topic, how they interrelate and the extent to which they are important.
Evaluate	Learners draw on varied information, themes or concepts to consider aspects, such as strengths or weaknesses, advantages or disadvantages, alternative actions, and relevance or significance.
Explain	Learners show they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details.
Give	Learners can provide: <ul style="list-style-type: none"> <li>• examples</li> <li>• justifications.</li> </ul>
Identify	Learners indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
List	Learners provide information as an item by item record of names of things.
Which	Learners specify one or more items from a definite set.

## Links to other units

This unit links to:

- Unit 6: Children's Physical Development, Care and Health Needs
- Unit 7: Children's Personal, Social and Emotional Development.

## Employer involvement

Centres may involve employers in the delivery of this unit, if there are local opportunities. There is no specific guidance related to this unit.

# Unit 2: Development of Children's Communication, Literacy and Numeracy Skills

Level: **3**

Unit type: **External**

Guided learning hours: **120**

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## Unit in brief

Learners will gain an understanding of how children develop literacy, language, numeracy and communication skills and how to promote and support this development.

## Unit introduction

Children's development of speech, communication, language, literacy and numeracy skills is an essential part of early childhood development, beginning from birth and continuing at home and in the early years setting. Early years practitioners have an essential role to play in supporting and developing all these skills, by promoting them through developmentally appropriate interactions.

In this unit, you will learn the sequence of children's speech, communication, language, literacy and numeracy skills development. You will plan stage appropriate activities that encourage children's development and understanding by stimulating their enthusiasm, and using exciting and interesting ways to enable them to find out more.

This unit will prepare you for a variety of careers as an early years educator in the private, voluntary or state sector, or help you to progress to higher education studies in early years education or management.

## Summary of assessment

This mandatory unit will be assessed through a task set and marked by Pearson and taken under supervised conditions. The task is worth 68 marks.

Pearson will provide a task booklet for learners that will include a case study of a fictional early years setting.

Learners will have three activities to complete based on this case study.

Learners should be given 3 hours over a period of two days for planning and preparation before writing up of the task book.

Learners will have three hours' supervised time to complete the write up of the task book. Pearson will provide them with a task book.

The assessment availability is in December/January and May/June each year. The first assessment availability is June 2017.

Sample assessment materials will be available to help centres prepare learners for assessment.

## Assessment outcomes

**AO1** Demonstrate knowledge and understanding of the concepts, activities, processes and theories that support the development of communication, language, literacy and numeracy

**AO2** Apply knowledge and understanding of the concepts, key activities, processes and theories that promote development of communication, language, literacy and numeracy

**AO3** Analyse and evaluate information about children and early years, demonstrating the ability to interpret the potential impact and influence of activities and approaches on communication, language, literacy and numeracy development

**AO4** Be able to recommend activities and approaches to support development of communication, language, literacy and numeracy in context with appropriate justification, using theory to support arguments

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### **A Stages of speech, communication and language development and its link to overall domains of development**

#### **A1 The role of speech, communication and language in children's development**

- How verbal and non-verbal communication is used to support children, to include eye contact, gesture, body language, active listening.
- How children acquire the capacity to understand language through the stages of acquisition, to include pre-linguistic and linguistic phases.
- How higher order language skills are developed through components of speech, to include phonology, syntax and semantics, expressive and receptive.
- How speech, communication and language link to emotional and social development, to include:
  - the importance of not overcorrecting children and use of positive reinforcement
  - the impact of Skinner's theory of operant conditioning and language development.
- How speech, communication and language link to children's cognitive development, to include:
  - information processing
  - making the link between spoken sounds and the written symbols
  - understanding the meaning of words.
- The impact of theories on developing children's speech, communication and language development, to include:
  - Bruner's theory of development, to include three modes of representation
  - Chomsky's concept of the Language Acquisition Device (LAD)
  - Vygotsky's constructivist learning theory, e.g the importance of social interactions
  - Roger Brown's five stages of language development and mean length of utterance (MLU)
  - Piaget's stages of learning and the importance of observing children's language development.
- Factors that may affect speech, communication and language development, to include background noise, television and radio, conductive hearing loss, learning difficulties, the quality of adult interaction.
- The importance of observation and assessment of speech, communication and language to address the early detection of problems and make suitable recommendations and referrals.

#### **A2 Developing children's speech, communication and language**

- How children's language develops in a sequence, to include babbling, single words, two words, multi-sentence words.
- How adults can support early verbal interactions with babies, to include drawing babies' attention, facial expression, gesture and eye contact.
- The importance of appropriate adult support, to include:
  - giving children time to respond
  - acknowledging children's attempts to communicate
  - reflecting back the correct word/pronunciation
  - sensitively expanding children's statements.
- How to use the concept of parentese in child directed speech.
- How adults can create a language promoting environment, to include small spaces, low-level background noise, activities and objects that excite children's interest, keeping group size to a minimum.

- How to promote speech, language and communication development, to include:
  - drawing on children's attention to detail
  - accurate naming
  - active listening
  - helping children to sequence
  - making sure that children have new and interesting things to talk about.

## **B Supporting children's literacy and numeracy skills through speech, communication and language development**

### **B1 Development of literacy skills**

- How children develop reading skills, to include:
  - reading page from left to right and top to bottom
  - handling books and written materials
  - interactive computer programs.
- How adults support children's skills in reading and writing, to include links between spoken sounds, letters and written symbols, recognising simple words, understanding simple sentence structures.
- How adults build a language-rich environment to support children, to include labelled displays and word banks at children's eye level, labelling activities, dedicated areas for reading and writing activities.
- Ways in which phonemic awareness in learning to read can be used to include:
  - recognition of individual speech sounds
  - ability to segment words into component sounds (phonemes)
  - association of written symbols (graphemes) with sounds.

### **B2 Development of numeracy and mathematical skills**

- How children learn and develop through early mathematical experiences, to include understanding of numbers, measurement, shape and space, pattern recognition.
- How to support children's early mathematical skills, to include matching, pattern making, counting, sorting, ordering, recording, sharing.
- Understand strategies for developing early mathematical skills, to include:
  - counting from 1 to 20
  - placing an order
  - adding and subtracting single-digit numbers
  - shape and size of 3D (solids) and 2D (flat) shapes.
- Understand mathematical language, to include more, less, greater, smaller, larger, heavier, lighter, in front of, inside.

### **B3 Supporting literacy development**

- How the adult's role can support early reading development, to include:
  - using stories and rhyme recognition
  - linking pictures and words to actions that carry meaning.
- Use of activities to support development of literacy skills, to include music, storytelling, role play, story sacks, puppets, recorded stories, circle time, small world, imaginative play.
- Understand theoretical approaches to helping children learn to read, to include when to begin, synthetic and analytical phonics, 'look and say', whole language/apprenticeship, phonics, role model reading books and writing.

- Understand the usual sequence by which children learn to read, to include:
  - recognition of link between the verbal and visual word
  - recognising own name
  - using pictures as cues
  - book conventions
  - phonetic awareness
  - re-telling stories
  - building a visual vocabulary.
- How to choose appropriate books for children, to include:
  - different ages and reading levels
  - children's interests and preferences
  - picture books and stories
  - fiction and non-fiction books.
- How adults create stimulating experiences and activities to encourage children's reading skills, to include matching activities, sound snap, group story time, using pictures as cues, decoding words, recognising common and irregular words.
- How stories and rhymes support children's speech production, to include auditory discrimination, repetition and rhythm.
- The importance of adults sharing books to support children's literacy and language development.
- Understand systematic synthetic phonics in the teaching of reading
- Understand how to plan and organise literacy provision which is related to age and stage of development to include practical activities.
- Understand the role of observation in the promotion of literacy development.

#### **B4 Supporting writing development**

- How to support children in making connections through early mark-making and writing development, to include:
  - understanding that words convey meaning
  - making marks as symbolic representations of thoughts/experiences
  - using paint, sand, large markers and crayons, in either hand and in any direction
  - correct formation of letters and numbers
  - giving children reasons to write for purpose.
- Understand how activities support the links between learning to write and learning to read, to include sand play, role play, painting, story sacks, print making, patterns, storytelling, poetry, music, drama, cutting and sticking.
- Understand the development of handwriting, to include pencil grip, fine motor movements, hand-eye co-ordination.
- Understand the sequence by which children learn to write, to include mark-making, emergence of letters, ascribing meaning to marks, applying grapheme/phoneme knowledge.
- Supporting writing development for children who are left handed, to include comfortable grip, providing resources.
- Working with parents and carers to encourage enjoyment of literacy, to include ways in which parents and/or carers can support children
- Understand how to plan and organise writing activities which are related to age and stage of development
- Understand the role of observation in the promotion of writing development.

#### **B5 Supporting numeracy development**

- How adults support children's early experiences of numeracy by providing commentary, questioning, repetition, praise.
- Understand how to plan and organise numeracy provision, to include practical activities, encouraging use of mathematical language, problem solving, prediction.

- The process of supporting children to link concepts to experience, to include:
  - pointing out numbers on till receipts
  - number plates
  - selecting coins
  - making purchases
  - counting aloud.
- The importance of using everyday activities to promote numeracy development, to include counting rhymes, playing simple board games, cooking, matching socks, setting the table, making patterns, recognising numbers and patterns in the environment.
- How adults assess a child's understanding of numeracy, to include asking questions, modelling, observing children's reactions through observation.
- Supporting and reinforcing use of mathematical language by providing commentary or talking through an activity.
- Using interactive computer programs to encourage and reinforce mathematical concepts.
- The importance of working with parents and carers to encourage enjoyment of mathematics, including providing information about ways parents and/or carers can support children.

## **C Approaches to the varied needs of individual children**

### **C1 Supporting the concept of multilingualism**

- Understand how to support children who are multilingual, to include self-concept, information processing.
- The importance of understanding the context in which languages are being learned, to include children who are learning a home language(s) alongside learning English in the setting.
- Understand the impact on a child of being introduced to the English language with an established home language, to include the impact on the child's emotional and cognitive development.
- The importance of appointing a key person in helping a child acquire the English language.
- How to work closely with parents and carers to support the development of language, to include valuing the child's home language, ensuring consistency in the way that languages are used.

### **C2 Understand how adults support children who have additional language needs**

- Recognising resources to support children with hearing loss, language delay or additional language needs, to include:
  - visual cues and props in the setting
  - provision of quality interaction to support language and communication development.
- Understand the range of professionals in supporting children's speech, communication and language and the impact of following advice and programmes, to include:
  - physiotherapist
  - speech and language therapist
  - educational psychologist
  - hearing support services
  - portage worker.
- The importance of working closely with parents and carers to support the development of language.
- Recognising activities that promote language development, to include:
  - imaginative play
  - puppets
  - story sacks.



## Grade descriptors

To achieve a grade, learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 3 Pass

Learners are able to understand the stages of communication, language, literacy and numeracy development in context. Learners will reference theoretical principles and relevant research to given situations related to the needs of a child or children in a setting. They will understand the need to work in partnership with parents, carers and childcare professionals in context. Learners will suggest feasible activities and approaches to identified problems relating to a child or children in an early years setting.

### Level 3 Distinction

Learners demonstrate a thorough understanding of the stages of communication, language, literacy and numeracy development in context. Learners apply theoretical principles and relevant research to given situations related to the needs of a child or children in a setting. Parents, carers and childcare professionals will be integral to solutions to support communication, language, literacy and numeracy development in context. They will evaluate the needs of a child or children in an early years setting, and be able to justify the activities and approaches proposed in response to identified problems.

## Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure students are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Activity	A planned play and learning experience to develop a child's skills and abilities.
Activity plan	A structured breakdown of an experience to develop a child's skills and abilities.
Early years theory	Ideas that underpin early years teaching practices.
Resources	Pieces of equipment needed to support children's activities.

## Links to other units

This unit links to:

- Unit 3: Play and Learning
- Unit 7: Children's Personal, Social and Emotional Development.

## Employer involvement

Centres may involve employers in the delivery of this unit, if there are local opportunities. There is no specific guidance related to this unit.

## Unit 3: Play and Learning

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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### Unit in brief

Learners study the benefits of play, the influence of theories and approaches to play, and how to provide and support purposeful play and learning activities for children.

### Unit introduction

Do you remember playing when you were little? It is something that most children do. Whether it is splashing around in water or pretending to be a superhero, play seems to be an integral part of most people's childhoods. Play is an important way in which children learn and that is why there is a specific unit on play and purposeful learning activities in this qualification.

In this unit, you will learn about the types of play and the opportunities that should be made available to children at different ages and stages of development. You will consider why play is so important and how it supports children's learning and development. There are a number of important theoretical perspectives, philosophies and curriculum approaches to play that have been developed over many years. You will investigate these approaches and consider how they continue to influence practice in early years settings. You will explore the skills that are essential for early years professionals and show that you can apply your own skills to support purposeful play and learning experiences. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

This unit will prepare you for a variety of careers as an early years educator in the private, voluntary or state sector, or allow progression to higher education studies in early years education or management.

### Learning aims

In this unit you will:

- A** Examine types of play and learning activities and the benefits for children's learning and development
- B** Investigate theoretical perspectives to learning and development, curriculum approaches to play and their influence on current early years practice
- C** Demonstrate skills required by early years professionals to support children's purposeful play and learning opportunities.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Examine types of play and learning activities and the benefits for children's learning and development	<b>A1</b> Play types and opportunities <b>A2</b> The benefits of play for children	A report that considers the benefits of different types of play, the theoretical perspectives to learning and development, and curriculum approaches to play and how they have impacted on early years provision.
<b>B</b> Investigate theoretical perspectives to learning and development, curriculum approaches to play and their influence on current early years practice	<b>B1</b> Theoretical perspectives to learning and development <b>B2</b> Curriculum approaches to play <b>B3</b> Influences on current early years practice	
<b>C</b> Demonstrate skills required by early years professionals to support children's purposeful play and learning opportunities	<b>C1</b> Professional skills for supporting purposeful play and learning <b>C2</b> Support children's purposeful play and learning activities	A reflective account of personal skills in supporting children's play and learning activities and examples of how they have been used in own practice in an early years setting.

## Content

### Learning aim A: Examine types of play and learning activities and the benefits for children's learning and development

#### A1 Play types and opportunities

- Types of play, to include:
  - physical
  - imaginative, e.g. role play, small-world play, superhero play
  - sensory
  - creative art and design
  - construction.
- Social stages of play, to include Mildred Parten's classifications.
- Definitions of play, to include free-flow play, structured play.
- Play and learning opportunities for babies and children from birth up to two years, to include:
  - treasure-basket play
  - heuristic play
  - adult-initiated games, e.g. peek-a-boo and roll a ball.
- Play and learning opportunities for children from two up to seven years 11 months, to include:
  - role play
  - small-world play
  - painting
  - mark-making
  - puzzles and games
  - natural and malleable materials, e.g. water, sand, play dough.
- The importance of suitable resources, to include:
  - types of play indoors and outdoors
  - different ages/stages of development
  - safe play and resources.

#### A2 The benefits of play for children

- The importance of different types of play to children's holistic development, to include:
  - physical development, e.g. co-ordination, stamina, fine and gross movements
  - opportunities for sustained shared thinking alongside adults
  - cognitive development, e.g. problem solving, creativity, sustained and shared thinking
  - communication and language development
  - social development, e.g. building relationships, social skills
  - emotional development, e.g. self-awareness, confidence, independence.
- The importance of play for making sense of the world.
- How play enables children freedom to make mistakes.
- How play helps children to cope with transition and significant events.
- How play supports children's early mathematical concepts of volume and shape.

## **Learning aim B: Investigate theoretical perspectives to learning and development, curriculum approaches to play and their influence on current early years practice**

### **B1 Theoretical perspectives to learning and development**

Theoretical perspectives of:

- Piaget
- Vygotsky
- Bruner
- Athey
- Froebel.

### **B2 Curriculum approaches to play**

Approaches, to include:

- Reggio Emilia
- HighScope
- Forest Schools
- The New Zealand Te Whāriki
- Montessori.

### **B3 Influences on current early years practice**

- How theoretical perspectives to learning and development and approaches to play have influenced early years practice.
- How views of play can affect the early years professional's role.
- How theoretical perspectives and curriculum approaches to play influence the provision of:
  - child-initiated play
  - hands on/exploratory play
  - outdoor play
  - the use of natural materials
  - sensory play.
- How approaches to play and learning have influenced practice in observing and planning play appropriate to age/stage of development.
- How theoretical perspectives have led to approaches that place the child at the centre of learning.
- How children are viewed as competent learners.

## **Learning aim C: Demonstrate skills required by early years professionals to support children's purposeful play and learning opportunities**

### **C1 Professional skills for supporting purposeful play and learning**

- Skills that early years professionals need, to include:
  - building on children's play interests
  - modelling new skills
  - sensitive interactions
  - engaging children and encouraging participation
  - playfulness.
- How to recognise children's individual needs.
- How to scaffold children's learning and development.
- How to use play and learning activities to meet the requirements of the early years curriculum framework.
- How to balance adult-led and child-initiated activities.

- The skills for adult-directed play, to include observing and assessing children's stage of development and interests.
- The skills for supporting child-directed play, to include how to engage with children and extend their play.

## **C2 Support children's purposeful play and learning activities**

- How to organise a play environment indoors and outdoors.
- How to recognise and build on children's interests.
- How to select resources appropriate:
  - for play type
  - to age and stage of children's development.
- How to support purposeful play, to include:
  - the building of supportive relationships
  - extending children's physical communication and social skills
  - encouraging higher-level thinking skills
  - being a play partner.
- How to support children's group learning and socialisation.
- The importance of recognising the learning potential of spontaneous or unplanned events.
- How to respond to children's individual needs, to include adapting activities.
- How to balance safety and purposeful and challenging play.
- Strategies to extend children's learning, to include sustained shared thinking.
- How to support children to develop positive attitudes through play, to include valuing and respecting others.
- The importance of promoting diversity, equality and inclusion.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Examine types of play and learning activities and the benefits for children's learning and development</b>		<b>AB.D1</b> Evaluate the extent to which play and learning provision in a selected early years setting have been influenced by theoretical perspectives and curriculum approaches and the benefits for children's learning and development.
<b>A.P1</b> Explain play types for children at different ages and stages of development.  <b>A.P2</b> Explain how play and learning activities support the physical, cognitive, language, social and emotional development of young children.	<b>A.M1</b> Assess the benefits of different types of play and learning activities for children's learning and development.	
<b>Learning aim B: Investigate theoretical perspectives to learning and development, curriculum approaches to play and their influence on current early years practice</b>		
<b>B.P3</b> Explain theoretical perspectives to learning and development.  <b>B.P4</b> Compare two curriculum approaches to play and learning and their influence on a selected early years setting.	<b>B.M2</b> Assess the extent to which play and learning provision in a selected early years setting have been influenced by theoretical perspectives and curriculum approaches.	
<b>Learning aim C: Demonstrate skills required by early years professionals to support children's purposeful play and learning opportunities</b>		<b>C.D2</b> Evaluate the impact of purposeful play and learning activities for children's learning and development.  <b>C.D3</b> Evaluate own skills and their application to supporting purposeful play and learning activities.
<b>C.P5</b> Explain skills that are required by early years professionals to support purposeful play and learning activities.  <b>C.P6</b> Support children in adult-initiated and child-initiated purposeful play and learning activities in an early years setting.	<b>C.M3</b> Justify strategies used to support children engaged in purposeful play and learning activities.	



## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1)

Learning aim: C (C.P5, C.P6, C.M3, C.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to a work placement in an early years setting.

### Essential information for assessment decisions

#### Learning aims A and B

**For distinction standard,** learners must draw on their research from learning aims A and B. Learners must use detailed analysis of the organisation of play and learning in a familiar early years setting, to include play types, organisation and environment, materials and resources and the role of the professional. They must use coherent arguments to show the interrelationship between the provision of play and learning activities, two theoretical perspectives and two curriculum approaches to play. Learners must draw reasoned and justified conclusions on the extent of their influence in an early years setting and how, and why, this has benefits for children's learning and development.

**For merit standard,** learners must carefully consider all the factors relating to the provision of play and learning activities and reach a reasoned judgement about ways in which each one promotes children's learning and development. Learners must make clear links between the examples given and the specific aspect of learning and development that is promoted.

Learners must show an in-depth understanding of two theoretical perspectives and two curriculum approaches to play. They must come to a reasoned conclusion on their influence on play provision in a selected early years setting (ideally learners' own work placement setting). Learners must use examples from their work experience, referring to the organisation of play, the environment, professional roles and resources.

**For pass standard,** learners must recall different play types and give examples from their own work experience and/or research. Learners must make links between play types and their suitability for children of different ages and stages of development from birth up to seven years 11 months.

Learners must give a clear explanation of ways that play can promote children's holistic learning and development, referring to both different and more usual play types. Learners must make relevant links, giving reasons for how each example supports areas of development.

Learners must select two theoretical perspectives. They must consider theories in terms of how they have developed in relation to views of childhood and ways that children learn and develop.

Learners must select two curriculum approaches to play and learning listed in the content of the unit. They must explore aspects of each approach, to include the theories and philosophies that have influenced each, the organisation of the curriculum, resources used and the role of the professional, discussing similarities and differences. Learners must refer to advantages and disadvantages of each approach and their influence on the provision of play and learning in their own workplace or a familiar early years setting.

#### Learning aim C

**For distinction standard,** learners must show synthesis of knowledge and understanding across learning aims, articulating their arguments clearly and professionally to reach a reasoned and valid conclusion about how, and the extent to which, play and learning activities may impact on each area of a child's learning and each aspect of their development.

Learners must show that they have used innovative strategies that engage children and meet their individual needs. They must show imagination and creativity to support and extend children's learning through examples of adult-initiated and child-initiated play. They must explore their strengths and any limitations to their skills in relation to how they support play, making justified, realistic recommendations for improvement. Evidence must be supported by a witness testimony.

**For merit standard**, learners must show confidence in their selection of strategies for supporting children in each of their implemented play activities, giving justified reasons. They must arrive at a reasoned conclusion about the strengths of each strategy used, how they may have modified them and also providing detail on how their strategies have helped to promote children's involvement and enjoyment during play.

**For pass standard**, learners must recall the different skills required for supporting adult-initiated and child-initiated play and with children at different ages and stages. They must make links between the skills identified and their importance and relevance to supporting children's play.

Learners must give an account of ways that they have applied skills to plan and support two adult-initiated and two child-initiated play and learning activities in their own setting with two age groups from: birth up to two years, two years up to four years 11 months, or five years up to seven years 11 months. They must produce coherent plans with an appropriate format for use in the early years settings. Learners must explain what went well, giving reasons why, and making suggestions of what they might have done differently. Evidence must be supported by a witness testimony.

Learners required to complete the Practical Evidence Portfolio (PEP) to achieve this qualification should cross-reference evidence between pass criterion C.P6 and Form CPLD 2 in the PEP.

### Links to other units

The assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 1: Children's Development
- Unit 2: Development of Children's Communication, Literacy and Numeracy Skills
- Unit 5: Keeping Children Safe
- Unit 6: Children's Physical Development, Care and Health Needs
- Unit 8: Working with Parents and Others in Early Years
- Unit 11: The Early Years Foundation Stage.

This unit would relate to the teaching of:

- Unit 14: Montessori Approach in Early Years
- Unit 21: Children's Imaginative Play and Creativity.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- technical workshops involving local early years educators
- contribution of ideas to unit assignment/project materials
- opportunities for observation during work experience
- support from local early years educators as mentors.



## Unit 5: Keeping Children Safe

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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### Unit in brief

Learners study the responsibilities of a professional to promote and maintain health and safety, and what to do in an emergency or when there are concerns about a child's welfare.

### Unit introduction

As well as wanting their children to learn and be happy, parents want to know that their children will be safe and secure when they leave them in someone else's care. They expect that everything is being done to prevent their child from becoming ill or having an accident and that people who work with them know what to do in an emergency.

In this unit, you will look at the legislation, regulations and guidance relevant to health, safety and safeguarding. You will investigate approaches to creating safe and secure environments and policies and procedures to control and prevent the spread of infection. You will learn about types of abuse and how to recognise the signs that a child is at risk. It is important that you know how to safeguard children, including ways to empower them so that they become confident in protecting themselves. You also need to know correct procedure for responding to concerns about abuse. You will learn how to recognise hazards, assess health and safety risks and respond to emergency situations in your own work placement setting. It is strongly recommended that you successfully complete a recognised paediatric first-aid course if you wish to gain employment in the early years sector. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

This unit will prepare you for a variety of careers as an early years educator in the private, voluntary or state sector, or allow progression to higher education studies in early years education or management.

### Learning aims

In this unit you will:

- A** Investigate legal responsibilities and approaches to health and safety in early years settings
- B** Explore procedures for prevention and control of infection in early years settings
- C** Examine how early years professionals safeguard children and respond to concerns that a child has been abused
- D** Demonstrate how to recognise and assess hazards and risks to children and respond to emergencies in an early years setting.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Investigate legal responsibilities and approaches to health and safety in early years settings	<b>A1</b> Responsibilities to children's health and safety <b>A2</b> Approaches to promoting children's health and safety	A report that investigates responsibilities of the early years professional, approaches used to promote and maintain health and safety and procedures to control the spread of infection.
<b>B</b> Explore procedures for prevention and control of infection in early years settings	<b>B1</b> Statutory requirements and procedures for infection prevention and control	
<b>C</b> Examine how early years professionals safeguard children and respond to concerns that a child has been abused	<b>C1</b> Types and indicators of abuse <b>C2</b> Safeguarding children <b>C3</b> Responding to concerns about abuse	Case study relating to a child with a response that examines the indicators and types of abuse that may be happening, how the child can be supported and the action that the professional should take.
<b>D</b> Demonstrate how to recognise and assess hazards and risks to children and respond to emergencies in an early years setting	<b>D1</b> Risk assessment in early years <b>D2</b> Recognising accidents and emergencies	Portfolio of evidence, including: <ul style="list-style-type: none"> <li>• risk assessments</li> <li>• accounts of responses to emergency situations</li> <li>• witness testimonies.</li> </ul>

## Content

### Learning aim A: Investigate legal responsibilities and approaches to health and safety in early years settings

#### A1 Responsibilities to children's health and safety

- Children's right to be healthy, safe and secure, with reference to the United Nations Convention on the Rights of the Child.
- The duty of care of those working with children to protect them from harm and to promote their welfare.
- Legislation, regulations and guidance relevant to health and safety and safeguarding, to include safe environments, storage of hazardous materials, statutory reporting of illness and accidents.
- The requirements of the statutory early years curriculum relevant to health and safety.
- The responsibilities of early years settings to have policies relevant to health and safety, to include child protection, safe recruitment, information sharing, data protection.

(Legislation, regulations and guidance must be current at time of delivery and applicable to where the qualification is being delivered.)

#### A2 Approaches to promoting children's health and safety

- The role of early years professionals in keeping children safe and secure, to include supervision, keeping registers, role modelling safe behaviour.
- The importance of observation, e.g. for changes in behaviour, illness.
- Recognising and reporting hazards in the indoor and outdoor environments, to include outings.
- Equipment and resources that can be used to minimise hazards.
- The importance of resources and equipment appropriate to children's age/stage of development.
- The importance of maintaining accurate and coherent records with respect to children's health, safety and welfare.
- Recognising and assessing risk to children's health, safety and welfare.
- The importance of passing on concerns about the practice of colleagues, professionals, to include whistleblowing.
- The importance of child-centred provision.
- Recognising the individual needs of children and barriers to equality.

### Learning aim B: Explore procedures for prevention and control of infection in early years settings

#### B1 Statutory requirements and procedures for infection prevention and control

- Current legislation, regulations and guidance that apply to infection prevention and control in early years settings.
- The importance of policy and procedures for infection prevention and control in early years settings.
- How infection may be spread in early years settings.
- Common childhood infections and how they are spread.
- Infection prevention and control procedures, to include:
  - hand-washing routines for adults and children
  - personal protective clothing/equipment (PPE), e.g. disposable gloves, plastic aprons
  - safe handling and disposal of waste
  - management of spillages of blood and body fluids.
- Decontamination/cleaning of environment, equipment and toys.
- Food and kitchen hygiene.
- The immunisation programme for children and its role in infection control.

- The importance of maintaining accurate records and reporting, to include:
  - risk assessments
  - accident records
  - outbreaks of infection.

(Legislation, regulations and guidance must be current at time of delivery and applicable to where the qualification is being delivered.)

## **Learning aim C: Examine how early years professionals safeguard children and respond to concerns that a child has been abused**

### **C1 Types and indicators of abuse**

- Types of abuse, to include physical abuse and injury, neglect, emotional abuse, sexual abuse, domestic abuse.
- Why it is important to be vigilant for signs of child abuse.
- Indicators of abuse, to include:
  - changes in personality or behaviour
  - physical marks and injuries
  - signs of neglect
  - inappropriate behaviour or language for age and stage of development
  - being unusually dependent on a key person
  - disclosure by a child, parent or other adult.
- How abuse may impact on children's health and development.
- People who may abuse children.

### **C2 Safeguarding children**

- Legislation, policies and procedures relevant to child protection in early years, to include safe working practices, whistleblowing.
- The role of observation in recognising changes in children's behaviour.
- Why children may be more vulnerable to abuse, to include those with disabilities and babies.
- The importance of children having their voice heard.
- How to recognise and support children's feelings.
- The importance of supporting social and emotional development, to include independence.
- How to be an approachable adult, to include active listening.
- How to empower children.
- How to support children to protect themselves through games and activities.

### **C3 Responding to concerns about abuse**

- How to respond to a child who discloses abuse.
- How to respond to parents, colleagues and others who raise concerns about the welfare of a child.
- The importance of responding appropriately to concerns.
- Why it is important to believe a child, avoid judgements and not jump to conclusions.
- Why professionals must follow the reporting procedure of the setting.
- How information should be recorded and shared, to include confidentiality.
- Child protection procedures, to include the process of investigation, assessment, Child Protection Conference, Child Protection Plan.
- How agencies work together to safeguard children.
- Agencies involved at a local level, to include police, social services, health services, Local Children's Safeguarding Board (LCSB).
- The role of the National Society for the Prevention of Cruelty to Children (NSPCC).



## **Learning aim D: Demonstrate how to recognise and assess hazards and risks to children and respond to emergencies in an early years setting**

### **D1 Risk assessment in early years**

- Hazards in early years settings, to include the environment, equipment, hazardous materials, activities.
- Common types of injuries to children of different ages, including burns, scalds, cuts, poisoning, injuries from falls.
- How injuries might be avoided in both group care and home-based care.
- The role of risk assessment in identifying hazards, evaluating risk and deciding on precautions.
- How to carry out risk assessment, to include:
  - identifying hazards
  - deciding who may be harmed and how
  - evaluating the risk
  - deciding on precautions
  - recording findings accurately and coherently and implementing them
  - reviewing and updating assessment.

### **D2 Recognising accidents and emergencies**

- How to respond to non-emergency common injuries, e.g. splinters, grazes.
- How to recognise an emergency situation.
- How to call for assistance from colleagues and emergency services.
- Accidents and emergencies, to include:
  - unresponsive child who is not breathing
  - unresponsive child who is breathing
  - choking/airway obstruction
  - burns and scalds
  - foreign objects in nose, ears and eyes
  - bleeding and wounds
  - recognising and managing the effects of extremes of cold and heat
  - sickness/fever
  - injuries to bones and joints
  - swallowing harmful substances
  - stings and bites.
- The common triggers of anaphylaxis and how to respond.
- The content of a first-aid kit in an early years setting.
- Policies and procedures for dealing with emergency situations, to include:
  - summoning emergency help, e.g. accident, fire
  - emergency evacuation
  - access by unauthorised persons
  - missing children.
- The importance of staying calm and reassuring children.
- How to record, report and share information about illness, injuries, accidents and emergencies.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate legal responsibilities and approaches to health and safety in early years settings</b>		<b>AB.D1</b> Evaluate approaches and procedures used by professionals to keep children healthy and safe in a selected early years setting.
<b>A.P1</b> Explain responsibilities of early years professionals in keeping children healthy and safe with reference to legislation, regulations and guidance.  <b>A.P2</b> Explain approaches in early years settings for promoting and maintaining children's health and safety.	<b>A.M1</b> Analyse the extent to which approaches in a selected early years setting contribute to children's health and safety.	
<b>Learning aim B: Explore procedures for prevention and control of infection in early years settings</b>		
<b>B.P3</b> Explain procedures used to prevent and control the spread of infection in early years settings.	<b>B.M2</b> Analyse how procedures used in a selected early years setting prevent and control the spread of infection.	
<b>Learning aim C: Examine how early years professionals safeguard children and respond to concerns that a child has been abused</b>		<b>C.D2</b> Evaluate ways in which early years professionals can most effectively contribute to safeguarding and promoting the welfare of children.
<b>C.P4</b> Explain types and indicators of abuse.  <b>C.P5</b> Explain responsibilities of early years professionals for safeguarding children and procedures they must follow for reporting, recording and responding to concerns that a child is at risk of abuse.	<b>C.M3</b> Assess the role and responsibilities of the early years professional in safeguarding children and recognising and responding to concerns that a child is at risk of abuse.	
<b>Learning aim D: Demonstrate how to recognise and assess hazards and risks to children and respond to emergencies in an early years setting</b>		<b>D.D3</b> Evaluate own responsibilities in keeping children healthy, safe and secure relevant to legal requirements and best practice in early years settings.
<b>D.P6</b> Present clear and effective risk assessments that address hazards and minimise risks to children indoors and outdoors in an early years setting.  <b>D.P7</b> Demonstrate skills to recognise and respond appropriately to an emergency situation in an early years setting.	<b>D.M4</b> Reflect on the extent to which own skills in risk assessment and responding to an accident or health emergency and emergency situation can contribute to healthy and safe outcomes for children.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, A.M1, B.M2, AB.D1)

Learning aim: C (C.P4, C.P5, C.M3, C.D2)

Learning aim: D (D.P6, D.P7, D.M4, D.D3)

## Further information for teachers and assessors

### Resource requirements

There are no specific additional requirements for this unit.

### Essential information for assessment decisions

#### Learning aims A and B

**For distinction standard,** learners will articulate their arguments clearly and concisely. They must draw on their detailed understanding of approaches to health and safety and procedures for infection control to reach a reasoned conclusion about their significance in keeping children healthy and safe, using considered and valid examples.

**For merit standard,** learners will select relevant approaches to health and safety, to include those that are non-routine, and make reasoned judgements about ways they support and maintain children's health, safety and security. They must demonstrate a good understanding of procedures for prevention and control of infection in a selected early years setting, to include less familiar routines. They must examine the purpose of each in some detail, considering the relationship between following procedures and preventing and/or controlling the spread of infection.

**For pass standard,** learners will give a clear account of the responsibility of professionals to keep children healthy, safe and secure in early years settings using relevant sections of legislation, regulations and guidance to support their opinions. They must recall well-defined and familiar approaches used in early years settings, coming to a reasoned conclusion about how each one promotes and maintains health, safety and security. Learners must describe each step in procedures used in everyday routines and draw a conclusion about their importance for infection prevention and control, to include the importance of effective hand washing.

#### Learning aim C

**For distinction standard,** learners will examine in some detail, professional responsibilities for safeguarding children, referring to specific sections of current legislation. Learners must make supported judgements about the importance of following a policy and reach a valid conclusion as to why and how this leads to positive outcomes for children, also making a judgement about the possible impact for children of not following procedures.

**For merit standard,** learners will carefully consider different aspects of the professional's role and procedures they use to safeguard children, with reference to relevant legislation and policies. Learners must reach a reasoned conclusion about the importance and relevance of strategies, to include being vigilant, listening to children and reporting and recording, in relation to how they reduce the risk of abuse for children.

**For pass standard,** learners will recall different types of abuse and indicators to include physical and behavioural signs. They must explore a range of strategies used by professionals to provide a safe environment that supports children's developmental needs and include ways to help children to protect themselves. They must explain the importance of vigilance to signs of abuse and accurately recall the procedures they must follow, and what they must not do, when they have concerns about a child, giving reasons for their actions.

## Learning aim D

**For distinction standard**, learners will synthesise their knowledge of policies and approaches to aspects of health, safety and safeguarding to reach a reasoned and valid conclusion to their own responsibility for health, safety and safeguarding, also referring to limits to their responsibility. They must articulate their argument concisely and professionally, demonstrating that by meeting their responsibilities they can contribute to children's health, safety and security in their own setting. Learners must examine relevant legislation, statutory guidance and policies, giving examples of how this impacts their personal responsibility, also making clear links to accepted best practice.

**For merit standard**, learners will examine their own skills in detail, assessing the extent to which their risk assessment is likely to reduce the risks of harm. They must consider the importance of their skills and knowledge in recognising and managing health and accident emergency situations in ensuring positive outcomes for children.

**For pass standard**, learners will present two coherent risk assessments in a format appropriate for use by early years professionals. One must relate to indoor environment or activity, and the other must relate to outdoor environment or activity in an early years setting. They must make realistic suggestions on how to reduce risks relevant to the hazards they have identified appropriate to the age and stage of children's development.

Learners must present an account of how they have responded in line with the setting's policies and procedures to two emergency situations, for instance an accident, health emergency or fire evacuation in an early years setting. They must show that they have followed correct procedures, supporting their evidence with a witness statement of a qualified early years professional. Learners may use evidence of following procedures during a fire or other emergency situation drill/evacuation in an early years setting.

Learners completing the Practical Evidence Portfolio (PEP) should cross-reference evidence between learning aim D of this unit and the corresponding Form CPLD 2 in the PEP.

## Links to other units

The assessment for this unit should draw on knowledge, understanding and skills developed from:

The assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 1: Children's Development
- Unit 2: Development of Children's Communication, Literacy and Numeracy Skills
- Unit 3: Play and Learning
- Unit 6: Children's Physical Development, Care and Health Needs
- Unit 8: Working with Parents and Others in Early Years
- Unit 11: The Early Years Foundation Stage.

## Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- technical workshops involving local early years educators
- contribution of ideas to unit assignment/project materials
- opportunities for observation during work experience
- support from local early years educators as mentors.



# Unit 6: Children's Physical Development, Care and Health Needs

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners study the physical care and health needs of children, develop skills to support these needs and learn how to recognise ill health and support ongoing health conditions.

## Unit introduction

Parents need to feel reassured that the early years professionals caring for their children will be able to look after their physical needs and support them if they are unwell or have ongoing health conditions. This means that you will need to know what their needs are and how to support children's physical development and health through everyday care routines and activities.

In this unit, you will learn about the physical care needs of children and the important role of the early years professional to meet those needs through routines and by providing opportunity for challenging, physical play activities. You will consider how early years provision promotes children's physical development and how this can impact on their holistic development. You will plan and support care routines and activities that meet a child's physical care needs in ways that respect them as individuals, encourage independence and promote a healthy lifestyle. You will investigate how to recognise when a child is ill, the correct action to take and how to care for children who have ongoing health conditions.

The knowledge you gain in this unit will prepare you for a variety of careers as a childminder, family support worker or early years educator in the private, voluntary or state sector and/or allow progression to higher education studies in early years education or management.

## Learning aims

In this unit you will:

- A** Understand the physical development and care needs of children and approaches to their healthy development
- B** Plan and support routines and activities to meet children's physical development and care needs
- C** Investigate how to recognise and respond to children who are unwell and support children with ongoing health conditions.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the physical development and care needs of children and approaches to their healthy development	<b>A1</b> The physical needs of children <b>A2</b> Approaches to supporting physical development and care needs	A case study relating to a family with children at different ages and stages with a response that considers the physical development and care needs of each child and ways they can be supported.
<b>B</b> Plan and support routines and activities to meet children's physical development and care needs	<b>B1</b> Planning for physical care routines and activities <b>B2</b> Support physical development and care needs	Planning and reflective account of own skills in supporting a child's physical development and care needs in an early years setting.
<b>C</b> Investigate how to recognise and respond to children who are unwell and support children with ongoing health conditions	<b>C1</b> Signs of illness <b>C2</b> Responding to children who are unwell <b>C3</b> Support for children with ongoing health conditions	A report that considers how professionals recognise and respond to children when they are unwell and how they support children with ongoing health conditions.



## Content

### **Learning aim A: Understand the physical development and care needs of children and approaches to their healthy development**

#### **A1 The physical needs of children**

- Basic needs of children, to include Maslow's hierarchy of needs model.
- The importance of meeting children's physical needs at different ages and stages, to include:
  - a nutritious diet
  - rest and sleep
  - exercise
  - skin care, to include bathing, nappy changing, sun care
  - toileting routines, to include progression out of nappies
  - care for hair and teeth.
- The interrelationship between health and growth and physical development.
- How to reduce the risk of sudden infant death syndrome.

#### **A2 Approaches to supporting physical development and care needs**

- The importance of observation and assessment.
- Environments that support children's physical development.
- Routines for physical care.
- Play and activities to promote physical development, to include:
  - fine and large muscle development
  - balance
  - fine motor development
  - hand-eye co-ordination.
- Ways to use the indoor and outdoor environment to support physical development, to include inclusive provision.
- How to provide children with appropriate physical challenges.
- Risk assessment to balance physical challenge and safety.
- Health and safety procedures for physical care routines.
- The key person approach.
- Physical care routines as learning and development opportunities.
- How to support children and parents/carers to make healthy lifestyle choices.
- How to work in partnership with parents/carers to provide for children's individual needs, to include dietary needs.

### **Learning aim B: Plan and support routines and activities to meet children's physical development and care needs**

#### **B1 Planning for physical care routines and activities**

- How to exchange and record information about children's physical care needs with parents and colleagues.
- How to plan care routines, to include feeding, sleep and rest, toileting and nappy changing.
- How to plan for challenging, safe activities to support physical development, to include indoor and outdoor activities.
- Formats for recording care routines and activity plans.
- How to ensure health and safety in provision of physical care, including infection control.

## **B2 Support physical development and care needs**

- How to empower children and support their independence.
- How to support routines for sleep and rest.
- How to support meal times, to include encouraging healthy food choices.
- How to support toileting routines and progression out of nappies.
- How to use everyday care routines as learning and development opportunities.
- How to ensure infection control.
- How to support sun protection for skin.

## **Learning aim C: Investigate how to recognise and respond to children who are unwell and support children with ongoing health conditions**

### **C1 Signs of illness**

- The signs of illness, to include raised temperature, vomiting, diarrhoea, rash, pallor, cough, runny nose.
- Behavioural signs of illness, e.g. changes in behaviour or sleep patterns, refusal of food.
- Symptoms that require urgent medical attention, to include:
  - breathing difficulty
  - unresponsive child
  - a rash that does not fade on applying pressure.

### **C2 Responding to children who are unwell**

- Policies and procedures for supporting children who are unwell.
- Procedures for seeking medical help, reporting and recording illness.
- How to call for urgent medical help.
- How and when parents are informed about illness.
- How to support children who are unwell.
- Precautions to prevent the spread of infection.
- Exclusion periods.
- Statutory reporting of infectious diseases.
- Policy and procedures for giving medicines.

### **C3 Support for children with ongoing health conditions**

- How to work in partnership with parents and carers.
- How to keep accurate and coherent records of medication requirements.
- How to minimise the impact on learning and development.
- How to ensure inclusive provision, to include adapting routines, awareness of a child's physical and emotional needs.
- How to meet the needs of children with ongoing health conditions, to include asthma, eczema, diabetes:
  - asthma
    - the common triggers and how to avoid them
    - how to support the use of an inhaler
  - eczema
    - knowing the child's irritants and how to avoid them
    - supporting a flare up
    - reducing the risk of infection
  - diabetes
    - how to balance diet and exercise to prevent hypoglycaemia
    - the signs of hypoglycaemia in a child
    - how to respond to the signs of hypoglycaemia.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the physical development and care needs of children and approaches to their healthy development</b>		<b>A.D1</b> Evaluate the value of care routines and play activities for supporting and promoting children's physical development and encouraging a healthy lifestyle.
<b>A.P1</b> Explain the importance of care routines for meeting children's physical care needs to support a healthy lifestyle.  <b>A.P2</b> Explain how different types of indoor and outdoor play activities are used in early years settings to support and promote the physical development of children at different ages and stages.	<b>A.M1</b> Assess the extent to which care routines and play activities support and promote physical development and encourage a healthy lifestyle for children.	
<b>Learning aim B: Plan and support routines and activities to meet children's physical development and care needs</b>		<b>B.D2</b> Demonstrate effective self-management and professional conduct consistently in planning and supporting care routines and activities that meet the physical development and care needs of a child.
<b>B.P3</b> Plan care routines and physical play activities to meet the needs of a selected child.  <b>B.P4</b> Support care routines and physical play activities to promote development, independence and a healthy lifestyle.	<b>B.M2</b> Analyse the planned care routines and play activities in relation to their contribution to children's physical development, care needs and promotion of independence and a healthy lifestyle.	
<b>Learning aim C: Investigate how to recognise and respond to children who are unwell and support children with ongoing health conditions</b>		<b>C.D3</b> Evaluate, giving justifications, the role of the professional in early years settings in the effective use of procedures for recognising and supporting children who are unwell and in supporting children with ongoing health conditions.
<b>C.P5</b> Explain how to recognise the signs of ill health in children and the procedures that should be followed in early years settings.  <b>C.P6</b> Explain how professionals in early years settings support children with ongoing health conditions for positive outcomes for their health and holistic development.	<b>C.M3</b> Justify procedures for recognising and supporting children who are unwell.  <b>C.M4</b> Analyse the role of the professional in early years settings to support children with ongoing health conditions for positive outcomes for their health and holistic development.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.M4, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to a work placement in an early years setting.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard,** learners must provide a detailed analysis of a range of contexts for care routines and challenging physical activities for children in different age ranges from birth to seven years 11 months. They must articulate their views logically and concisely on the importance of well-planned routines and activities that are based on observations of each child's needs.

Learners will reach a justified conclusion as to the relevance and significance of routines and physical activities in supporting and promoting children's physical development, meeting physical care needs and encouraging a healthy lifestyle, also considering possible limitations.

**For merit standard,** learners must select and consider in some detail, at least three relevant examples of care routines and three examples of physical play activities for children, to include different ages/stages: a child under two years, two years up to four years 11 months, and five years up to seven years 11 months. They must come to a reasoned conclusion about how routines and physical activities support and promote children's physical development, meet their physical care needs and encourage a healthy lifestyle.

**For pass standard,** learners must give a detailed account of how three routines are used in early years settings with children at different ages/stages: under two years, two years up to four years 11 months, and five years up to seven years 11 months, giving examples of well-defined and familiar routines. Learners may refer to routines planned for children in their own work placement(s) setting (with permission) or described in a case study. They must give feasible reasons why each routine and/or procedure is important for the child's physical care, health needs and lifestyle, for example explaining the impact of a nutritious diet on children's growth, teeth and skin.

Learners must use their own research and experiences to explore at least five physical play activities, to include outdoor and indoor, showing how they are appropriate for children at different ages/stages. They must make clear links between each example of an activity and specific ways that it supports different aspects of children's physical development.

#### Learning aim B

**For distinction standard,** learners must demonstrate a high level of professionalism in their approach to planning and supporting care routines and physical activities. They must use their own initiative to find out about children's physical care and development needs with relevant people, demonstrating that they take these into consideration in their planning. Plans must be coherent and contain correct professional terminology. When supporting care routines, learners must show that they consistently adhere to procedures of the setting. They must select and apply the most appropriate strategies for supporting physical activities that meet the specific needs of the children. Learners must provide an accurate account of their professional skills supported by a witness testimony and supervisor and teacher observations and reports.

**For merit standard,** learners must present a detailed examination of the care routine and physical play activity they planned and supported. They must show that they have given consideration to each in terms of the extent to which their aims have been met, to include meeting the identified physical development and care needs of the child and which aspects of their physical development have been promoted. They must give specific examples of how independence and healthy lifestyle have been encouraged.

**For pass standard,** learners must show clear evidence of planning for a child's physical development and care needs within the limits of their own responsibility. They must plan two care routines and two physical play activities. Learners must show that they have considered the child's age/stage of physical development and their physical care needs through discussions with the child's key person (and, if permission is given by the setting's manager, with the child's parent/carer). They must also take into account safety considerations. Plans must be recorded clearly and professionally and be confidential.

Learners must give an account of ways that they have provided appropriate and safe support for each activity. They must show that they have taken into account the age/stage of the child and their individual needs, giving specific examples of how they challenged and encouraged children to promote different aspects of their physical development. Learners must demonstrate that they know, and can follow, the procedures of the setting when supporting care routines. They must explain how they have addressed the child's identified care needs, used them as opportunities for promoting learning and encouraged the child to become independent.

Learners completing the Practical Evidence Portfolio (PEP) should cross-reference evidence between learning aim B of this unit and corresponding Form CPLD 2 of the PEP.

### Learning aim C

**For distinction standard,** learners must examine the information that may be shared about a child's health, physical development and care needs with other key people, to include colleagues, parents and other professionals. They must consider examples where children's needs are more complex. Learners must explore the significance of this information for the planning of support for health needs, care routines and physical activities, detailing why it is critical for ensuring that the specific needs of children are met. Learners must reach a justified and valid conclusion on the extent to which individually and carefully planned routines and activities, based on shared information, contribute to children's physical development and physical care needs.

**For merit standard,** learners must carefully consider policy and procedures to be followed when babies and children are unwell, including steps for seeking emergency medical help. Learners should present a reasoned argument, using detailed examples, to include less familiar situations, to show the effectiveness of policy and procedures in the support given to children who are unwell and to prevent the spread of infection to others.

Learners must examine ways that professionals prepare and support children with two ongoing health conditions, such as asthma, eczema or diabetes, examining in detail the approaches they use to work in partnership with parents and to support children with their symptoms, including medication. Learners should consider the interrelationship between these approaches and ways that they can minimise the impact on learning and development and improve the outcomes for children.

**For pass standard,** learners must demonstrate a clear understanding of the signs of ill health in children and know when emergency medical help must be sought and how to do this. They must give a detailed written account, but evidence may be supported by appropriate charts and/or diagrams, for example temperature charts to indicate fever in babies and children or a diagram of the glass test for meningitis. Learners must explain each step in the procedures, from their own placement setting, to be followed when children are unwell.

Learners must recall the signs and symptoms of two ongoing health conditions that are common in early years, for instance asthma, eczema or diabetes. Learners may use examples of other ongoing health conditions that they are familiar with. They must give an account of how the conditions may impact on children and then explore familiar approaches that professionals use to support children to manage their symptoms and reduce the effects on their learning and development. They must give careful consideration to each approach, to include working with parents/carers, and demonstrate an understanding of how they support children's developmental needs.

### **Links to other units**

This unit links to:

- Unit 1: Children's Development
- Unit 12: Children's Development Outdoors
- Unit 18: Working With Children Under 3 Years.

### **Employer involvement**

This unit would benefit from employer involvement in the form of:

- guest speakers
- technical workshops involving local early years educators
- contribution of ideas to unit assignment/project materials
- opportunities for observation during work experience
- support from local early years educators as mentors.





# Unit 8: Working with Parents and Others in Early Years

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners study the role of parents and how to develop professional relationships with parents, early years professionals and others to achieve the best possible outcomes for children.

## Unit introduction

Parents are the most important people in children's lives so being able to build positive partnerships with them, and with your colleagues and other professionals, will make sure that children receive the best possible care.

In this unit, you will examine the role of parents and factors that affect parenting styles. You will also learn about parents' rights and their different views about childhood. This is important, as you need to appreciate that there are different ways of raising children and that this may affect the ways that you work with parents. You will explore the skills and approaches to working with parents, colleagues and other professionals who work with children. You will need to show how you can use skills in your own workplace setting to build positive, effective working relationships with parents, colleagues and other professionals to achieve the best outcomes for children.

This unit will prepare you for a variety of careers as an early years educator in the private, voluntary or state sector, or allow progression to higher education studies in early years education or management.

## Learning aims

In this unit you will:

- A** Explore partnership work with parents in early years settings
- B** Explore partnership work with colleagues and other professionals in early years settings
- C** Demonstrate effective partnership work with parents and others in early years settings to meet the needs of children.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore partnership work with parents in early years settings	<b>A1</b> The impact of parental rights, views and experiences on partnership work <b>A2</b> Approaches to effective partnerships with parents	A report that evaluates the approaches to building effective partnerships with parents, colleagues and other professionals considering the influence of parents' own rights, views and experiences.
<b>B</b> Explore partnership work with colleagues and other professionals in early years settings	<b>B1</b> Approaches to effective partnerships with colleagues and other professionals	
<b>C</b> Demonstrate effective partnership work with parents and others in early years settings to meet the needs of children	<b>C1</b> Demonstrate effective partnerships with parents <b>C2</b> Demonstrate effective partnerships with colleagues and others	A portfolio of evidence that shows how the learner has applied skills to developing effective partnerships in their own early years placement setting.

## Content

### Learning aim A: Explore partnership work with parents in early years settings

#### A1 The impact of parental rights, views and experiences on partnership work

- Legislation relevant to parental rights and responsibilities.
- Parent–child relationships to include emotional security, protection, acting as role model.
- The impact of the home learning experience on the outcome for children.
- The impact of parents’ own experiences, to include parents’ upbringing and education.
- How parental views about the nature of childhood affect their parenting style, e.g. gender, attitude to risk, routines.
- Parenting styles, to include authoritative, authoritarian, permissive, neglectful/disengaged.
- Factors that may make parents emotionally unavailable, e.g. depression, low income, illness.
- How approaches in the setting may differ from those of parents.
- Current research on the value of parental involvement in their children’s play, learning and development.

(Legislation and statutory frameworks must be current at time of delivery as appropriate to where the qualification is being delivered.)

#### A2 Approaches to effective partnerships with parents

- Responsibility of early years professionals to work in partnership with parents relevant to policies and statutory frameworks.
- The importance of recognising limitations to own responsibilities.
- The features of good communication/interpersonal skills, to include verbal and non-verbal.
- Barriers to effective communication.
- Strategies to overcome barriers to effective communication.
- Strategies for building effective relationships with parents, to include:
  - shared working
  - the key person approach
  - open door policy
  - developing a trusting partnership.
- How to exchange and share information safely.
- How to provide information to support children’s development at home.
- Ways to encourage parents to engage in their child’s play, learning and development.
- Factors that impact on the participation of families in an early years setting.
- Ways to overcome factors that impact on participation.
- Legislation, policies and procedures of the setting relevant to confidentiality and data protection.
- Ways to obtain parental consent to make referrals and share information with other professionals.
- How to respect the emotional attachment that influences parents’ choices and behaviours.
- How to support separation and provide continuation of care.
- The importance of, and how to challenge, discriminatory behaviour and promote respect for children and families.
- How to signpost services for parents.

(Legislation and statutory frameworks must be current at time of delivery as appropriate to where the qualification is being delivered.)

## **Learning aim B: Explore partnership work with colleagues and other professionals in early years settings**

### **B1 Approaches to effective partnerships with colleagues and other professionals**

- Roles and responsibilities, to include:
  - health professionals, e.g. health visitors, dieticians
  - social care, e.g. social workers, family support workers
  - early years educators, e.g. nursery manager, key person.
- Strategies for working in partnership with colleagues and other professionals, to include:
  - cooperative working
  - partnership working
  - multidisciplinary teams.
- The benefits of cooperative working:
  - improve life chances and outcomes for all children
  - services tailored to meet the different needs of individual children
  - identify and co-ordinate support from different services
  - professionals sharing knowledge, skills and resources.
- Barriers to effective working with colleagues and other professionals, to include differences in:
  - priorities
  - approaches
  - ethos of service/setting.
- When and how information should be shared with colleagues and other professionals, to include:
  - policy, procedures and statutory guidance for data protection
  - maintaining confidentiality
  - parental consent.
- Purpose of multidisciplinary meetings, to include case conferences.

## **Learning aim C: Demonstrate effective partnership work with parents and others in early years settings to meet the needs of children**

### **C1 Demonstrate effective partnerships with parents**

- Develop and maintain effective relationships with parents.
- Use appropriate verbal and non-verbal communication, to include active listening.
- Recognise and use strategies to overcome barriers to effective communication.
- Share information complying with policies, procedures and statutory guidelines:
  - two-way exchange of information
  - about children's needs and interests
  - about children's observations and assessments of development.
- Value parents' contribution to their child's development.
- Recognise and respect emotional attachments that influence choice and behaviours.
- Demonstrate awareness of own limitations when giving advice.
- Encourage parents to take an active role in children's play, learning and development.

### **C2 Demonstrate effective partnerships with colleagues and others**

- Demonstrate understanding about the roles and responsibilities of colleagues and other professionals in own setting.
- Communicate effectively to share accurate information about children's needs and development, to include verbal and written communication.
- Show awareness of when and how information should be shared.
- Maintain confidentiality when recording and sharing information.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore partnership work with parents in early years settings</b>		
<p><b>A.P1</b> Explain the impact of parental rights, views and experiences on partnership work in early years settings.</p> <p><b>A.P2</b> Explain approaches for developing effective partnerships with parents in early years settings.</p>	<p><b>A.M1</b> Assess the influence of parental rights, views and experiences on approaches to developing effective partnerships in early years settings.</p> <p><b>A.M2</b> Analyse the importance of partnership work with parents to meet the play, learning and development needs of children in early years settings.</p>	
<b>Learning aim B: Explore partnership work with colleagues and other professionals in early years settings</b>		
<p><b>B.P3</b> Explain approaches to working in partnership with colleagues and other professionals in early years settings.</p> <p><b>B.P4</b> Explain the benefits for children and families of working in partnership with colleagues and other professionals in early years settings.</p>	<p><b>B.M3</b> Assess the extent to which partnership work with colleagues and other professionals can benefit children and families.</p>	
<b>Learning aim C: Demonstrate effective partnership work with parents and others in early years settings to meet the needs of children</b>		
<p><b>C.P5</b> Demonstrate effective partnership work with parents in own workplace setting.</p> <p><b>C.P6</b> Demonstrate effective partnership work with colleagues or other professionals in own workplace setting.</p>	<p><b>C.M4</b> Assess own partnership work with colleagues or other professionals and parents in meeting the needs of children in own workplace setting.</p>	
		<p><b>A.D1</b> Evaluate approaches to effective partnership work with parents in an early years setting and benefits for children and their families.</p> <p><b>B.D2</b> Evaluate partnership work with colleagues and other professionals and the extent to which it contributes to meeting the needs of children and their families.</p> <p><b>C.D3</b> Demonstrate effective self-management and professional conduct consistently in partnership work with colleagues or other professionals and parents.</p>

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, A.M2, B.M3, A.D1, B.D2)

Learning aim: C (C.P5, C.P6, C.M4, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to work experience in an early years setting.

### Essential information for assessment decisions

#### Learning aims A and B

**For distinction standard,** learners must articulate approaches to building professional relationships with parents clearly and concisely. They must examine the strengths and possible weaknesses of different approaches, to include more complex situations and reach a valid conclusion about the likely effectiveness of each. Learners must use lateral thinking to recommend alternative approaches in situations where there may be barriers to building effective partnerships. Learners must make reasoned and valid judgements, supported by examples, to the benefit of partnership work for children and their families.

Learners must show depth of understanding of the reasons for colleagues and professionals to work together, including professionals from outside agencies. They must articulate their argument clearly and concisely to reach a reasoned judgement on the advantages of partnership working. They must explore the significance of partnership work, giving valid and justified examples of how it contributes to meeting the care, learning and development needs of individual children and support needs of their family.

**For merit standard,** learners must carefully consider the factors that affect parenting, to include their different views on childhood, rights given by current legislation and parents' own experiences of childhood and education. They must make a judgement on how factors can impact on communication and building relationships, considering barriers that may exist, and coming to a conclusion to how this affects the choice of approach.

Learners must present a detailed examination of the importance of partnership work with parents. They must make a judgement of how partnerships support a sharing of information about children, exploring the types of information that must be shared, also recognising that it is a two-way process. Learners must explain the importance of information sharing for planning and the provision of care, play and learning activities. They must reach a justified conclusion about partnership work for meeting children's development needs.

Learners must show their understanding of ways that colleagues and other professionals work together to assess, plan and provide support for children. They must reach a reasoned conclusion on the importance of partnership work, using relevant examples to show how it can lead to positive outcomes for children's learning and development and how this can impact on the whole family.

**For pass standard,** learners must recall the factors that can impact on approaches to parenting, including their rights to make decisions about their child(ren). They must make clear links between each factor and parental expectations with reference to ways this can affect communication and their relationships with early years professionals.

Learners must recall four approaches that are used in an early years setting to communicate with, and involve, parents, including parents who may be difficult to reach, and give feasible reasons why each approach can lead to effective partnerships.

Learners must explain ways that colleagues and other professionals work together, supported by their research and experiences of familiar situations in an early years setting. They must consider the context for each approach and suitability for its purpose. Learners must give clear details of the reasons why colleagues and other professionals work together, using examples of familiar and well-defined contexts. They must arrive at a conclusion on the advantages for children and their families in relation to the overall experience of the child and family and the promotion of the child's learning and development.

## Learning aim C

**For distinction standard,** learners must demonstrate a high level of professionalism in their interactions with parents, colleagues and/or other professionals. They must approach them in a manner consistent with procedures and expectations of the setting and the early years sector. They must demonstrate that they can select suitable approaches to building relationships and partnerships. They must show that they take into account any factors and/or barriers that may affect interactions and that they can take steps to overcome them. Learners' accounts of their professional skills must be supported by feedback from parents, a witness testimony and supervisor and teacher observations and reports.

**For merit standard,** learners must give careful consideration to how they have applied their knowledge and skills to their work with parents and with colleagues and other professionals. They must arrive at a conclusion about the relevance and appropriateness of the selected approaches to working in partnership. They must consider the factors that may have impacted on communication and interactions to identify how these may have affected relationships. They must identify any weaknesses or barriers to their communications or interactions, including less familiar situations/problems, and show evidence of adapting approaches.

**For pass standard,** learners must provide evidence of two interactions with parents and two interactions with colleagues or other professionals that arise within the limitations of their responsibilities. Learners may, if necessary, work alongside their manager/supervisor during interactions with parents. They must show they have taken responsibility for maintaining records that demonstrate clear evidence of their skills in building partnerships, to include using effective communication and maintaining confidentiality. Learners must show their knowledge of different approaches used in their setting for building partnerships with parents, colleagues and other professionals and show how they have selected and used approaches appropriately in each situation. Learners must provide evidence of adapting their approaches in response to a familiar situation or problem.

Learners completing the Practical Evidence Portfolio (PEP) should cross-reference evidence between learning aim C of this unit and corresponding CPLD 2 of the PEP.

## Links to other units

This unit links to:

- Unit 1: Children's Development
- Unit 3: Play and Learning

## Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- technical workshops involving local early years educators
- contribution of ideas to unit assignment/project materials
- opportunities for observation during work experience
- support from local early years educators as mentors.



# Unit 11: The Early Years Foundation Stage

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

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## Unit in brief

Learners study the structure and purpose of the Early Years Foundation Stage (EYFS) framework, demonstrating own skills to support children towards the statutory requirements.

## Unit introduction

Every child deserves the best possible start and the opportunity to grow and thrive. High-quality early years education is one of the most important factors in a child's development. The Early Years Foundation Stage (EYFS) is a statutory framework for early years educators in England to follow to ensure that they meet the diverse needs of all the children in their setting and help them to fulfil their potential.

In this unit, you will look at the principles, themes and aims of the EYFS and how these can influence the way that the curriculum is organised. You will study the learning and development requirements and how they prepare children for school by the time they reach the age of five years. The learning and development requirements of the EYFS are organised into seven areas. You will consider the interrelationship between them and how this influences the planning of educational programmes towards early learning goals. You will examine safeguarding and welfare requirements of the EYFS and reflect on their importance for children's learning and development. Finally, you will demonstrate your own skills in supporting children's progress and meeting safeguarding and welfare requirements in your own work placement setting.

This unit will prepare you for a variety of careers as an early years educator in the private, voluntary or state sector, or allow progression to higher education studies in early years education or management.

## Learning aims

In this unit you will:

- A** Understand the legal status, principles, themes and aims of the Early Years Foundation Stage
- B** Examine the learning and development and assessment requirements of the Early Years Foundation Stage
- C** Examine the safeguarding and welfare requirements of the Early Years Foundation Stage
- D** Apply skills to support children's progress towards early learning goals and to meet safeguarding and welfare requirements of the Early Years Foundation Stage.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the legal status, principles, themes and aims of the Early Years Foundation Stage	<b>A1</b> The legal status of the EYFS <b>A2</b> Principles, themes and aims of the EYFS	A training programme that evaluates the legal status, structure and purpose of the EYFS and the requirements relevant to children's learning and development, assessment, safeguarding and welfare requirements.
<b>B</b> Examine the learning and development and assessment requirements of the Early Years Foundation Stage	<b>B1</b> Learning and development requirements <b>B2</b> Assessment requirements	
<b>C</b> Examine the safeguarding and welfare requirements of the Early Years Foundation Stage	<b>C1</b> Safeguarding and welfare requirements	
<b>D</b> Apply skills to support children's progress towards early learning goals and to meet safeguarding and welfare requirements of the Early Years Foundation Stage	<b>D1</b> Support children's learning and development towards early learning goals <b>D2</b> Support the safeguarding and welfare requirements of the EYFS	A reflective account of the skills used in supporting children's progress towards the early learning goals and in safeguarding and promoting their welfare.

## Content

### **Learning aim A: Understand the legal status, principles, themes and aims of the Early Years Foundation Stage**

#### **A1 The legal status of the EYFS**

- The scope and legal status of the EYFS.
- Legislation behind the safeguarding and welfare requirement regulations in the EYFS.
- Settings that are governed by the EYFS.
- Definitions of terminology to include statutory guidance, good practice guidance.
- The overall structure of the EYFS, to include the learning and development, assessment and safeguarding and welfare requirements.
- The purpose and process of inspection.

#### **A2 Principles, themes and aims of the EYFS**

- The overarching principles and themes of the EYFS, to include:
  - the unique child
  - positive relationships
  - enabling environment
  - that children develop and learn in different ways and at different rates.
- How principles are reflected within the early education curriculum requirements.
- The importance of applying the principles to practice.
- How settings apply principles to practice.
- The aims of the EYFS, to include:
  - school readiness
  - reducing inequality
  - health, safety and safeguarding.

### **Learning aim B: Examine the learning and development and assessment requirements of the Early Years Foundation Stage**

#### **B1 Learning and development requirements**

- The requirement for planned, purposeful play.
- The areas of learning, to include:
  - the prime areas
  - the specific areas.
- The rationale behind each of the areas of learning in terms of supporting children's overall development.
- The scope of each of the areas of learning.
- The relationship between the prime areas of learning and the specific areas of learning.
- How areas of learning are interrelated.
- Early learning goals.
- The characteristics of learning, to include:
  - playing and exploring
  - active learning
  - creating and thinking critically.
- The importance of balancing adult-led and child-initiated activities.

#### **B2 Assessment requirements**

- How assessment is used to plan for individual children's progress within the EYFS.
- Assessment requirements, to include:
  - progress check at two years
  - the EYFS profile assessment (EYFSP).
- How information about assessment is shared, to include with parents, with the local authority.

## **Learning aim C: Examine the safeguarding and welfare requirements of the Early Years Foundation Stage**

### **C1 Safeguarding and welfare requirements**

- The rationale behind the safeguarding and welfare requirements.
- The requirement for a safeguarding policy, to include child protection.
- Requirements for staff recruitment, to include suitable people.
- Requirements for training, ongoing supervision and staff appraisal.
- The requirements of the key person role.
- The requirements for staff: child ratios.
- The requirements for the health, safety and security of children, to include:
  - administering medicines
  - provision of food and drink
  - accident and injury
  - risk assessment
  - outings.
- The requirements for managing behaviour.
- The requirements for the safety and suitability of premises, environment and equipment.
- The requirements for equal opportunities.
- The requirements in relation to information and records, to include:
  - confidentiality of information
  - provision of information for parents and carers
  - circumstances when Ofsted must be notified.

## **Learning aim D: Apply skills to support children's progress towards early learning goals and to meet safeguarding and welfare requirements of the Early Years Foundation Stage**

### **D1 Support children's learning and development towards early learning goals**

- How to plan play and activities to support children's progress in each of the areas of learning.
- How to plan for purposeful and playful activities.
- How to identify children's needs and interests, e.g. observations, discussions with key persons.
- How to balance adult-led and child-initiated activities.
- How to support and extend children's learning and thinking, to include sustained shared thinking.
- How to lead and support children's progress in more than one area of learning.
- How to carry out observational assessment and record children's progress.
- How to promote diversity, equality and inclusion.

### **D2 Support the safeguarding and welfare requirements of the EYFS**

- How to act on own responsibilities in relation to:
  - safeguarding and promoting health and safety.
  - safety and security.
- How to assess risk.
- How to identify and provide for children's physical welfare needs.
- The importance of recognising and recording changes in children's behaviour.
- How to value diversity and promote equality of opportunity and anti-discriminatory practice.
- How to record and manage accurate and coherent information about children.
- How to pass information to those who need to know, to include maintaining confidentiality.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the legal status, principles, themes and aims of the Early Years Foundation Stage</b>		
<b>A.P1</b> Explain the legal status of the EYFS and process of inspection. <b>A.P2</b> Explain the structure, principles, themes and aims of the EYFS.	<b>A.M1</b> Analyse how the structure, principles, themes and aims of the EYFS shape practice in early years settings.	
<b>Learning aim B: Examine the learning and development and assessment requirements of the Early Years Foundation Stage</b>		
<b>B.P3</b> Explain how learning and development and assessment requirements of the EYFS influence the development of educational programmes. <b>B.P4</b> Explain how educational programmes in an early years setting provide opportunities across areas of learning in the EYFS.	<b>B.M2</b> Assess the extent to which the learning and development and assessment requirements of the EYFS prepare children for school at the age of five years.	
<b>Learning aim C: Examine the safeguarding and welfare requirements of the Early Years Foundation Stage</b>		<b>A.D1</b> Evaluate importance of a Statutory Framework for the EYFS for children's life chances. <b>BC.D2</b> Evaluate the impact of the EYFS requirements for learning and development, assessment and safeguarding and welfare on practice in early years settings.
<b>C.P5</b> Explain the safeguarding and welfare requirements of the EYFS.	<b>C.M3</b> Assess the importance of meeting safeguarding and welfare requirements for children's learning and development.	
<b>Learning aim D: Apply skills to support children's progress towards early learning goals and to meet safeguarding and welfare requirements of the Early Years Foundation Stage</b>		<b>D.D3</b> Demonstrate effective self-management and professional conduct consistently in adhering to the educational and safeguarding and welfare requirements of the EYFS.
<b>D.P6</b> Plan, lead and record play and educational activities towards early learning goals. <b>D.P7</b> Demonstrate adherence to safeguarding and welfare requirements in the EYFS.	<b>D.M4</b> Demonstrate confidence and independence to plan, lead and record play and educational activities towards early learning goals across areas of learning. <b>D.M5</b> Demonstrate consistent adherence to safeguarding and welfare responsibilities in the EYFS.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A, B and C (A.P1, A.P2, B.P3, B.P4, C.P5, A.M1, B.M2, C.M3, A.D1, BC.D2)

Learning aim: D (D.P6, D.P7, D.M4, D.M5, D.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to the Statutory Framework for the Early Years Foundation Stage – [www.gov.uk/government/publications](http://www.gov.uk/government/publications).

The Statutory Framework must be current at time of delivery and applicable to England.

### Essential information for assessment decisions

#### Learning aims A, B and C

**For distinction standard,** learners will reach a conclusion as to the relevance and significance of the EYFS for children up to five years. They should use coherent arguments about how putting into practice the principles and themes can improve the experiences of children up to the age of five years and how this improves children's life chances.

Learners must draw on their evidence and understanding of the requirements of the EYFS. They will use reasoned and coherent argument to discuss the impact of the requirements on the policies and procedures of early years settings, the role and responsibilities of the early years professional and how the curriculum is organised.

**For merit standard,** learners will examine the constituent parts of the EYFS, understanding how they relate to each other, then make a reasoned judgement on the significance and influence of the framework for the early years professional role and organisation of the curriculum.

Learners use their own research to explore the learning and development requirements of the EYFS, to include areas of learning, assessment and early learning goals; they will come to a reasoned conclusion involving discussion about how these can ensure 'school readiness'.

Learners must show a good understanding of the safeguarding and welfare requirements, to include less familiar contexts. They must reach a conclusion as to the importance of meeting the statutory requirements for welfare to promote children's learning and development, supported by pertinent examples, and also consider the possible impact of not meeting requirements.

**For pass standard,** learners must recall each of the learning and development requirements and explore each one, giving examples of how early years professionals use them, to include drawing on assessment evidence for planning a range of play and educational activities that meets the needs of children at different ages and stages and with different interests.

Learners must demonstrate an understanding of each of the areas of learning, explaining how these are interrelated. They must give examples of learning activities to explain how they can support children in two or more areas of learning.

Learners must recall the safeguarding and welfare requirements of the EYFS, giving reasons why each aspect is important for children's health, safety and security.

Learners will recall the legislation that underpins the statutory framework. They should identify the settings that are governed by the EYFS and explain the importance of them adhering to the regulations. They should give details of the process of the role and process of Ofsted inspection.

Learners must explain how the information in the EYFS is organised. They should give a detailed account of principles, themes and aims of the EYFS, drawing a conclusion as to its relevance for supporting children in early years settings.

## Learning aim D

**For distinction standard,** learners must demonstrate an excellent understanding of the requirements of the EYFS. They must display a high level of professionalism in their approach to supporting the requirements of the EYFS. They must use own initiative to plan and lead play and educational activities that are effective in supporting children towards the early learning goals. They must demonstrate that they take into consideration welfare and safeguarding requirements in their everyday practice; they will work safely and know, and can follow, procedures. Learners' accounts of their professional skills must be supported by a witness testimony and supervisor and teacher observations and reports.

**For merit standard,** learners must take responsibility for the planning and implementation of two play and educational programmes that will promote learning across more than one EYFS area of learning, clearly identifying the early learning goals with reference to the EYFS. The plans must be detailed and appropriate for use by early years professionals. They must show that they have considered and selected effective strategies to support children towards the targeted goals.

Learners must keep clear evidence of their adherence to safeguarding and welfare requirements supported by witness testimonies. Examples must show that on each occasion learners have selected the most appropriate strategies for the context and age/stage of children. Learners must justify their actions with reference to how their actions have resulted in the promotion of individual children's welfare and have met the requirements of the EYFS.

**For pass standard,** learners must plan and implement two play and educational activities, identifying the early learning goals. They must record their activity clearly, using an appropriate format, showing the strategies they have used and reflecting on their success in supporting children towards the goals.

Learners must keep records of how they have adhered to safeguarding and to welfare requirements on three occasions. Their accounts must be supported by witness testimonies. Learners must make clear links between examples of practice and the requirements of the EYFS.

Learners completing the Practical Evidence Portfolio (PEP) should cross-reference evidence between learning aim D of this unit and the corresponding skills section (Form CPLD 1) of the PEP.

## Links to other units

This unit links to:

- Unit 3: Play and Learning
- Unit 5: Keeping Children Safe
- Unit 17: Services for Children and their Families.

## Employer involvement

The delivery and/or assessment of this unit is linked to employers.

This unit would benefit from employer involvement in the form of:

- guest speakers
- technical workshops involving local early years educators
- contribution of ideas to unit assignment/project materials
- opportunities for observation during work experience
- support from local early years educators as mentors.



## 4 Planning your programme

### How do I choose the right BTEC National qualification for my learners?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme, and that they take the right pathways or optional units that allow them to progress to the next stage.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC National Certificate or Extended Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC National Diploma or Extended Diploma, for example for their second year.

Some learners are sure of the sector they want to work in and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC National Extended Diploma as the most suitable qualification.

As a centre, you may want to teach learners who are taking different qualifications together. You may also wish to transfer learners between programmes to meet changes in their progression needs. You should check the qualification structures and unit combinations carefully as there is no exact match among the different sizes. You may find that learners need to complete more than the minimum number of units when transferring.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### Is there a learner entry requirement?

As a centre it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- five GCSEs at good grades and/or
- BTEC qualification(s) at Level 2
- achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that is needed. Further information is given in *Section 8*.

### What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector.

### What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver BTEC Nationals. For some units, specific resources are required. This is indicated in the units.

### How can myBTEC help with planning for these qualifications?

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, such as choosing a valid combination of units, creating assignment briefs and creating assessment plans. For further information see *Section 10*.

### **Which modes of delivery can be used for these qualifications?**

You are free to deliver BTEC Nationals using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

### **What are the recommendations for employer involvement?**

BTEC Nationals are vocational qualifications and, as an approved centre, you are encouraged to work with employers on the design, delivery and assessment of the course to ensure that learners have a programme of study that is engaging and relevant and that equips them for progression. There are suggestions in many of the units about how employers could become involved in delivery and/or assessment but these are not intended to be exhaustive and there will be other possibilities at local level.

### **What support is available?**

We provide a wealth of support materials, including curriculum plans, delivery guides, authorised assignment briefs, additional papers for external assessments and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10*.

### **How will my learners become more employable through these qualifications?**

All BTEC Nationals are mapped to relevant occupational standards (see *Appendix 1*).

Employability skills, such as team working and entrepreneurialism, and practical hands-on skills have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

# 5 Assessment structure and external assessment

## Introduction

BTEC Nationals are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *external assessments* which are set and marked by Pearson:

- mandatory units have a combination of internal and external assessments
- all optional units are internally assessed.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from employers and higher education.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. Some units are defined as synoptic units (see *Section 2*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which they will be expected to apply learning from a range of units. Synoptic units may be internally or externally assessed. Where a unit is externally assessed you should refer to the sample assessment materials (SAMs) to identify where there is an expectation that learners draw on their wider learning. For internally-assessed units, you must plan the assignments so that learners can demonstrate learning from across their programme. A unit may be synoptic in one qualification and not another because of the relationship it has to the rest of the qualification.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 7*.

## Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3*, and the requirements for delivering assessment given in *Section 6*.

## External assessment

A summary of the external assessment for this qualification is given in *Section 2*. You should check this information carefully, together with the unit specification and the sample assessment materials, so that you can timetable learning and assessment periods appropriately.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment you will want to take account of required learning time, the relationship with other external assessments and opportunities for retaking. You should ensure that learners are not entered for unreasonable amounts of external assessment in one session. Learners may resit an external assessment to obtain a higher grade of near pass or above. If a learner has more than one attempt, then the best result will be used for qualification grading, up to the permitted maximum. It is unlikely that learners will need to or benefit from taking all assessments twice so you are advised to plan appropriately. Some assessments are synoptic and learners are likely to perform best if these assessments are taken towards the end of the programme.

## Key features of external assessment in children's play, learning and development

In children's play, learning and development, after consultation with stakeholders, we have developed the following:

- *Unit 1: Children's Development*, is assessed by an exam set by Pearson. The unit is externally assessed to show the learner's occupational readiness, testing their knowledge of the vital underpinning theories needed to work and provide services in CPLD. Learners will demonstrate their knowledge of child development theories in applied situations, analysing and evaluating these through questions set and marked by Pearson.
- *Unit 2: Development of Children's Communication, Literacy and Numeracy Skills*, is assessed in a two part task set by Pearson. At the beginning of the two day assessment window, learners are given Part A, which contains a case study of an early years centre, which the learner is expected to research and gather more information on. At the end of the two day assessment window, learners will have a specified assessment period of three hours, when they are given Part B, which contains three activities to complete based on the case study. The unit is externally assessed to show the learner can apply the knowledge and understanding of children's communication, literacy and numeracy learning to practical scenarios similar to those they will face in CPLD settings.

## Units

The externally-assessed units have a specific format which we explain in *Section 3*. The content of units will be sampled across external assessments over time through appropriate papers and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors. External assessments are marked and awarded using the grade descriptors. The grades available are Distinction (D), Merit (M), Pass (P) and Near Pass (N). The Near Pass (N) grade gives learners credit below a Pass, where they have demonstrated evidence of positive performance which is worth more than an unclassified result but not yet at the Pass standard.

## Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment. In the case of units containing synoptic assessment, the SAMs will also show where learners are expected to select and apply from across the programme.

The SAMs show the range of possible question types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the questions asked will change in each assessment.

A copy of each of these assessments can be downloaded from our website. An additional sample of each of the Pearson-set units will be available before the first sitting of the assessment to allow your learners further opportunities for practice.

## 6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of the assessment team need to refer to this document.

For BTEC Nationals it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

### Principles of internal assessment

#### Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

#### Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Nationals are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

### **The assessment team**

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

### **Effective organisation**

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

### **Learner preparation**

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

## Setting effective assignments

### Setting the number and structure of assignments

In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For some units we provide authorised assignment briefs, for all the units we give you suggestions on how to create suitable assignments. You can find these materials along with this specification on our website. In designing your own assignment briefs you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

### Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should have:

- a vocational scenario, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

## Forms of evidence

BTEC Nationals have always allowed for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to provide learners with the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work.

For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.



## Making valid assessment decisions

### Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7*.

### Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in *Appendix 2*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding performance across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example DE.D3). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

### Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted using the relevant assessment criteria.

## Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

## Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

## Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).

## Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Lead IV must have an assessment plan, produced as a spreadsheet or using myBTEC. When producing a plan, the assessment team may wish to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

# 7 Administrative arrangements

## Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

## Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

## Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

## Administrative arrangements for internal assessment

### Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *Information Manual*. We may ask to audit your records so they must be retained as specified.

### Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed units*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

## Administrative arrangements for external assessment

### Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website.

### Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

### Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

### Special consideration requests

Special consideration is an adjustment made to a student's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

## Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. External assessments for BTEC qualifications include examinations, set tasks and performance.

Each external assessment has a defined degree of control under which it must take place. Some external assessments may have more than one part and each part may have a different degree of control. We define degrees of control as follows.

### High control

This is the completion of assessment in formal invigilated examination conditions.

### Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

### Low control

These are activities completed without direct supervision. They may include research, preparation of materials and practice. The materials produced by learners under low control will not be directly assessed.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

The procedures we ask you to adopt vary between units that are internally-assessed and those that are externally assessed.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* ([www.jcq.org.uk](http://www.jcq.org.uk)).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [candidatemaalpractice@pearson.com](mailto:candidatemaalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.



## Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members of staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

### Results issue

After the external assessment session, learner results will be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

### Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

### Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You may decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

## Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments (ICEA)*: this explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

## 8 Quality assurance

### Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

### Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 3 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 9 Understanding the qualification grade

### Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with regulatory requirements.

### Eligibility for the Extended Certificate and Foundation Diploma

In order to be awarded a qualification, a learner must complete all units, achieve a Near Pass (N) or above in all external units and a pass or above in all mandatory units unless otherwise specified. Refer to the structure in Section 2.

To achieve any qualification grade, learners must:

- complete and have an outcome (D, M, P, N or U) for all units within a valid combination
- achieve the required units at pass or above shown in Section 2, and for the Diploma achieve a minimum of 600 GLH and Extended Diploma achieve a minimum 900 GLH at Pass or above
- achieve the minimum number of points at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade (N or P) in units shown in the structure will not achieve a qualification.

### Eligibility for the Diploma

To achieve a qualification grade for this qualification a learners must:

- complete and report a pass (or above) for all units within the qualification, and
- achieve the minimum number of points at a grade threshold.

### Eligibility for the Extended Diploma

To achieve a qualification grade for this qualification a learners must:

- complete and report a pass (or above) for the following units:
  - Unit 1: Children's Development
  - Unit 2: Development of Children's Communication, Literacy and Numeracy Skills
  - Unit 3: Play and Learning
  - Unit 5: Keeping Children Safe
  - Unit 6: Children's Physical Development, Care and Health Needs
  - Unit 7: Children's Personal, Social and Emotional Development
  - Unit 8: Working with Parents and Others in Early Years
  - Unit 9: Observation, Assessment and Planning
  - Unit 10: Reflective Practice
  - Unit 11: The Early Years Foundation Stage
- complete and report an outcome for all remaining units within a valid combination.  
NB: Unclassified (U) is a permitted unit outcome, and
- achieve the minimum number of points at a grade threshold.

## Eligibility for BTEC Level 3 National Diploma or Extended Diploma in Children’s Play, Learning and Development

Learners ineligible for one of the above Diploma or Extended Diploma qualifications may be eligible for an alternative qualification; if eligible, these learners will be issued with a certificate. Centres may not register or transfer learners to this qualification.

To achieve the qualification learners must:

- complete and report an outcome for all units within a valid combination  
NB: Unclassified (U) is a permitted unit outcome
- achieve the required units at near pass or pass, or above shown in Section 2 of this specification and, where applicable, achieve the minimum GLH at Near Pass (external units) or Pass, or above.
- achieve the minimum number of points at a grade threshold.

The issue of this certificate does not confer Early Years Educator status.

Learners who are not eligible to achieve an alternative qualification may be eligible to achieve a smaller qualification in the same suite provided they have completed the correct combination of units, met the appropriate qualification grade points threshold and have not exceeded the permitted amount of GLH graded at U for the smaller qualification size.

## Transferring from the Extended Certificate and Foundation Diploma to larger qualifications

In order to comply with EYE requirements, learners transferring from the Extended Certificate and Foundation Diploma need to ensure they have sufficient achievement in units required for eligibility for the Diploma and Extended Diploma.

## Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner’s performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units, the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate, Extended Certificate, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. The *Information Manual* gives full information.

## Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	60 GLH	90 GLH
U	0	0
Pass	6	9
Merit	10	15
Distinction	16	24

## Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The table below shows the **minimum number of points** available for each grade in the external units.

	Unit size	
	90 GLH	120 GLH
U	0	0
Near Pass	6	8
Pass	9	12
Merit	15	20
Distinction	24	32

Pearson will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

## Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of qualification grade* table for the cohort.

## Calculation of qualification grade

Applicable for registration from 1 September 2016.

Certificate		Extended Certificate		Foundation Diploma		Diploma		Extended Diploma	
180 GLH		360 GLH		540 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0	U	0
Pass	18	P	36	P	54	PP	72	PPP	108
						MP	88	MPP	124
								MMP	140
Merit	26	M	52	M	78	MM	104	MMM	156
						DM	124	DMM	176
								DDM	196
Distinction	42	D	74	D	108	DD	144	DDD	216
						D*D	162	D*DD	234
								D*D*D	252
Distinction*	48	D*	90	D*	138	D*D*	180	D*D*D*	270

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

## Examples of grade calculations based on table applicable to registrations from September 2016

### Example 1: Achievement of an Extended Certificate with a P grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Ext	Pass	12
Unit 2	120	Ext	Pass	12
Unit 3	60	Int	Distinction	16
Unit 5	60	Int	Unclassified	0
<b>Totals</b>	<b>360</b>		<b>P</b>	<b>40</b>

The learner has achieved N or higher in Units 1 and 2 and P or higher in Unit 3.

The learner has sufficient points for a P grade

### Example 2: Achievement of an Extended Certificate with a M grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Ext	Near Pass	8
Unit 2	120	Ext	Distinction	32
Unit 3	60	Int	Distinction	16
Unit 5	60	Int	Distinction	16
<b>Totals</b>	<b>360</b>		<b>M</b>	<b>72</b>

The learner has sufficient points for a M grade

### Example 3: An Unclassified Result for an Extended Certificate

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Ext	Merit	20
Unit 2	120	Ext	Unclassified	0
Unit 3	60	Int	Distinction	16
Unit 5	60	Int	Merit	10
<b>Totals</b>	<b>360</b>		<b>U</b>	<b>46</b>

The learner has a U in Unit 2.

The learner has sufficient points for a P grade but has not met the minimum requirement for an N or higher in Units 1 and 2 and P or higher in Unit 3.



# 10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website you will find a list of resources to support teaching and learning, and professional development.

## Support for setting up your course and preparing to teach

### Specification

This **specification** (for teaching from September 2016) includes details on the administration of qualifications and information on all the units for the qualification.

### Delivery Guide

This free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Nationals (for example employer involvement and employability skills). It also covers guidance on assessment (internal and external) and quality assurance. The guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Schemes of work

Free sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation.

### Curriculum models

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

### Study skills activities

A range of case studies and activities is provided; they are designed to help learners develop the study skills they need to successfully complete their BTEC course. The case studies and activities are provided in Word™ format for easy customisation.

### myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTECs in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of authorised assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website. We will add the new BTEC National specifications to myBTEC as soon as possible.

## Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC Nationals, including:

- textbooks in e-book and print formats
- revision guides and revision workbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

## Support for assessment

### Sample assessment materials for externally-assessed units

Sample assessments are available for the Pearson-set units. One copy of each of these assessments can be downloaded from the website/available in print. For each suite an additional sample for one of the Pearson-set units is also available, allowing your learners further opportunities for practice.

Further sample assessments will be made available through our website on an ongoing basis.

### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences and to link with your local employment profile.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or free on myBTEC.

### Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades are linked to the Authorised Assignment Briefs.

## Training and support from Pearson

### People to talk to

There are many people who are available to support you and provide advice and guidance on delivery of your BTEC Nationals. These include:

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the ‘Support for You’ section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC National qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

#### **‘Getting Ready to Teach’**

These events are designed to get teachers ready for delivery of the BTEC Nationals. They include an overview of the qualifications’ structures, planning and preparation for internal and external assessment, and quality assurance.

#### **Teaching and learning**

Beyond the ‘Getting Ready to Teach’ professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.



## Appendix 1 Links to industry standards

BTEC Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content.

In the children's play, learning and development sector the following approaches have been used:

- the units have been mapped to the relevant NCTL Early Years Educator criteria.

## Appendix 2 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Analyse	Learners present the outcome of methodical and detailed examination either: <ul style="list-style-type: none"> <li>• breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or</li> <li>• of information or data to interpret and study key trends and interrelationships.</li> </ul>
Apply	Learners put knowledge and understanding into practice in defined situations.
Assess	Learners present careful consideration of varied factors or events that apply to a specific situation, or identify those which are the most important or relevant and arrive at a conclusion.
Carry out	Learners demonstrate skills through practical activities.
Demonstrate	Learners' work or practice shows the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.
Develop	Learners work to improve skills in a practical setting.
Discuss	Learners consider different aspects of: <ul style="list-style-type: none"> <li>• a theme or topic</li> <li>• how they interrelate</li> <li>• the extent to which they are important.</li> </ul> A conclusion is not required.
Evaluate	Learners draw on varied information, themes or concepts to consider aspects such as: <ul style="list-style-type: none"> <li>• strengths or weaknesses</li> <li>• advantages or disadvantages</li> <li>• alternative actions</li> <li>• relevance or significance.</li> </ul> Learners' enquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.
Examine	Learners are expected to select and apply knowledge to less familiar contexts.
Explain	Learners' work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn.
Explore	Learners apply their skills and/or knowledge to practical testing or trialling.

<b>Term</b>	<b>Definition</b>
Implement	Learners consider the relevant factors to put a plan into practice, requiring self-direction of selection of outcome, planning, research, exploration, outcome and review.
Investigate	Learners' work or practice tests the: <ul style="list-style-type: none"> <li>• qualities of materials</li> <li>• techniques</li> <li>• processes or</li> <li>• contexts</li> </ul> through practical exploration.
Plan	Learners create a way of doing a task or a series of tasks to achieve specific requirements or objectives showing progress from start to finish.
Plan	Learners create a way of doing a task or a series of tasks to achieve specific requirements or objectives showing progress from start to finish.
Present	Learners show their work and explain it to teachers or fellow learners.
Promote	Learners encourage positive traits in the people they are working with.
Record	Learners use appropriate media to show they have collected information.
Reflect	Learners look back on their own learning and development.
Review	Learners make a formal assessment of their work. They appraise existing information or prior events, or reconsider information with the intention of making changes if necessary.
Support	Learners select and use appropriate skills to support individuals in achieving set aims and meeting the individuals' needs.
Understand	Learners demonstrate knowledge related to defined situations.

This is a key summary of the types of evidence used for BTEC Nationals.

<b>Type of evidence</b>	<b>Definition and purpose</b>
Case study	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Individual project	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning including synopticity.
Practical Evidence Portfolio (PEP)	A record kept by learners to show the process of development. Used to show method, self-management and skill development.

# Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development

## **Extended Certificate in Children's Play, Learning and Development**

Foundation Diploma in Children's Play, Learning and Development

Diploma in Children's Play, Learning and Development  
(Early Years Educator)

Extended Diploma in Children's Play, Learning and Development  
(Early Years Educator)

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