BTEC

SPECIFICATION

BTEC Tech Award in
CHILD DEVELOPMENT

Level 1/Level 2

First teaching September 2018 | *First certification July 2020*

ISSUE 3

Pearson

BTEC

Pearson BTEC Level 1/Level 2 Tech Award in Child Development

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First teaching September 2018

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Pearson

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Pearson BTEC Tech Awards – introduction

About the BTEC Tech Award suite

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England and Northern Ireland the opportunity to study one or more vocational areas as part of their curriculum. We have developed the qualifications in consultation with secondary school and further education representatives, and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16.

As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

About recognition as Department for Education technical awards

The BTEC Tech Award suite has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16-year-olds.

The DfE has set out characteristics for technical awards through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8. To be recognised as technical awards, it is expected that qualifications will focus on developing sector-specific knowledge and technical skills in a practical learning environment. It is also expected that the qualifications form part of a Key Stage 4 learning programme that enables both academic and vocational progression.

About the early years sector and child development

The early years sector focuses on the learning, development and care of children from birth to five years. In the UK, there are approximately 2 million childcare places for children aged under five and many different types of early years settings, ranging from childminders and nannies, to nurseries, crèches and preschools. Knowledge of child development is also important in a variety of healthcare roles such as paediatricians, psychologists, occupational therapists and speech and language therapists. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study here are also strong opportunities for post-16 progression in this vital sector.

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Child Development Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording under *Section 8 Final grading and awarding* subsection *Calculation of the qualification grade* has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 47
The points thresholds have been updated in the Calculation of grade table.	Page 48
Example 2 has been updated as a Merit award.	Page 49
The wording in *Section 9 Administrative arrangements* subsections *Learner malpractice* and *Teacher/centre malpractice* have been updated to clarify suspension of certification in certain circumstances.	Page 53

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Child Development Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
Reference to learners in Northern Ireland was included in the Pearson BTEC Tech Awards – introduction section.	Introduction
Component 3: Learning aim A1 wording clarifies the need to cover the circumstances of language and communication delay.	Page 29
A table of *Key terms typically used in assessment* has been added to the externally assessed component to ensure consistency in teaching and assessment.	Page 36
Reference to CCEA Regulation was included in Section 8, paragraph 2.	Page 47

Contents

1 Pearson BTEC Level 1/Level 2 Tech Award in Child Development – purpose

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Child Development (Qualification Number: 603/1914/8) is for learners who want to acquire technical knowledge and technical skills through vocational contexts by planning, developing and adapting play opportunities suitable for young children across five areas of development as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Award gives learners the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning. In a practical learning environment, learners will have the opportunity to develop knowledge and technical skills in the following areas:

- the characteristics of children's development from birth up to five years
- factors that affect growth and development
- the importance of play
- how play promotes children's learning and development
- reasons why children may need support
- child-friendly environments to support play, learning and development in children from birth to five years old
- supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children's play, learning and development.

This Award complements the learning in GCSE programmes such as GCSE English and GCSE Psychology. It is a practical introduction to the application of play opportunities for the learning and development of children in a variety of environments.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC Level 3 National in Children's Care, Learning and Development or a vocational qualification in a related sector such as a BTEC Level 3 National in Health and Social Care. These qualifications prepare learners to enter employment or apprenticeships, or for a move to higher education to study a degree in the early childhood or childhood and youth areas or in related sectors such as nursing and social care.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at post-16 through a technical qualification, such as the Pearson BTEC Level 2 Technical Diploma in Children's Play, Learning and Development (Early Years Assistant). Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the early years sector
- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment via apprenticeships or to further study at Level 3.

2 Structure

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.

The Pearson BTEC Level 1/Level 2 Tech Award in Child Development has:

- Total Qualification Time: 160 hours
- Guided Learning Hours: 120 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the components.

Components

Learners are required to complete and achieve all the components included in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Child Development				
Component number	**Component title**	**GLH**	**Level**	**How assessed**
1	Children's Growth and Development	**36**	**1/2**	Internal
2	Learning Through Play	**36**	**1/2**	Internal
3	Supporting Children to Play, Learn and Develop	**48**	**1/2**	External Synoptic

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

Assessment

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of children's learning and development, and the importance of play.

Internal assessment

Components 1 and 2 are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of core knowledge and understanding of the key features of children's growth and development, and factors that can affect how children make progress between the ages of birth to five years old
- the development and application of skills, such as using play opportunities to benefit children's learning and development.

Internal assessment is through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final summative assessment for each component.

You will make grading decisions based on the requirements and supporting guidance given in the components. For further information on using and assessing through assignments, including resubmissions, see *Section 5*.

External synoptic assessment

Component 3: Supporting Children to Play, Learn and Develop, is assessed through a single external assessment. As this component builds directly on Components 1 and 2, it enables learning to be brought together and applied to realistic contexts.

The external assessment requires learners to demonstrate their knowledge and understanding of child development by considering how individual circumstances across the five areas of development affect a child's ability or capacity to learn through play and meet expected development milestones. They will apply their knowledge of techniques and skills to adapt activities to meet the individual circumstances that children may experience to ensure that all children play, learn and develop.

Some examples of how learners could select and apply their learning include:

- drawing on Component 1 when considering how internal and external influences could affect a child's learning and development
- drawing on Component 2 when planning activities to support children with additional needs to join in with play activities, and learn and develop.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment is taken under supervised conditions and is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme.

The externally-assessed component contributes 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

Component	Description of task	Availability
Component 3: Supporting Children to Play, Learn and Develop	• The external assessment will be set and marked by Pearson and completed under supervised conditions. • The external assessment will be completed in two hours within the period timetabled by Pearson. • 60 marks.	**February and May/June from 2020 onwards**

Language of assessment

Assessment of the internal and external components 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 Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments, see *Section 9*.

Grading of the qualification

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

Internally-assessed components are assessed using a grading scale ranging from Level 1 Pass to Level 2 Distinction. Centres report outcomes at five grade points. Please see *Section 5* for guidance on how to assess. Each component has detailed information on how to assess across the grades.

The externally-assessed component is marked and awarded on a continuum, using grading descriptors set at Level 1 Pass, Level 2 Pass and Level 2 Distinction. The outcome is reported at six grade points from Level 1 Pass to Level 2 Distinction. Learners will also receive a points score.

The difference in the grade scale for internal and external components reflects how the final component discriminates performance more fully. This is because of the synoptic nature of the assessment, in which a Level 1 Distinction grade is one where there is evidence at Level 2 in part but does not draw consistently on content across the breadth of the qualification.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. Learners must achieve all components at Level 1 Pass or above in order to be awarded a qualification. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH. Please see *Section 8* for more information on the approach we are using to grade qualifications.

The relationship between qualification-grading scales and component grades will be subject to regular review as part of Pearson's standards monitoring processes. Reviews are carried out on the basis of learner performance and in consultation with key users of the qualification.

3   Components

Understanding your components

The components in this specification set out details of all the knowledge and skills a learner must acquire and the assessment requirements that will support you in preparing your learners.

The components help you to undertake assessment and quality assurance effectively.

The tables here explain the key terms used for the internal and external components. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme read and digest this section.

Internal components

Section	Explanation
Component in brief	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured, and might be applied when progressing to further study.
Learning aims	These define the scope of the knowledge and skills that a learner will acquire in the component.
Teaching content	This states the knowledge and skills that must be taught. All content is mandatory and includes some examples, denoted as 'e.g.', of what must be delivered.
Suggestions for delivery	This gives you guidance on how you may choose to approach delivery of the components in the qualification.
Essential information for setting assignments	This gives you information on how full assignments can be developed for each learning aim.
Assessment criteria	Assessment criteria state the levels of achievement that a learner must demonstrate in their assessment to meet the learning aims. Assessment criteria are used by assessors to determine grading levels for an assessment.
Essential information for assessment decisions	This section gives guidance on the evidence that learners are expected to provide to reach the Level 1 Pass, Merit and Level 2 Pass, Merit and Distinction standards. It also gives examples and clarification.
Resource requirements	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see *Section 10*.

External components

Section	Explanation
Component in brief	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured and might be applied when progressing to further study.
Summary of assessment	Sets out the type of external assessment used and the way it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours assessed.
Essential content	This gives the content that must be taught for the externally-set task. Content will be sampled through the external assessment over time.
Grade descriptors	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.

Component 1: Children's Growth and Development

Levels: **1/2**

Assessment type: **Internal**

Guided learning hours: **36**

Component in brief

Learners will investigate growth and development for children from birth to five years old.

Introduction

Young children develop skills and abilities at different rates, although they usually follow the same pattern of development. This unit will develop your knowledge and understanding of children's growth and development across five areas of development – physical, intellectual, communication and language, social, and emotional.

In each area, there are expected patterns of development for children of different ages. These patterns are sometimes referred to as milestones. Family, health professionals and social care professionals are all responsible for monitoring and checking whether a child's growth and development meets expected patterns of development, or milestones. It is important to recognise that there are physical, environmental and socioeconomic factors that can have an impact on a child's development.

In this component, you will develop transferable skills, such as research skills and written communication skills. They will support your progression to Level 2 or 3 vocational and academic qualifications.

Learning aims

A Understand the characteristics of children's development from birth to five years old

B Explore factors that affect growth and development.

Teaching content

Learning aim A: Understand the characteristics of children's development from birth to five years old

A1 Understand the difference between growth and development

Learners will understand that growth and development are two different characteristics of human development.

- Growth:
  - o changes to physical size, the skeleton, muscles and the brain, children's height, weight and head circumference
  - o how growth is measured and plotted, e.g. centile charts
  - o reasons why growth is measured and plotted, e.g. to ensure consistency with expected patterns, to highlight potential issues at an early stage.

- Development:
  - o the skills and knowledge gained by a child over time
  - o children acquiring skills at varying rates in different areas of development
  - o milestones, sometimes called developmental norms, indicating the stage of development the child may meet at a particular age
  - o holistic development – supporting children to progress across all areas of development (physically, intellectually and cognitively, communication and language, socially, and emotionally).

A2 Growth and development across the ages of birth to five years old

Learners will explore different aspects of change that children aged birth to five years old experience across the five areas of development.

- The following life stages should be considered across all five areas of development:
  - o 0–18 months
  - o 18 months–3 years
  - o 3–5 years.

- Physical development:
  - o infant reflexes – rooting and sucking, startle reflex, grasping reflex, walking reflex
  - o control over the body – motor sequence of development, including head and trunk control, rolling and turning, sitting upright, crawling, standing with help, walking with help, standing without support, walking without support
  - o development of the senses – sight, sound, touch, taste and smell
  - o gross motor skills – large movement of limbs, developing locomotion, balance, hand-eye coordination
  - o fine motor skills – movement of fingers, developing hand-eye coordination.

- Cognitive and intellectual development:
  - o development of information processing – attention span, responds to pitch and tone, recognises self, responding to own name, building up to vocabulary of approximately 2000 words, learning to read and write basic words
  - o memory – recognition of familiar objects and people, songs and rhymes
  - o problem-solving skills – exploring objects with hands and mouth, counting and sorting objects by colour and size.

- Communication and language development:
  o development of speech sounds and language skills
  o listening and attention skills, including responding to sounds, responding to name, understanding instructions of varying steps
  o social skills – smiling; babbling; interacting with others by combining words, gestures and sounds; speaking in turn
  o formation of sentences – from single words to up to nine-word sentences.
- Social development:
  o development of secure, positive relationships with others, including attachment to primary caregivers
  o the importance of primary and secondary socialisation
  o building confidence and self-esteem
  o development of friendships.
- Emotional development:
  o ways that children attract attention of caregivers – crying, turning their head, smiling, giggling
  o development of bonds and trust – positive relationships; recognition of familiar caregivers; wariness of unfamiliar and unknown others
  o increase in independence – exploring the environment independently, development of self-soothing skills
  o developing emotional resilience – learning how to cope with emotions, including testing boundaries, understanding cause and effect of feelings and behaviours, learning how to manage feelings and frustrations.

Learning aim B: Explore factors that affect growth and development

B1 Different factors

Learners will explore the different factors that can affect a child's growth and development from birth to five years old. Different factors will have an impact on different aspects of growth and development. Learners will consider the impact of factors in the following life stages:

- Main life stages:
  o 0–18 months
  o 18 months–3 years
  o 3–5 years.
- Physical:
  o prenatal – genetics and how genetic abnormalities occur (e.g. Down's syndrome, muscular dystrophy), maternal nutrition/exercise, effects of parental drug or substance abuse, premature/low birth weight, mother's mental health
  o health status – chronic or life limiting illness
  o diet and dietary deficiencies
  o amount of exercise.
- Environmental:
  o housing – living in areas of deprivation or experiencing housing needs
  o home environment – living with a high level of parental conflict, experiences of abuse and neglect
  o effects of exposure to drugs, alcohol and smoking.
- Socioeconomic:
  o experiences of discrimination on social, racial or cultural grounds
  o income and poverty – unemployed and workless families, access to good early education experiences (e.g. nursery and preschool)
  o poor relationships with significant adults – level of warmth, affection and attention received.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of children's growth and development and the factors that affect it.

You may choose to deliver this component alongside Component 2. Assignments can focus on each learning aim or you can combine them within or across components.

Essential information for setting assignments

The recommended structure for setting assignments is one for each learning aim, however you may combine learning aims within components. Suggested examples of how assignments may be set are outlined here. You should also refer to the authorised assignment briefs on our website. See *Section 5* for more information.

Learning aim A: Understand the characteristics of children's development from birth up to five years old
Description
Learners could be asked to create a report to illustrate how children grow and develop across the ages, from birth to five years old.
Example task
Learners produce a report for the age ranges, outlining growth and development in the following areas: • physical development • intellectual development • language and communication development • social development • emotional development.
Evidence
Evidence must fully meet the requirements of the assessment criteria. Evidence could be a report for parents on children in a nursery setting.

Learning aim B: Explore factors that affect growth and development
Description
Learners could be asked to investigate multiple case studies and create a display that gives information on the factors that can affect a child's growth and development.   Learners should be given the choice to find real-life case studies, to use members of the family or to use a combination of both.
Example task
Assess the impact of different factors on the child's growth and development across the ages, from birth to five years old.
Evidence
Evidence must fully meet the requirements of the assessment criteria. Evidence could include a poster that outlines the factors that can affect development across the different life stages.

Assessment criteria

The assessment criteria determine the standard required to achieve the component.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the characteristics of children's development from birth up to five years old				
A.1P1 Identify the ways in which growth and development are measured in children from birth to five years old. **A.1P2** Identify aspects of growth and development for a child across the life stages from birth to five years old.	**A.1M1** Outline the ways in which growth and development are measured in children from birth to five years old. **A.1M2** Outline different aspects of growth and development for a child across the life stages from birth to five years old.	**A.2P1** Describe methods of measuring growth and development for children from birth to five years old. **A.2P2** Describe growth and development for a child across the life stages from birth to five years.	**A.2M1** Discuss how different areas of development may impact on each other for a child from birth to five years old.	**A.2D1** Evaluate the impact that different areas of development can have on one another for a child from birth to five years old.
Learning aim B: Explore factors that affect growth and development				
B.1P3 Identify factors that can affect growth and development of a child. **B.1P4** Identify the impact of factors on growth and development for a child.	**B.1M3** Outline the ways that factors have affected growth and development of a child. **B.1M4** Outline the impact of factors on growth and development of a child.	**B.2P3** Explain the ways that different factors have affected growth and development in selected case studies. **B.2P4** Explain the impact of physical, environmental and social factors on growth and development in selected case studies.	**B.2M2** Compare the impact of physical, environmental and social factors on growth and development in selected case studies.	**B.2D2** Assess the impact of physical, environmental and social factors on growth and development in selected case studies.

COMPONENT 1: CHILDREN'S GROWTH AND DEVELOPMENT

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Overall component grade				
Learner evidence satisfies all Level 1 Pass criteria.	Learner evidence satisfies **either**: all Level 1 Merit criteria **or** all Level 1 Pass criteria **and** B.2P3.	Learner evidence satisfies all Level 2 Pass criteria.	Learner evidence satisfies **either**: all Level 2 Merit criteria **or** all Level 2 Pass criteria **and** B.2D2.	Learner evidence satisfies all Level 2 Distinction criteria.

To be given a component grade, a learner must complete assignments for all learning aims. Please refer to *Section 5* for further guidance on internal assessment, including how to apply criteria to evidence at Level 1 and Level 2.

Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions.

Learning aim A: Understand the characteristics of children's development from birth to five years old

Evidence for the assignment: learners will discuss the characteristics of children's growth and development between the ages of birth and five years old.

Level 2 learners will be able to discuss growth and development in children from birth to five years old and will be able to directly link the areas of development for the appropriate age groups.

Level 1 learners will outline growth and development in children from birth to five years old but there will be limited attempts to directly link characteristics of growth and development to the correct age groups.

For Level 2 Distinction: learners will comprehensively consider growth and development across all the age ranges. They will be able to give specific details of the links between each area of the development and the positive or negative impact this may have on a child and their growth or development between the ages of birth and five years old.

For Level 2 Merit: learners will discuss the growth and development of a child across all the age groups. They will make some links between areas of development but may not be able to discuss the impact that each developmental area could have on another in relation to growth or development.

For Level 2 Pass: learners will describe the growth and development of a child across all the age groups. They will make reference to areas of development but they are likely to be considered separately and no links made between them.

For Level 1 Merit: learners will give an outline of growth and development for a child across each required age group. They will refer to specific areas of development in some instances but their work is likely to consist of statements, with some misclassifications across the age groups.

For Level 1 Pass: learners will identify aspects of growth and development for a child but are unlikely to cover all of the age groups required. At this level, statements will be mainly relevant but not linked explicitly to life stages or specific areas of development.

Learning aim B: Explore factors that affect growth and development

Evidence for the assignment

Learners will be able to demonstrate an understanding of the impact that different factors can have on a child's growth and development across the age groups.

Level 2 learners will consider the full range of factors that could affect a child's growth and development and draw conclusions about which factor could have the most effect on a child's development.

Level 1 learners will identify factors that could affect a child's development.

For Level 2 Distinction: learners will assess the relevant factors that may have affected the growth and development of a child from birth to five years old in detail, including at least two factors from each category. They will be able to draw comparisons regarding greatest to least effect of each factor. They will include factors from each area of the teaching content, two from the physical factors (one is to be prenatal) and a minimum of two each from the environmental and socioeconomic factors. Learners will use the case studies they referred to in P3.

For Level 2 Merit: learners will compare the relevant factors that may have affected the growth and development of a child from birth to five years old. They will include factors from each area of the teaching content, two from the physical factors (one is to be prenatal) and a minimum of one each from the environmental and socioeconomic factors. Learners will use the case studies they referred to in P3.

For Level 2 Pass: learners will explain at least three factors that may have an effect on the growth and development of a child from birth to five years old. Learners will select a minimum of three case studies, one from each life stage listed in the teaching content. The case studies could be selected by the teacher, or the learner could select case studies from their family or from the media. They will include factors from each of the three areas in the teaching content.

For Level 1 Merit: learners will outline at least one factor from each category given in the teaching content that may have an effect on the growth and development of a child from birth to five years old. They will outline a factor from each life stage provided in the teaching content.

For Level 1 Pass: learners will identify at least one factor from each category given in the teaching content that may have an effect on the growth and development of a child from birth to five years old. They will identify a factor from each life stage provided in the teaching content.

Component 2: Learning Through Play

Levels: **1/2**

Assessment type: **Internal**

Guided learning hours: **36**

Component in brief

Learners will develop an understanding of how play activities can influence children's learning between the ages of birth and five years old. They will consider the different types of play in which children engage, and how activities can support children's learning and progress across the five areas of development.

Introduction

Play can be enjoyable and motivating for children of all ages. It is important in helping children to learn new skills and gain knowledge. Between birth and five years old, children play in different ways so it is essential that they are given play opportunities that challenge them and engage them in learning new skills.

In this component, you will look at the different stages of play that children experience between birth and five years old and how play can be structured by adults to encourage and influence learning. You will look at play opportunities that adults can provide for children in community settings, in the home and in early years settings. You will learn how specific activities and resources can promote learning across the five areas of development. You will develop the theoretical and practical skills to plan activities that encourage children to learn and develop.

Being confident in planning and carrying out play activities that benefit children's learning and development is a highly regarded skill in the early years sector. This component will support you in progressing to higher-level courses, work experience or an apprenticeship.

Learning aims

A Understand how children play

B Demonstrate how children's learning can be supported through play.

Teaching content

Learning aim A: Understand how children play

Learners must understand that children at different ages and stages of development have different play needs.

A1 Stages of children's play

- Unoccupied play, birth–3 months: movements with arms, legs, hands, feet etc., learning how their muscles move.
- Solitary play, birth–2 years: a child plays alone.
- Spectator/onlooker play, 2 years: a child watches other children play but does not play with them.
- Parallel play, 2+ years: a child plays alongside or near others but does not play with them.
- Associative play, 3–4 years: a child starts to interact with others during play but there is not a large amount of interaction.
- Co-operative play, 4+ years: a child interacts fully with others and has interest in both the activity and other children involved.

A2 How play can be organised to promote learning

Learners must be able to describe how play can be organised and the potential advantages and disadvantages of each style.

- Adult-led play:
  - o adults plan, organise and lead the children in a play activity
  - o potential benefits – can include higher-risk activities where children can learn specific skills and how to use resources and equipment safely, the adult can introduce new vocabulary
  - o potential disadvantages – learning is limited by the adult's choice of activity and time given to it, limited repetition of the activity to enhance learning new skills.
- Adult-initiated play:
  - o adult puts out resources and toys that prompt children to play in a certain way
  - o potential benefits – encourages children to try playing in new ways and develop new skills, more effective for promoting independent learning skills
  - o potential disadvantages – children may not learn expected skill or concept.
- Child-initiated play:
  - o children choose resources and how to play with them
  - o potential benefits – children can develop their own ideas more freely, increased opportunities for the development of social skills
  - o potential disadvantages – a child may focus on one area of learning or development repeatedly, ignoring others, learning may be limited without an adult to expand on learning opportunities.

A3 The role of adults in promoting learning through play

- Organise a variety of activities:
  - o inside/outside activities
  - o individual/group activities, including games
  - o sensory activities, art and craft activities, games.
- Explaining and demonstrating how equipment and resources work.
- Adapting activities to suit personal interests.
- Choosing equipment and resources that motivate children to engage – promote exploring, encourage questioning, set challenges, allow sufficient time for activities.

- Modelling communication – use of language.
- Joining in with play activities – promoting sharing, facilitating turn taking and sharing equipment and resources.
- Awareness of health and safety – toys and resources are age appropriate and used appropriately by the child.

Learning aim B: Demonstrate how children's learning can be supported through play

B1 Planning play opportunities for children

Learners will consider how learning through play can occur during planned activities in the following environments: at home, in nurseries, preschools, reception school classes, community-based groups.

They will need to cover planning activities for all of the following age groups:

- 0–18 months
- 18 months–3 years
- 3–5 years.

B2 Physical play and learning

- Learning through physical play:
  - spatial awareness – eye coordination, foot and leg coordination, hand-eye coordination
  - activities to stay healthy
  - how to take care of yourself
  - gross motor skills – body management, strength, bodily coordination
  - fine motor control – accuracy and manipulation of objects.
- Activities and resources for physical play and learning:
  - role play of homelife situations (e.g. cooking, mealtimes, baby bath time)
  - food preparation, snack times, hand washing
  - bat and ball games
  - tricycles, bicycles, sit-and-ride toys
  - climbing frames, swings, slides
  - creative activities – crayons, pens, paint brushes, paper, scissors, needles, threads, beads
  - playdough, sand and water activities
  - construction toys, e.g. small bricks, small-world toys.

B3 Cognitive and intellectual play and learning

- Learning promoted through cognitive and intellectual play:
  - problem-solving skills
  - creativity
  - use of imagination
  - listening and attention skills
  - numeracy skills
  - exploration of environments inside and outside
  - confidence using technology.

- Activities and resources to support cognitive and intellectual play and learning:
  - counters, weights, play money
  - shape sorters, puzzles, matching-pair card games
  - trips and visits, e.g. park, zoo, woods
  - digging and building
  - computer games, apps, PCs, tablets
  - writing – wipeboards.

B4 Communication and language play and learning

- Learning through communication and language play:
  - listening skills – including refining speech sounds through interaction with others
  - vocabulary and literacy skills, including speaking and questioning skills
  - how to express and discuss feelings appropriately
  - understanding of others' experiences, e.g. cultural experiences such as religious festivals
  - activities and resources to support communication and language play and learning
  - books – lift-the-flap books, textured, stories, talking books, story sacks
  - role play, e.g. dressing-up clothes
  - nursery rhymes and songs, e.g. Miss Polly had a Dolly, Twinkle Twinkle Little Star
  - action games, e.g. follow the leader, hide and seek
  - listening walks – use of the outside environment
  - cooking and baking activities – the process of following instructions.

B5 Social play and learning

- Learning through social play:
  - development of friendships and relationships – build bonds, trust, emotional support networks
  - sharing, turn taking, compromise
  - understanding of culture and values.

- Activities and resources to support social play and learning:
  - team games and activities
  - group projects such as gardening
  - role play
  - board games.

B6 Emotional play and learning

- Learning through emotional play:
  - expression of feelings, including teaching children how to self-manage feelings and behaviours
  - promote independence
  - improve self-confidence, self-esteem and self-awareness
  - build on relationships.

- Activities and resources to support emotional play and learning:
  - puppets and dolls
  - role-play activities
  - emotion faces, 'how I feel today' mirrors
  - circle time/carpet time.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of children's play opportunities, and the importance of play in helping children to learn. It is intended that learning aim B is delivered in a practical manner, with learners having access to resources to be able to create or take part in the activities in the teaching content. It may be beneficial for learners to make supervised visits to a setting so that they can observe children at play and the role of adult practitioners in supporting children's play. To enable learners to have the experience of organising activities, play with children and observe for learning opportunities, they could organise activities in their educational establishment or with local children's centres and early years settings. Alternatively, practitioners could come to the setting for question and answer sessions or learners could observe video clips of children playing in adult settings.

You can deliver this component alongside Components 1 and 3 but assignments will focus on each learning aim.

Essential information for setting assignments

The recommended structure for setting assignments is one for each learning aim, however you may combine learning aims within components. Suggested examples of how assignments may be set are outlined here. You should also refer to the authorised assignment briefs on our website. See *Section 5* for more information.

Learning aim A: Understand how children play
Description
Learners produce a presentation for nursery staff who are attending a training session.
Task
For their presentation, learners will include the different stages of play in which children engage between the ages of birth and 5 years of age, with examples.
They will discuss the potential advantages and disadvantages of adult-led, adult-initiated and child-initiated play, using examples, and consider the role of the adult in each example.
Evidence
Evidence must fully meet the requirements of the assessment criteria.

Learning aim B: Demonstrate how children's learning can be supported through play
Description
The manager of Footsteps Children's Centre, has asked for a fact file to be created that clearly highlights how play opportunities can be used to promote the learning of children. This fact file will be shared with parents as a way of encouraging them to organise similar activities with their children at home.
Task
The children who attend the centre are aged from birth up to five years.
For the fact file, learners will describe how play can promote learning across the five areas of development for children across all age ranges, using examples.
Learners will select two activities for two children in different age groups (as given in the teaching content) and discuss in detail how these activities can promote learning, making links to areas of development. For each child, they will assess the activities they have chosen, referring to the five areas of development, and conclude which activity is likely to have the most benefits for a child's development.
Evidence
Evidence must fully meet the requirements of the assessment criteria.

Assessment criteria

The assessment criteria determine the standard required to achieve the component.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how children play				
A.1P1 Identify the stages of play for children aged birth to five years old. **A.1P2** Identify the role of the adult in promoting learning through play.	**A.1M1** Outline the stages of play for children aged birth to five years old. **A.1M2** Outline the role of the adult in promoting learning through play.	**A.2P1** Describe the stages of play for children aged birth to five years old, using relevant examples. **A.2P2** Explain the role of the adult in promoting learning through play, using relevant examples.	**A.2M1** Discuss how the adult's role and the organisation of play could affect children's learning, using relevant examples.	**A.2D1** Assess how the adult's role and the organisation of play could potentially advantage or disadvantage children's learning, using relevant examples.
Learning aim B: Demonstrate how children's learning can be supported through play				
B.1P3 Identify ways in which play can promote learning. **B.1P4** Identify examples of activities and resources that could support learning.	**B.1M3** Outline ways in which play can promote learning. **B.1M4** Outline examples of activities and resources that could support learning.	**B.2P3** Describe ways in which play can promote learning across the five areas of development. **B.2P4** Describe how activities and resources promote learning opportunities for children in all age groups, using appropriate examples.	**B.2M2** Discuss how two selected activities and resources for two different age ranges promote learning across the five areas of development.	**B.2D2** Assess how two selected activities and resources for two different age ranges promote learning across the five areas of development.

COMPONENT 2: LEARNING THROUGH PLAY

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Overall component grade				
Learner evidence satisfies all Level 1 Pass criteria.	Learner evidence satisfies **either**: all Level 1 Merit criteria **or** all Level 1 Pass criteria **and** B.2P3, B.2P4.	Learner evidence satisfies all Level 2 Pass criteria.	Learner evidence satisfies **either**: all Level 2 Merit criteria **or** all Level 2 Pass criteria **and** B.2D2.	Learner evidence satisfies all Level 2 Distinction criteria.

To be given a component grade, a learner must complete assignments for all learning aims. Please refer to *Section 5* for further guidance on internal assessment, including how to apply criteria to evidence at Level 1 and Level 2.

Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions.

Learning aim A: Understand how children play

Evidence for the assignment: Level 1 learners will give brief details of the stages of play and how play can be organised, giving some examples to support their work. They will acknowledge that an adult has a role during play but they will not provide clear links as to how they can directly promote learning for a child.

Level 2 learners will describe the stages of play in detail, using clear examples of how play can be organised to promote learning. They will make clear links between the role of the adult during play and how they can promote learning across the areas of development.

For Level 2 Distinction: learners will consider in detail each stage of play given in the teaching content. They will include a minimum of two examples of play activities per stage of play. They will discuss how play can be organised, giving examples of activities and what children could learn (for example how child-initiated play could encourage independence). They will assess how each approach to organising play could potentially advantage or disadvantage a child's learning during the stages of play (for example how construction play could help children learn about different shapes and sizes). They will draw conclusions on the most effective way to organise play activities to promote children's learning in all stages of play.

Learners will examine the importance of the adult's role in organising play opportunities and show clear links between the role of the adult during play and the potential for learning, reaching a valid conclusion.

For Level 2 Merit: learners will discuss each stage of play given in the teaching content. They will consider the importance of the adult's role in play, making links to specific activities. They will describe how play can be organised, for example adult-led, adult-initiated and child-initiated play, and provide at least one example of each. They will make links between the structure of play activities, the benefits of the play activity to the child's learning and the adult's role in supporting learning but there will be no attempt to bring these together to reach a conclusion.

For Level 2 Pass: learners will fully describe each stage of play given in the teaching content, giving examples of at least one activity per stage of play that could promote learning. They will clearly explain the role of the adult during play, making reference to specific activities across all of the stages of play.

For Level 1 Merit: learners will outline all of the different stages of play as given in the teaching content. They will be able to give limited examples of play activities to support their work but may not make specific links between stages of play and play activities. Learners will outline the role of the adult during play, making some reference to specific activities, however the description may lack detail.

For Level 1 Pass: learners will identify, with very limited detail, all the stages of play as listed in the teaching content and are unlikely to include examples of activities that could be used to promote learning. Learners will consider the role of the adult during play generally and are unlikely to make specific links to the adult's role in activities across all of the stages of play. Their work is likely to be presented as a bulleted list.

Learning aim B: Demonstrate how children's learning can be supported through play

Evidence for the assignment:

Level 1 learners will give brief details of activities that could promote learning for children across the five areas of development, using some examples to support their work. They will be generic in their responses and are unlikely to make clear links as to how the play activity can support the learning of specific skills across the areas of development.

Level 2 learners will select two activities for two children in different age groups (as given in the teaching content) and discuss in detail how these activities can promote learning. For each child, they will assess the activities they have chosen, referring to the five areas of development, and conclude which activity is likely to have the most benefit to a child's learning and development.

For Level 2 Distinction: learners need to assess how the play activities selected in B.2M2 promote learning across the five areas of development. Learners are expected to make a judgement on the extent to which the activities promote learning across all areas of a child's development (physical, cognitive, communication and language, emotional, and social), drawing a conclusion about the activity most likely to benefit children's learning. Learners will do this for both age groups selected in B.2M2.

For Level 2 Merit: learners need to select two play activities for two different age ranges and discuss how they promote learning across the five areas of development.

Learners can choose to use the activities they discussed in B.2P3 or they can select different activities. Learners are expected to discuss how each play activity may promote learning across the five areas of development, for example a water activity with a child of 18 months, filling and emptying beakers, provides a sensory experience that promotes cognitive development, physical development is developed as hand-eye coordination is needed, turn taking encourages social development. Learners do not need to refer to all five areas of development for one activity but they must discuss a minimum of three areas.

For Level 2 Pass: learners will describe the ways that play activities can promote learning across the five areas of development. They will be able to include a minimum of one play activity for each area of development that could be used to promote learning. They will be able to make links across the areas of development for each activity. They will do this for all the age groups given in the teaching content.

For Level 1 Merit: learners will outline the ways that play can promote learning across the five areas of development. They will include a minimum of one play activity for each of the five areas of development and be able to link it to a specific learning opportunity. They are unlikely to be able to include details on how the selected play activities promote learning across more than one area of development. They will do this for all the age groups given in the teaching content.

For Level 1 Pass: learners will identify the ways that play can promote learning across the five areas of development. They will include a minimum of one play activity for each of the five areas of development, they are unlikely to be able to include details on how the selected play activities promote learning across more than one area of development. They will do this for all the age groups given in the teaching content. Work may be presented as notes or in a bulleted form.

Resource requirements

For this component, to be able to participate in activities, learners must have access to appropriate materials and resources. They would benefit from watching video and clips of children playing.

Component 3: Supporting Children to Play, Learn and Develop

Levels: **1/2**

Assessment type: **External synoptic**

Guided learning hours: **48**

Component in brief

Learners will investigate how a child learns and develops and adapt activities to support the inclusion of all children in play for learning and development.

Introduction

Every child is special and unique and will develop skills and knowledge at different rates. Some children are affected by individual circumstances, which can have an impact on how they learn and develop compared with their peers.

This component will develop your knowledge and understanding of the individual circumstances that can have an impact on a child's learning and development. You will learn about the physical, cognitive and intellectual, communication and language, social, and emotional circumstances that children may experience. You will also investigate the role of the adult in making sure that all children are safe when engaging in play activities. You will investigate how activities can be adapted to ensure that all children can join in with play for their learning and development.

This component is assessed synoptically and will enable you to select and integrate knowledge, understanding and skills from across your qualification. The component will help you to understand how to work with and plan activities for children with individual needs. It will also help you to progress to Level 2 or Level 3 vocational and academic qualifications.

Summary of assessment

The external assessment is out of 60 marks and will be completed under supervised conditions on a date timetabled by Pearson. The supervised assessment period is a maximum of 2 hours. The assessment availability is February and May/June from 2020 onwards.

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

Synoptic assessment

This component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will complete activities related to children's play, learning and development, and will plan how to support children with individual needs.

Assessment objectives

AO1 Know about adaptations that may need to be made to activities for children in order to support learning and development, promote inclusion and be aware of the role of the adult in managing safe environments

AO2 Demonstrate understanding of the types of adaptations that may need to be made to activities due to a child's individual circumstances and environmental risks and hazards that may impact children's learning and development

AO3 Apply knowledge and understanding to adapt activities to include all children and promote inclusion

AO4 Evaluate activities to ensure they best support all children to develop and promote inclusion

Essential content

A Investigate individual circumstances that may impact on learning and development

Learners will understand how the following individual circumstances can impact on a child's learning and development.

A1 Individual circumstances

- Physical circumstances:
  - a child with a sensory impairment
  - a child who has restricted gross motor skills
  - a child who has restricted fine motor skills
  - a child who has delayed gross motor skills
  - a child who has delayed fine motor skills.
- Cognitive and intellectual circumstances:
  - poor concentration levels
  - a child who has delayed literacy skills.
- Communication and language circumstances
  - English as an additional language
  - a child who has language and communication delay.
- Social and emotional circumstances:
  - negative role models
    - limited interaction with adults
    - poor awareness of social norms and values
    - difficulty forming bonds with adults
    - limited experience of play
  - difficulty forming friendships with other children
  - disruptive behaviour
  - a child experiencing a transition
    - starting care/educational providers
    - moving between care/educational providers
    - birth of new sibling
    - death of a significant family member
    - change in family structure
    - moving house.

A2 Know how individual circumstances may impact on learning and development

- All areas of development:
  - not meeting expected milestones
  - may not be able to initiate play.
- Physical learning and development:
  - unable to access learning activities at varying levels
  - unable to grasp small objects or manipulate materials in a constructive way
  - may tire easily and not be able to sustain involvement in activities
  - may be unable to navigate the play areas and activities.
- Cognitive and intellectual learning and development:
  - may not be able to understand rules in play.

- Communication and language learning and development:
  - difficulties communicating preferences and choices
  - play with others may be limited as they may be perceived as not wanting to play due to lack of responsiveness.
- Social and emotional learning and development:
  - may find cooperative play difficult
  - poor emotional resilience
  - may isolate themselves or be isolated by others
  - may refuse or find it difficult to join in team or group activities
  - may have limited expression of thoughts and feelings
  - may find it difficult building positive relationships with adults
  - may find it difficult to cope with change/routines/new situations
  - low self-esteem.

B   Create safe environments to support play, learning and development in children aged from birth to five years

Learners will consider how the environment can be adapted to meet the needs of children with individual circumstances who require support to play, learn and develop. Learners will consider adaptations that could be made in the home, in community settings and in early years settings. They will need to consider adaptations that can be made for the following age groups:

- 0–18 months
- 18 months–3 years
- 3–5 years.

B1 Ensure all children are safe

- Manage risks and hazards of environments and activities:
  - consider the risks – likelihood of an environment, activity and/or resources causing harm
  - consider the hazards – potential for an environment, activity and/or resource to cause harm
  - positive risk taking – risk/benefit assessment, including balancing the potential risk of harm against the benefit of children participating in activities; raising age-appropriate awareness of personal safety when in public areas, teaching children to use resources safely
  - choosing age- and stage-appropriate resources, including checking the safety labelling of resources, including the BSI Kitemark, age-advice symbol, the Lion Mark and the CE mark.
- The role of the adult:
  - to implement adult-led play, adult-initiated play or child-led play
  - plan adult to child ratio relevant to age to carry out the activity safely
  - to role model appropriate behaviours and responses
  - to support children's play – being available but not intrusive
  - offer new ideas and resources or alternatives to enable accessibility for the encouragement and stimulation of play
  - ensure that all play is suitable for the children's age, needs and abilities.
- Teach children how to use internet-enabled technology safely (including computers and tablets, smart technology, wearable technology, toys with voice recognition, app-enabled toys):
  - how to be safe online – set up parental controls to prevent sharing of personal information and befriending strangers
  - controls put in place by adults, including limiting time spent online, blocks on in-app purchases
  - talk to the child about internet safety
  - recognising and reporting age inappropriate content.

B2 Health and safety considerations for inside environments

- Width of doorways, aisles and corridors.
- Layout of furniture.
- Type of furniture used – whether it is light and movable or heavy and immovable.
- Types of flooring and floor coverings in the space, considering potential trip hazards.
- How resources can be organised to enable children to find things easily.
- Use of specific areas for play activities and routines.

B3 Health and safety considerations for outside environments

- Appropriate clothing.
- Planning ahead – for clothing changes, hunger, thirst, toileting needs.
- Accessibility – how children may enter and exit buildings and outside spaces, i.e. the introduction of ramps, smooth play surfaces.
- Choice of outdoor play resources, taking into consideration age and stage of development.
- Choosing quiet or noisy play spaces:
  o use of signs, symbols and maps as visual aids
  o use of equipment at different levels.

C   Adapt play to promote inclusive learning and development

Learners will know how to adapt activities for children with individual circumstances to promote their learning and development.

Learners will understand how to adapt the following activities:

- physical activities
- creative activities
- imaginative play activities
- literacy – reading
- mathematics – counting.

For each of the following age groups:

- 0–18 months
- 18 months–3 years
- 3–5 years.

C1 The benefits of adapting activities for all children in play, learning and development

- Recognition that every child has a right to learn – United Nations Convention on the Rights of the Child.
- Promotes five areas of development for all children.
- The role of the adult:
  o promote inclusion – ensure all children can join in organised activities
  o role-model desired behaviours when interacting with children who have additional needs
  o give children a choice when planning and choosing activities
  o respond positively to desired behaviours in children, using praise and rewards
  o recognise when children are becoming bored, losing concentration, finding activities too difficult.

- Benefits to other children:
  - they learn how to include others in their games and activities
  - promotes positive behaviours – improves social skills; sharing of resources
  - they become more responsive to the needs of others – communication methods, impact of behaviours such as sudden noises or movements.

C2 Adapting activities/resources to support a child with physical needs (as appropriate to the age group)

- Make adjustments to the environment – sufficient space is available to carry out the activity, adjust the amount of lighting available to improve visibility.
- Choose resources that are age and stage appropriate.
- Select appropriate resources that all children can use, including resources for grasping, holding, releasing and transferring.
- Secure movable objects so they do not move – use tape to secure paper, mixing bowls or wood blocks to the table or floor so they remain in place as the child paints, draws, stirs or hammers.
- Adjust the level of activities and resources to suit the child's needs.
- Provide materials and resources for sensory needs, including use of contrasting colour schemes, 3D art materials, use of scents and textures.

C3 Adapting activities to support a child with cognitive and intellectual or communication and language needs (as appropriate to the age group)

- Provide opportunities to learn and play near to other children doing the same activity – encourage sharing of ideas.
- Shorten activities to suit concentration span.
- Use peers or other adults to model activities.
- Break activities down into short steps – repeat steps as necessary.
- Modify toys and equipment to suit individual needs – reduce number of parts, remove items that are too small, use specific colours.
- Limit the number of materials available to avoid overwhelming the child.
- Use technological/digital resources as appropriate.

C4 Adapting activities to support a child with communication and language needs (as appropriate to the age group)

- Use group and/or team activities to promote social inclusion – encourage friendships with other children, build bonds and trust with adults.
- Build confidence in own skills.
- Use alternative communication:
  - Picture Exchange Communication System® (PECS) – starting with simple words, building to sentence structures
  - Makaton – signs and symbols to support speech or be used in place of speech.
- Use nursery rhymes with actions to promote identification of words, including songs where words and actions are repeated.
- Label equipment – use picture cards to encourage independence and choice.
- Display routines and activities as pictures.

C5 Adapting activities/resources to support a child experiencing social and emotional needs

- Promote self-resilience – limit the choices of activity available so a child does not feel overwhelmed, provide activities that will help the child feel capable.

- Provide a structured approach – assign specific tasks to the child during the transition to reduce their worry.

- Maintain engagement of the child by filling tidying-up periods with short activities.

- Set out activities that focus on a child's areas of interest – choosing books and games that include the issue that is worrying the child.

- Promote choice and control over the environment by providing a range of materials and resources that can be used to complete an activity.

- Encourage expression of thoughts, feelings and ideas – use pretend play activities, including dressing-up clothes and role play, cooking materials, use of puppets and dolls.

- Encourage group activities – builds confidence in participating with other children; encourages sharing and turn taking.

Links to other components

The table below illustrates how knowledge, understanding and skills from components across this qualification could be integrated to the delivery of this component. The skills support learners in making a synoptic response.

Component	Synoptic links to Component 3: Supporting Children to Play, Learn and Develop
Component 1: Children's Growth and Development Learning aim A Understand the characteristics of children's development from birth to five years old Learning aim B Explore factors that affect growth and development	When investigating individual circumstances that can impact on a child's learning and development, learners can draw on their knowledge of: • how children grow and develop • the expected physical development that children aged birth to five years old experience, including fine and gross motor skills development When demonstrating their awareness of how individual circumstances may affect learning and development, learners can draw on their knowledge of the following: • the cognitive and intellectual development that children aged birth to five years old experience, including gaining language across the years and how they develop memory and problem-solving skills. • the social intellectual development that children aged birth to five years old experience, including the importance of relationships and positive attachments. • the emotional development that children aged birth to five years old experience, including how children develop emotional resilience. When applying knowledge and understanding of how to adapt activities so all children can learn and develop, learners can draw on their knowledge of: • the physical, environmental and socioeconomic factors that can have an impact on a child's growth and development across the years of birth to five years old.

Component	Synoptic links to Component 3: Supporting Children to Play, Learn and Develop
Component 2: Learning Through Play Learning aim A Understand how children play Learning aim B Demonstrate how children's learning can be supported through play	When planning activities and how to adapt them, learners can draw on their knowledge of: • the different stages of play that children experience as they develop from birth to five years old. • the benefits and disadvantages of the various ways of organising play opportunities for children to promote learning • the responsibility of the adult who organises play activities to have an awareness of health and safety considerations, to know the learning opportunities that play activities provide, and the impact that their interaction has on the child to learn through play • how children learn through the play for the different areas of development • the different resources that can be selected to promote play and learning across the different areas of development.

Grade descriptors

To achieve a grade, a learner may demonstrate these attributes across the essential content of the component. The principle of best fit will apply in awarding grades.

Level 1 Pass

Learners will demonstrate basic knowledge of the individual circumstances that may affect a child's learning and development. They are able to identify major risks and hazards in a play environment. They can suggest basic adaptations to activities in order to promote inclusion and development for children with particular individual circumstances.

Level 2 Pass

Learners will demonstrate knowledge and understanding of the individual circumstances that may affect a child's learning and development. They are able to identify risks and hazards in a play environment. They can make considered and relevant links between the suggested activity and different areas of development. They can make relevant suggestions on ways to adapt the activity to include children with different individual circumstances in order to promote inclusion and learning and development.

Level 2 Distinction

Learners demonstrate a high level of knowledge and understanding of the individual circumstances that may affect a child's learning and development. They will demonstrate a high ability to recognise potential risks and hazards in the play environment, and be able to identify areas where positive risk taking is appropriate in order to help promote a child's learning and development. They will make focused suggestions for extending or adapting activities for children with individual circumstances, considering how the adaptations made will support the child to progress across different areas of development. Their suggestions will ensure that inclusion is a focus of learning and development.

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 and is provided for guidance only.

Command verb	Definition
Assess	Give careful consideration to the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.
Complete	Provide the missing information for a table/diagram so that it is complete (contains all the necessary information).
Describe	To give an account of something. Do not need to include a justification or reason.
Explain	Requires identification of a point and linked justification/ exemplification of that point. The answer must contain some linked reasoning
Give	Learners provide one or more piece(s) of information.
Identify	Usually requires some key information to be selected from a given stimulus/source
Match	Learners match between 2 sets of options.
State	Learners provide one or more piece(s) of information.

4 Planning your programme

Is there a learner entry requirement?

As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other BTEC Tech Award qualifications alongside this qualification. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level. Overall achievement can be improved by highlighting links between this qualification and other qualifications as part of a Key Stage 4 programme of learning, such as through project-based learning.

What level of sector knowledge is needed to teach this qualification?

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 that will prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualifications. For some components, specific resources are required.

How does this qualification contribute to Key Stage 4 learning?

This qualification gives learners opportunities to apply learning from GCSE English to vocational learning. For example, the skills developed in extended writing can be applied when communicating knowledge and understanding of growth and development in children, ways that adults support children to play and learn, and how to adapt play opportunities to support all children to learn and develop.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each component includes delivery guidance and suggested assessment tasks. Using this information, our free delivery guidance and the authorised assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This draws naturally on the kind of broader attributes valued in the sector, for example empathy and understanding of young children, as well as the more general skills needed in work that fits well with project-based learning, for example teamwork and independent learning.

5 Internal assessment

Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*, available on our website. 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.

In this qualification, there are two internally-assessed components. These will be assessed through assignments set by the assessment team using the guidance and examples we provide. As these components are graded spanning Level 1 and Level 2 of the Regulated Qualifications Framework, our well-established approach to BTEC assignments has been retained and adapted to the needs of these learners.

At the start of the learning period for this qualification, learners will be introduced to vocational contexts for their learning, often for the first time, and they will then build up a detailed appreciation of the sector and some of the technical skills required to succeed. This requires an extended period of learning and formative assessment that supports learners in understanding the context, developing skills and aptitudes. Learners will move on to undertake realistic vocational tasks involving wider attributes such as teamwork, presentation, self-management, research and analysis.

Formal assignments to assess performance are distinct periods of assessment that learners understand are being used to judge the learning aims. These will be separate from the practice and exploration activities that have been used during the learning period.

When setting assignments, you need to take account of the requirements of the component format as explained in *Section 2*. The assignments must relate to both Level 1 and Level 2.

For example:

- achievement at Level 1 is consistent with learners using basic information to complete a task, giving some indication of whether what has been done is successful
- achievement at Level 2 in the same task could require learning to demonstrate a broader understanding through solving straightforward problems related to the task, gathering information to help learners do that and commenting on how effective their actions have been.

Operating internal assessment

The assessment team

So that all assessment is planned and verified, it is important that there is an effective team for internal assessment. For these qualifications, it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full details are given in the *Pearson Quality Assurance Handbook*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the two internal components and 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.*

Setting assignments

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. We provide authorised assignment briefs and guidance in each component for setting assignments. You can adapt materials to your local contexts.

A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria. In order to support you and to make sure that all learners nationally are being assessed fairly and consistently to the national standards, we give details in components on the assignments and in authorised assignment briefs to show how valid assignments can be set. You can choose to use the materials we provide or to adapt them to take account of your local circumstances, provided that assignments are verified.

When setting your assignments:

- provide a vocational scenario or context that motivates the learner to apply their learning for a purpose and audience
- give learners clear tasks and structures for evidence – the assessment criteria are not written for this purpose
- ensure that learners are drawing on the specified range of teaching content
- specify the type and quality of evidence that a learner should produce
- if a component contains synoptic assessment the planned components must allow learners to select and apply their learning using appropriate self-management of tasks.

The specified teaching 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.

Full definitions of types of assessment are given in *Appendix 1. S*ome of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- work logbooks, reflective journals.

The form(s) of evidence selected must allow a verifier to check the assessor's decisions independently. For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

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.

Making valid assessment decisions

Assessment decisions through applying assessment criteria

Assessment decisions for these qualifications are based on the specific criteria given in each component. In order to apply the criteria, centres should be aware of the difference between Level 1 and 2 of the Regulated Qualifications Framework. At both levels, learners are expected to take responsibility to complete tasks completely and correctly. The differences include:

- **at Level 1** – completion of tasks using evidence that may be simple, structured, routine, using given information and using simple judgements and basic factual information

- **at Level 2** – completion of tasks using evidence that may be semi-structured or unstructured, using researched or analysed information, showing understanding, problem solving and using own judgement.

The way in which the learner has provided evidence against the tasks will indicate the level they are working at.

Each internal component shows how grades can be awarded using clear and unambiguous criteria. Each assignment shows a hierarchy of criteria that should be considered holistically to apply to the evidence. It should be understood that in each of the two levels a learner demonstrating achievement for a higher grade would need to do so through satisfying the lower grade criteria. For example, if a Level 2 Merit criterion requires the learner to 'compare' and the related Level 2 Pass criterion requires the learner to 'explain', then in making a comparison the learner will need to 'explain'.

When a learner has completed the assessment for a component, you can give a component grade.

Level 2 Distinction	A learner has satisfied all the Level 2 Distinction criteria for the component through: • outstanding performance fully addressing all learning aims, with a sound grasp of facts and concepts, selection and interpretation of information, and fluent use of skills in more complex situations.
Level 2 Merit	A learner has shown high performance across the component through **either**: • having satisfied all the Level 2 Merit criteria for all learning aims **or** • having achieved all the Level 2 Pass criteria and showing an outstanding performance in the final assignment as defined by the Level 2 Distinction criteria.
Level 2 Pass	A learner has satisfied all the Level 2 Pass criteria for the learning aims through: • showing coverage and understanding of content at a good standard and appropriate skill demonstration.
Level 1 Merit	A learner has shown an acceptable standard across the component addressing a range of content and demonstrating some understanding through **either**: • having satisfied all the Level 1 Merit criteria for all learning aims, **or** • having achieved the Level 1 Pass criteria and showing a good standard of performance in the final assignment as defined by the Level 2 Pass criteria.
Level 1 Pass	A learner must satisfy all Level 1 Pass criteria for the learning aims through: • showing basic knowledge and ability to complete routine tasks.
U	A learner who does not satisfy all the Level 1 Pass criteria should be reported as having a U grade.

Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information given in components and training materials. The evidence from a learner should be judged using all the relevant criteria. In making a judgement, you should consider whether evidence is present and sufficiently comprehensive.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Authenticity of learner 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.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.

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 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 9*.

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 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 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.

For assessment to be fair, it is important that learners are all assessed in the same way and that no learners are advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by the planned deadline or an authorised extension deadline (if one was given for specific circumstances) may not have the opportunity to subsequently resubmit. Similarly, learners submitting work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is Level 1 Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and, where 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).

6 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 components to check for any specific resources required.

Continuing quality assurance and standards verification

We produce the *Pearson Quality Assurance Handbook* on an annual basis. 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 Tech Award qualifications 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.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Tech Award qualifications. 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.

7 External assessment

Role of external assessment for the BTEC Tech Award suite

External assessment in the BTEC Tech Award suite comprises 40 per cent of the total qualification GLH. The external assessment is weighted to contribute the same proportion of the overall qualification grade. To ensure that the assessment is fully challenging and that the grading of the component reflects performance in a qualification as a whole, the assessment is synoptic and is taken at or near the end of a learner's programme. Our approach ensures that learners are able to show depth of understanding through being able to apply their conceptual and sector knowledge in practical contexts. The external assessment is rigorous but fully valid as preparation for progression to vocational qualifications.

This section gives an overview of the key features of external assessment and how you, as an approved centre, can offer it effectively.

External assessment

The *Summary of assessment* section in Component 3 sets out the specific arrangements for the external assessment. The expected evidence that must be submitted is explained in the component and sample assessment materials (SAMs). Your learners will undertake the assessment during the period timetabled by Pearson.

Timing of external assessment

External assessment for this qualification is available in February and May/June from 2020 onwards. Learners are permitted to resit the external assessment once. In making entries for external assessment, you need to consider the nature of the external assessment and whether learners are likely to benefit more from a resit or from having a longer period to prepare.

Sample assessment materials

Each externally-assessed component 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.

The SAMs show the range of possible activity 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 activities will vary in each assessment.

These sample assessments can be downloaded from our website. We will provide further materials over time to support assessment such as sample marked learner work, further sample materials and examiner feedback.

Conduct of external assessment

The external assessment is set and marked by Pearson. You need to ensure that learners are aware that they need to work independently and of the requirements for any external assessment.

We define degrees of control for assessments for BTEC qualifications as:

- **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 supervised conditions. The supervised conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.
- Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments (ICEA)*, available on our website, qualifications.pearson.com (search for *ICEA*).

Pearson marking and awarding grades

Marking

Pearson will allocate standardised examiners to mark the evidence remotely. Your Examinations Officer will be given guidance as to how to send this evidence to us or the examiner directly.

We review quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.

Awarding of grades

Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important, as we must ensure that learners have the same opportunity to achieve, regardless of the assessment opportunity. This means that grade boundaries can change across different assessment opportunities based on the raw marks but that the resulting grades are fair and consistent.

Results issue

Results are issued in line with advertised timeframes, which can be found in the 'key dates' section of our *Information Manual* available on our website: qualifications.pearson.com
(search for *key dates*).

8   Final grading and awarding

Awarding and reporting for the qualification

This section explains the rules we apply in awarding a qualification and providing an overall qualification grade for each learner.

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual) and CCEA Regulation.

Eligibility for an award

In order to be awarded a qualification, a learner must complete and achieve **all three components with a grade Level 1 Pass or above** and achieve the **minimum number of points** at a grade threshold.

Learners who do not pass all components shown in the structure will not achieve a qualification, even if they have enough points at a grade threshold.

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal component 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 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 components may be balanced by a lower outcome in others.

The *Calculation of qualification grade* table, set out later in this section, shows how BTEC Tech Awards are awarded at seven grades from Level 1 Pass to Level 2 Distinction*. The table 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 available in the latest version of the specification 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.

Points available for internal components

The table below shows the number of points available for internal components, depending on the grade awarded.

U	0
Level 1 Pass	9
Level 1 Merit	15
Level 2 Pass	22
Level 2 Merit	29
Level 2 Distinction	36

Points available for external components

Raw marks from external components will be awarded points based on performance in the assessment. Pearson will automatically calculate the points for the external component once the external assessment has been marked and grade boundaries have been set.

The points available at each grade in the external component is as follows:

U	0
Level 1 Pass	12–17
Level 1 Merit	18–23
Level 1 Distinction	24–29
Level 2 Pass	30–35
Level 2 Merit	36–41
Level 2 Distinction	42–48

Calculation of qualification grade table

Grade	Points threshold
Level 1 Pass	30
Level 1 Merit	44
Level 1 Distinction	58
Level 2 Pass	72
Level 2 Merit	95
Level 2 Distinction	105
Level 2 Distinction*	114

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

Examples of grade calculations based on table applicable to registrations from September 2018

Example 1: Achievement of an Award with a Level 1 Pass grade

Component	Type	Grade	Points
1	Internal	Level 1 Pass	9
2	Internal	Level 1 Merit	15
3	External	Level 1 Merit	18
		Level 1 Pass	**42**

Example 2: Achievement of an Award with a Level 2 Merit grade

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	Internal	Level 2 Distinction	36
3	External	Level 2 Merit	36
		Level 2 Merit	**101**

Example 3: An unclassified result

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	Internal	U	0
3	External	Level 2 Merit	36
		U	**65**

The learner has a U in Component 2.

The learner has enough points for a Level 1 Distinction grade but has not met the minimum requirements for a Pass in all components.

9 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering BTEC Tech Award qualifications. 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 our *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 qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All 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 all learners to 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 (as defined by the Equality Act 2010) 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*.

The Pearson Equality and Diversity policy is on our website.

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 our *Information Manual.* We may ask to audit your records so they must be retained as specified.

Reasonable adjustments for 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 on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed components.*

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 component, 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 our policy *Enquiries and Appeals about Pearson Vocational Qualifications and End Point Assessments*.

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. Learners are permitted to have one resit of an external assessment where necessary.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners 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 learner'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 that 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.

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 component or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see *Centre Guidance: Dealing with Malpractice*, available on our website.

Note that the procedures we ask you to adopt vary between components that are internally assessed and those that are externally assessed.

Internally-assessed components

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 components

External assessment means all aspects of components 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* (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) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@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 M2a* (available atwww.jcq.org.uk/exams-office/malpractice) with supporting documentation to 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 *6.15* of the JCQ document *Suspected Malpractice in Examinations and Assessments*.

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:

- 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 or 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*, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via 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, 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

Learner results will then 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

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

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.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *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:
  - o JCQ *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements and Reasonable Adjustments*
  - o age of learners
  - o centre guidance for dealing with malpractice
  - o 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.

10 Resources and support

Our aim is to give you support to enable you to deliver the BTEC Tech Award suite with confidence. You will find resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Work

The free Schemes of Work give suggestions and ideas for how to teach the qualifications, including teaching tips and ideas, assessment preparation and suggestions for further resources.

Course planner

High-level overview of how to plan teaching term by term over one or two years.

Support for teaching and learning

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

- student textbooks in eBook and print formats
- teacher support, including slides and interactive activities via the ActiveLearn Digital Service
- teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials (SAMs) for externally-assessed components

Sample assessment materials are available for the externally-assessed component and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for the externally-assessed component will also be available, allowing your learners further opportunities for practice.

Sample assessment materials (SAMs) for internally-assessed components

We do not prescribe the assessments for the internally-assessed components. Rather, we allow you to set your own, according to your learners' preferences.

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 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 linked to the Authorised Assignment Briefs will also be made available on our Pearson Qualifications website.

Training and support from Pearson

People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Tech Awards. They include:

- 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

- 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

- 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

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the BTEC Tech Awards. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

Appendix 1

Glossary of terms used for internally-assessed components

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

Term	Definition
Accurate	Produce work competently, fit for purpose without significant error.
Adequate	Acceptable in quality or quantity.
Analyse	Examine methodically and in detail, typically in order to interpret.
Apply	Put knowledge, understanding or skills into action in a particular context.
Appropriate	Select and use skills in ways that reflect the aim.
Assess	Present a careful consideration of varied factors or events that apply to a specific situation or identify those that are the most important or relevant and arrive at a conclusion.
Coherent	Logically consistent.
Collaborate	Work jointly with others to produce defined outcomes.
Communicate	To convey ideas or information to others.
Compare	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Confident	Demonstrate secure application of skills or processes, with no need for prompting.
Consistent	Able to repeat reliably an action that progresses towards achieving an aim.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Define	State or describe exactly the nature, scope or meaning of something.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe	Give a clear, objective account in their own words, showing recall, and in some cases application, of relevant features and information. Normally requires breadth of content coverage.
Detailed	Having additional facts or information beyond a simple response.
Discuss	Consider different aspects of a topic and how they interrelate and the extent to which they are important.

Term	Definition
Effective	Show control over techniques, equipment and processes to meet the details and broad aims of a requirement efficiently.
Evaluate	Bring together all information and review it to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give reasons and/or evidence to support an argument.
Explore	Try out the qualities of materials, techniques or processes through practical investigation, with some record of results.
Identify	Indicate the main features or purpose of something.
Independent	Capable of carrying out tasks from given information.
Investigate	Carry out research or trial activities to increase understanding of the application of factual information.
Justify	Give reasons or evidence to support an opinion.
Outline	Summarise or indicate the principal features of something or a brief description or explanation with main points.
Refine	Improve initial work, taking feedback into account.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Review	Assess formally based on appropriate evidence or information with the intention of instituting change if necessary.
Secure	Well practised, confident in own ability and skills.
Select	Choose the best or most suitable option related to specific criteria or outcomes.
Show	Present using practical skills.
Simple	Well defined, routine, frequently occurring.
State	Express something definitely or clearly.
Summarise	Gathers together all of the main aspects of a given situation or experience in a condensed format.
Support	Guidance and instruction.

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