

Pearson BTEC Level 2 Technical Diploma in Children's Play, Learning and Development (knowledge only)

Placement Experience Assessment Portfolio of Evidence

This Portfolio of Evidence is to be used with the following qualification:

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**Guidance for learners in obtaining evidence for the knowledge only pathway
during the COVID-19 pandemic – 2020/2021 academic year**

Unit 3: Developing Professional Practice Skills for Working Early Years Settings.	
Learning Aim A: Demonstrate the professional behaviours required in an early years setting	
Criteria	Simulation / Work placement
A.P1 Demonstrate professional conduct, organisation and timekeeping skills that meet needs in an early years setting.	<i>Work placement or simulated activities</i> <i>Simulated/reflection/professional discussion – linked to the professional skills/standards required working with young children and the importance of this.</i>
A.M1 Demonstrate a consistently good standard of professional conduct, organisation and timekeeping skills that meet needs in an early years setting.	<i>Work placement or simulated activities</i> <i>Simulated/reflection/professional discussion – linked to the professional skills/standards required working with young children, staff and visitors and the importance of this.</i>
A.D1 Demonstrate a consistently high standard of professional conduct, organisation and timekeeping skills that meet a range of needs in an early years setting.	<i>Work placement or simulated activities</i> <i>Simulated/reflection/professional discussion – linked to the professional skills/standards required working with young children, staff and visitors and the importance of this. How have they demonstrated these in college and working with others?</i>

Unit 3 Learning Aim B: Communicate effectively with colleagues and visitors in early years settings	
Criteria	Simulation / Work placement
B.P2 Apply appropriate communications skills when working with practitioners in an early years setting.	<i>Work placement or simulated activities</i> This can be assessed through a role play activity and/or simulated remote activity for e.g. a remote interview for a job role in an Early Years setting. The learner could then follow this up with a reflective account based on their performance. (See Learning Aim B1 content in specification – Page 40)
B.P3 Demonstrate appropriate selection and standard of skills to check that communication has been understood to meet individuals' needs, wishes and preferences.	<i>Work placement or simulated activities</i> This could be assessed through a role play or a remote <i>simulated meeting</i> with the Early Years Practitioner, providing feedback on a child's learning. The learner could follow this up with a reflective account of their performance (See Learning Aim B2 content in specification – Page 40/41)

<p>B.M2 Apply a range of appropriate communication and interpersonal skills when working with practitioners and different types of visitors accessing an early years setting.</p>	<p>Work placement or simulated activities</p> <p><i>Link to B.P2/P3 – reflect on own performance, why is good communication important, what different communication skills did they demonstrate during role play and why were these important. Give examples of two other situations where you would need communicate with colleagues or visitors, what different communication and interpersonal skills would you use and why?</i></p> <p><i>Examples: communicating a child's needs, providing feedback on what a child has eaten, planning an activity for children, listening to staff instructions.</i></p>
<p>B.D2 Apply a range of effective communication and interpersonal skills consistently in different contexts when working with practitioners and different types of visitors accessing an early years setting.</p>	<p>Work placement or simulated activities</p> <p><i>Link to B.P3/P3 – In the reflection, include at least three different situations with colleagues and two with visitors, where you would need to communicate, What communication skills did you use and how would these be adapted for each example?</i></p> <p><i>Examples: communicating a child's needs, providing feedback on what a child has eaten, planning an activity for children, listening to staff instructions.</i></p> <p><i>Visitors: interacting with parents/carers, answering the telephone, answering the door,</i></p>

Unit 3 Learning Aim C: Support daily practice in an early years setting

Criteria	Simulation / Work placement
C.P4 Provide a standard of support to a practitioner performing daily routines in an early years setting.	<p><i>Work placement or simulated activities</i></p> <p>Learners could complete a write up of 2 routines (Appendix A) that take place in an Early Years settings. Learners could then choose to role play how they would meet the needs of the children and support their colleagues in ensuring learning opportunities and how health and safety is considered. (See Learning Aim C content in specification – Page 41/42)</p> <p>Learners could use the adapted routine plan to record the planned routines.</p>
C.M3 Provide a consistently good standard of support to practitioners during daily routines in an early years setting.	<p><i>Work placement or simulated activities</i></p> <p><i>Link to C.P4 – reflection, what information needs recording when supporting daily routines and how is this reported to staff in the setting?</i></p>
C.D3 Provide a consistently high standard of support to practitioners during daily routines in an early years setting.	<p><i>Work placement or simulated activities</i></p> <p><i>Link to C.P4 – reflection, what skills are required to provide support for others when supporting daily routines? What is the role and responsibility of the EYP in supporting routines and why is this important?</i></p>

Unit 4: Supporting Children’s Physical Care Needs in Early Years Settings	
Learning Aim A: Contribute to physical care routines that promote the quality of care for children	
Criteria	Simulation / Work placement
A.P1 Show how you have appropriately supported simple physical care routines for children in an early years setting.	<p><i>Work placement or simulated activities</i></p> <p><i>Link to C.P4</i></p>
A.P2 Identify ways in which dignity and respect are taken into account when carrying out physical care routines	<p><i>Work placement or simulated activities</i></p> <p>Learners could have access to the personal care procedures from settings in your local area. These are accessible from the settings website. Here is an example of personal care routines from an early years setting:</p> <p><u><i>Personal care - nappy and toileting</i></u></p> <p>Learners could use the basis of a policy/procedure to prepare for the simulated assessment.</p> <p>Learners could plan and perform a role play showing how they would ensure dignity and respect for example during a nappy change routine. Learners could narrate during the role play identifying how they are meeting this criterion. The role play should be recorded for assessment evidence</p> <p>Learners could watch the virtual tour, which includes the bathroom area. They can then write up a toileting routine, to include their role in allowing children privacy and respect when supporting children during this routine.</p> <p>Here is a link to a nursery virtual tour which includes a bathroom area</p> <p><u>Nursery tour</u></p> <p>Learners could plan and demonstrate hand washing procedures in an early years setting, Learners could narrate during the role play identifying how they are meeting this criterion. The role play should be recorded for assessment evidence.</p> <p>(See Learning Aim A content in specification – Page 55/56)</p>

<p>A.M1 Show how you have provided a consistently good quality of support for different physical care routines for children in an early years setting.</p>	<p><i>Work placement or simulated activities</i></p> <p><i>Simulated care routines – plan two different routines for two different children of two different ages ranges e.g 12 month old and 3 year old. Reflect on how they have followed policies from early years settings e.g PPE, washing hands. Reflect on how these support the needs of the children and the skills they would use in supporting these.</i></p>
<p>AB.D1 Show how to provide a confident and consistently good quality of support for a range of physical care routines in different environments for children in an early years setting.</p>	<p><i>Work placement or simulated activities</i></p> <p><i>Simulated care routines – plan four different routines for two different children of two different ages ranges e.g 12 month old and 3 year old. Reflect on how they have followed policies from early years settings e.g PPE, washing hands. Reflect on how these support the needs of the children and the skills they would use in supporting these.</i></p>

<p>Unit 4 Learning Aim B: Maintain safe environments for carrying out physical care routines in early years setting</p>	
<p>Criteria</p>	<p>Simulation / Work placement</p>
<p>B.P3 Apply basic cleanliness and hygiene standards in an environment where physical care routines take place in an early years setting.</p>	<p><i>Work placement or simulated activities</i></p> <p>Learners could include this evidence as part of the nappy change role play, they can demonstrate good hygiene and cleanliness, by wearing PPE, and showing sanitation procedures e.g. wiping the changing mat. Learners should include any hygiene preparation before the routine is carried out.</p> <p>Learners can include this evidence as part of the toileting routine, to include the checks made in this area, hygiene procedures e.g. washing hands and sanitation of bathroom area. (See Learning Aim B content in specification – Page 56/57)</p>
<p>B.M2 Apply and promote good standards of safety and hygiene in different environments in an early years setting.</p>	<p><i>Work placement or simulated activities</i></p> <p>Learners can expand on their work from B.P2 and B.P3 to evidence how they can maintain hygiene practices in the when carrying out routines, they can include the importance of each step, preventing the risk of cross infection and maintaining children's safety. (See Learning Aim B content in specification – Page 56/57)</p>

Unit 4 Learning Aim C: Support and encourage children at meal and snack times in early years settings

Criteria	Simulation / Work placement
C.P4 Prepare and serve a selection of snacks suitable for young children	<p><i>Work placement or simulated activities</i></p> <p>Learners could plan a snack time routine for children in an early years setting, using the adapted template (Appendix A). They can then prepare the snacks identified in the plan, this can be completed in the centre or at home, photographic evidence of how they have prepared the snack, can be included as evidence of what they have prepared. (See Learning Aim C content in specification – Page 57)</p>
C.P5 Use appropriate skills to help to feed a child during a meal time.	<p><i>Work placement or simulated activities</i></p> <p><i>Link to C.P4 – reflect on skills required to support/feed a child during a mealtime- professional discussion</i></p>
C.M3 Use a range of appropriate skills to prepare, serve and provide consistent support to a child during snack and mealtimes in an early years setting.	<p><i>Work placement or simulated activities</i></p> <p><i>Link to C.P4 – reflect on the skills and include a range of skills to support/feed a child during mealtimes – professional discussion</i></p>
C.D2 Use a range of appropriate skills to independently prepare, serve and provide high-quality support to children during meal and snack times in an early years setting.	<p><i>Work placement or simulated activities</i></p> <p><i>Link to C.P4 – reflect on the importance of using initiative when supporting mealtimes and snack and how to provide a high-quality experience for the children. Include a menu and reflect on how this meets current dietary requirements for young children professional discussion</i></p>

Unit 5: Supporting Children's Learning through Play

Early Years settings have produced virtual tours, these are promotional videos but provide an excellent opportunity to observe how areas are set up for play and learning. Using virtual tours could be a good starting point for all simulated evidence for unit 5.

You may wish to explore virtual tours from settings in your local area or some links have been provided which can be used by your centre.

Unit 5 Learning Aim A: Explore play and learning provision for children up to 5 years old in an early years setting

A.P1 Produce a brief and accurate record of the ways in which an early years setting promotes children's development through play and learning activities

Work placement or simulated activities

Learners could watch a virtual tour, observing the different areas available to support children's play and learning. From their observations, they could produce a plan of a nursery, with notes to identify how each area would promote children's development (See Learning Aim A content in specification – Page 69/70)

Here are some links of virtual tours:

[Nursery](#)

[Early Years Department](#)

[Baby and Toddler room](#)

<p>A.M1 Produce a detailed record of ways in which an early years setting promotes children's development at different stages through different types of play and learning activities</p>	<p><i>Work placement or simulated activities</i></p> <p>Learners could watch a video clips to observe practitioners engaged in play with children. They can then record these observations and identify how each type of play identified supports different areas of development and the role of the practitioner in promoting the child/children's development.</p> <p>Here are some examples of practitioners engaged in different types of play, they can be used as a basis for the simulated assessment.</p> <p>Engaging with babies and toddlers</p> <p>Play and learning in nursery</p> <p>Learning provision in the EYFS</p> <p>(See Learning Aim A content in specification – Page 69/70)</p>
<p>A.D1 Produce a comprehensive record assessing the ways in which an early years setting promotes different areas of children's development for children at different stages through different types of play and learning activities.</p>	<p><i>Work placement or simulated activities</i></p> <p>Learners can extend the work from A.M1, using the observations of practitioners engaging in play. They should include valid reasons why each type of play is important, with links to show how each play type can promote different areas of development and the role of the practitioner in supporting play.</p> <p>(See Learning Aim A content in specification – Page 69/70)</p>

Unit 5 Learning Aim B: Assist early years practitioners in preparing an enabling and environment to stimulate learning through play

B.P2 Prepare an appropriate physical environment for learning through play.

Work placement or simulated activities

Learners could use the adapted activity planning sheet to prepare a plan for a display area (e.g. table top display) and an outdoor play activity. The learners would benefit from being given a specific age or age range for this plan. They can include information on the skills used to support the setting up and maintaining of the table top display and outdoor activity. (See Learning Aim B content in specification – Pages 70/71)

Learners could watch video clips on enabling environments in early years settings, to help them in planning for assessment.

Some examples can be found here:

[Outdoor space](#)

[Forest School](#)

[Outdoor Play in the rain](#)

[Treasure baskets](#)

[Rhyme Time](#)

[Storytime](#)

[Sensory Walls](#)

[Learning provision in the early years](#)

<p>B.P3 Follow instructions accurately to prepare resources for an indoor and an outdoor play activity in an early years setting.</p>	<p><i>Work placement or simulated activities</i></p> <p>Learners could research the resources required for the planned display areas and outdoor activity. They could produce resource booklet, with the pictures of their chosen resources.</p> <p>Centre resources permitting, learners could have the opportunity to set up their resources for their planned activity and/or table top display, photographic evidence could be used for assessment.</p> <p>(See Learning Aim B content in specification – Pages 70/71)</p>
<p>B.M2 Prepare a stimulating physical environment and age and stage relevant resources that demonstrate own initiative in supporting the delivery of an early years setting’s play and learning plans for indoor and outdoor play activities</p>	<p><i>Work placement or simulated activities</i></p> <p><i>Link to B.P3 – reflect on the resource book/planned activity how did they follow health and safety and what skills would be used when preparing this in an early years setting?</i></p>
<p>B.D2 Prepare stimulating physical environments and age and stage appropriate resources, demonstrating independence in supporting the delivery of an early years setting’s play and learning plans for indoor and outdoor play and learning activities.</p>	<p><i>Work placement or simulated activities</i></p> <p><i>Link to B.P3 – reflect on the resource book/planned activity, how did they ensure resources/planned activity were suitable for the age/stage of development of the children for both the indoor and outdoor resource/activity. How would the environment be set up, if you were to use these in an early year setting?</i></p>
<p>C.P5 Produce accurate records of the impact of planned play and learning activities on an individual child’s development or progress.</p>	<p><i>Work placement or simulated activities</i></p> <p>Learners could expand on the work for B.P2, using the adapted activity planning sheet to reflect on their chosen tabletop display and outdoor activity. Reflecting on the skills they would use to support, how they could extend the activities and how this would support a child’s development. (See Learning Aim B content in specification – Pages 70/71)</p>

<p>C.M3 Provide effective support to children, using a range of relevant skills throughout one planned child-initiated and one adult-led planned play and learning activity.</p>	<p><i>Work placement or simulated activities</i></p> <p><i>Link to C.P5 – Reflection, what skills would be needed when supporting child-initiated and adult led play? How would you adapt your activities for children with different development needs? E.g. a painting activity and the child cannot use a paintbrush?</i></p>
<p>C.D3 Provide effective, confident and responsive support throughout planned child-initiated and adult-led play and learning activities in early years settings.</p>	<p><i>Work placement or simulated activities</i></p> <p><i>Link to C.P5 – Reflection, what skills would be needed when supporting child-initiated and adult led play? How would you adapt your activities for children with different development needs? E.g. a painting activity and the child cannot use a paintbrush? During activities, when would you intervene and why would you choose not to intervene in a child's play?</i></p>

<p>Unit 6: Supporting Children's Communication, Literacy and Language Development</p>	
<p>Unit 6 Learning Aim A: Explore the links between communication, language and literacy development</p>	
<p>A.P1 Conduct an accurate observation of an experienced practitioner engaged in a communication, language and literacy based activity with children in an early years setting.</p>	<p><i>Work placement or simulated activities</i></p> <p>Learners can use video clips to observe practitioners engaging with children in the early years setting, focusing their observations on the methods used by the practitioner to support children's language development. (See Learning Aim A content in specification – Page 85)</p> <p>Examples of interactions between practitioners and children:</p> <p>Learning Provision in the EYFS</p> <p>Interactions in Early Years</p>

<p>A.M1 Conduct a focused observation of an experienced practitioner engaged in communication, language and literacy-based activities with children in an early years setting.</p>	<p><i>Work placement or simulated activities</i></p> <p>Learners can expand their work from A.P1 to include why the identified approaches (from A.P1) have been used to support communication, language and literacy. (See Learning Aim A content in specification – Page 85)</p>
<p>A.D1 Conduct an observation that analyses an experienced practitioner engaged in selected communication, language and literacy-based activities with children in an early years setting.</p>	<p><i>Work placement or simulated activities</i></p> <p>Learners can expand on their work from A.P1 and A.M1 to analyse their findings from the observations, to show how the environment and other factors may affect the methods used by the practitioner in supporting communication, language and literacy. They could include a judgement on the methods used in supporting the children’s language, communication and literacy skills. (See Learning Aim A content in specification – Page 85).</p>

Unit 6 Learning Aim B: Support children with different communication needs and abilities	
B.P2 Communicate appropriately and follow instructions and guidance accurately when interacting with children with different communication needs or abilities in a communication-focused and language-based activity in an early years setting.	<p><i>Work placement or simulated activities</i></p> <p><i>Link to Learning Aim A – reflection, what support could you provide, if you were involved in the communication/language focused activity? What is the language development of the child/children?</i></p>
B.M2 Communicate appropriately using a range of strategies in providing support to a child, and a group of children, with different communication needs and abilities during a communication-focused and language-based planned activity in an early years setting.	<p><i>Work placement or simulated activities</i></p> <p><i>Link to learning Aim A – What different communication strategies and resources would you use to support the child/children and how would this support their communication/language skills?</i></p>
B.D2 Communicate appropriately and confidently using a wide range of strategies to provide support and develop the language skills of a child, and a group of children, with different communication needs and abilities in a planned communication-focused and language-based activity in an early years setting.	<p><i>Work placement or simulated activities</i></p> <p><i>Link to Learning Aim A – Explain your chosen communication strategies and resources, why you would use these and how would they support children with different communication needs and/or abilities? How would your interactions with the children support and impact on their language and communication development?</i></p>

Appendix A

Suggested routine template - for simulated assessment

Date:	Time:
Routine:	Age of the child:

Planning and Preparation

Resources and/or equipment required:
Health and Safety: (e.g. consider the surroundings and the equipment for the child's safety and the staff safety)
Child's individual needs or preferences? What individual needs might a child have e.g. dietary

Routine details

A general description of the routine: Include details from start to finish? Imagine you are describing the routine to another person.

Describe what your role would be when supporting the routine:

What would your role be in preparing for this routine?

What would your role be *during* this routine?

What would your role be *after* this routine?

Describe the skills you would use to carry to carry out the routine (e.g. communication, patience):