

# **BTEC Level 2 Technical Diploma in Children's Play, Learning and Development (Early Years Practitioner): Sample Delivery Plans**

## **Introduction**

This document is aimed at supporting teachers and those delivering BTEC L2 Technical qualifications from September 2017. Clear unit planning and understanding of key deadlines are essential for a successful delivery programme. We have produced two sample delivery plans showing how the BTEC Level 2 Technical Diploma in CPLD (Early Years Practitioner) could be delivered over 6 or 12 months, highlighting assessment milestones and indicating where you can teach units holistically.

## **Overview of course delivery and assessment**

**The BTEC Level 2 Technical Diploma in CPLD (Early Years Practitioner)** has 360 GLH and the TQT (total qualification time) is 610 hours. It consists of seven mandatory units.

There is a mandatory requirement for a minimum of 280 hours of supervised work placement experience in addition to the total GLH.

## **Involving employers in the assessment/delivery**

Employer involvement in the delivery and/or assessment of technical qualifications is essential.

You will need to provide evidence of how you have provided opportunities for all your learners to undertake meaningful activity involving employers. 'Meaningful activity' could include:

- Structured work experience
- Projects, exercises, tasks or assessments set with input from industry practitioners
- Units delivered or co-delivered by an industry practitioner, e.g. master classes or guest lectures
- Industry practitioners operating as expert witnesses, contributing to the assessment of a learner's work.

For this qualification, employer involvement must be with employers from the early years and childcare sector. Work placement is mandatory for all learners, and the following units have specified mandatory requirements for employer involvement either in the delivery or assessment:

- Unit 3 Developing Professional Practice Skills for Work in Early Years Settings
- Unit 4 Supporting Children's Physical Care Needs in Early Years Settings
- Unit 5 Supporting Children's Learning Through Play
- Unit 6 Supporting Children's Communication, Literacy and Language Development.

### **Which units are externally assessed?**

**Units 1 and 2** are externally assessed. Assessment for Unit 1 takes the form of an onscreen test, available on demand. Unit 2 will be assessed through a task set and marked by Pearson, which allows learners to apply their skills and knowledge to a realistic work-based scenario. Unit 2 will be available during two timetabled periods each year.

### **Internally assessed units**

<http://qualifications.pearson.com/content/dam/pdf/BTEC%20Technicals/childrens-play-learning-and-development/2017/specification-and-sample-assessments/BTEC-L2-TechDip-CPLD-POE.pdf>

The above link is the portfolio of evidence which is the assessment tool for units 3, 4, 5 and 6. Evidence/material must be gathered whilst on work placement and recorded in the PEP.

Unit 7 provides the main synoptic assessment for this qualification. It is designed to take place towards the end of the programme and draws on the learning throughout. The assessment for this unit takes the form of a reflective account of learner knowledge and skills gained from Units 1 to 6.

## Induction

Centres are encouraged to timetable a period of induction for learners at the start of the programme. This should include information on topics such as the structure of the units, how to use an assignment brief/Practical Evidence Portfolio, importance of command words, how to work to meet deadlines, consequences of not meeting deadlines, how to reference work and the importance of evidence submitted for assessment being independently produced, valid and authentic. Centre policies on malpractice and plagiarism should be explained.

This document focuses on providing key dates to plan around and examples of how your course delivery could be structured, set out in the sections below:

### Section 1: Sample delivery plan – 12-month model

- A chart setting out key deliverables over a 12-month period (2 semesters)
- Tables showing week-by-week delivery breakdown
- Rationale for the suggested plan

### Section 2: Sample delivery plan – 6-month model

- A chart setting out key deliverables over a 6-month period (1 semester with 2 x 12-week teaching blocks)
- Tables showing week-by-week delivery breakdown
- Rationale for the suggested plan

Further support can be found within the relevant specification on our website (<https://qualifications.pearson.com/en/qualifications/btec-technicals/childrens-play-learning-and-development-early-years-assistant.html>).

### Section 1: Sample 12-month delivery plan

This plan shows how you could deliver the teaching and learning over two semesters (12 months). It is intended as guidance and is not the only possible model. You can adapt it to suit your local needs.

	SEMESTER 1		SEMESTER 2		TOTAL HOURS (Classroom and Placement)		TOTAL HOURS
	Unit No.	Classroom hours	Unit No.	Classroom hours	Classroom	Placement	
	<b>1</b>	<b>45</b>	<b>2</b>	<b>45</b>			
	<b>3</b>	<b>32</b>	<b>3</b>	<b>28</b>			
	<b>4</b>	<b>45</b>	<b>6</b>	<b>45</b>			
	<b>5</b>	<b>60</b>	<b>7</b>	<b>60</b>			
	Total placement hours (GL and non-GL)	<b>160</b>	Total placement hours (GL and non-GL)	<b>120</b>	<b>360</b>	<b>280</b>	<b>640</b>
<b>TOTAL HOURS PER SEMESTER</b>		<b>342</b>		<b>298</b>			<b>640</b>
<b>Average PER WEEK excl. placement</b>		<b>11.5</b>		<b>11.5</b>			
<b>Average PER WEEK incl. placement</b>		<b>21.5</b>		<b>21.5</b>			

## Week-by-week breakdown over 12 months

### Key

<b>R</b>	Revision for external assessment	<b>LA</b>	Learning Aim
<b>EXT</b>	External assessment	<b>WP</b>	Work Placement
<b>SA</b>	Summative assessment	<b>IND</b>	Induction
<b>C</b>	Consolidation time	<b>Numeral</b>	Number of hours allocated

### Semester 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>Unit 1</b>	<b>IND</b>	<b>3 – LAB</b>	<b>3 – LAB</b>	<b>3 – LAB</b>	<b>3 – LAB</b>	<b>3 – LAA</b>	<b>3 – LAA</b>	<b>3 – LAA</b>	<b>3 – LAC</b>
<b>Unit 2</b>	<b>IND</b>								
<b>Unit 3</b>	<b>IND</b>	<b>2 – LAA</b>	<b>2 – LAA</b>	<b>2 – LAA</b>	<b>2 – LAA</b>	<b>2 – LAA</b>	<b>2 – LAA</b>	<b>2 – LAA</b>	<b>2 – LAA</b>
<b>Unit 4</b>	<b>IND</b>	<b>6.5 – LAA</b>	<b>6.5 – LAA</b>	<b>6.5 – LAA</b>	<b>6.5 – LAA</b>	<b>6.5 – LAC</b>	<b>6.5 – LAC</b>	<b>6 – SA</b>	
<b>Unit 5</b>	<b>IND</b>								<b>6.5 – LAA</b>
<b>Unit 6</b>	<b>IND</b>								
<b>Unit 7</b>	<b>IND</b>								
Work Placement	0	0	10	10	10	10	10	10	10

**Semester 1 *continued***

	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
<b>Unit 1</b>	3 – LAC	3 – LAC	3 – LAD	3 – LAD	3 – LAD	3 – R	3 – R	EXT	
<b>Unit 2</b>									
<b>Unit 3</b>	2 – LAA	2 – LAB	2 – LAB	2 – LAB	2 – LAB	2 – LAB	2 – LAB	2 – LAB	C
<b>Unit 4</b>									
<b>Unit 5</b>	6.5 – LAA	6.5 – LAB	6.5 – LAB	6.5 – LAB	6.5 – LAC	6.5 – LAC	6.5 – LAC	8 – SA	
<b>Unit 6</b>									
<b>Unit 7</b>									
Work Placement	10	10	10	10	10	10	10	10	10

**Key**

<b>R</b>	Revision for external assessment	<b>LA</b>	Learning Aim
<b>EXT</b>	External assessment	<b>WP</b>	Work Placement
<b>SA</b>	Summative assessment	<b>IND</b>	Induction
<b>C</b>	Consolidation time	<b>Numeral</b>	Number of hours allocated

**Semester 2**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>Unit 1</b>									
<b>Unit 2</b>	3 - LAA	3 - LAA	3 - LAA	3 - LAA	3 - LAB	3 - LAB	3 - LAB	3 - LAC	3 - LAC
<b>Unit 3</b>	2 - LAB	2 - LAB	2 - LAC	2 - LAC	2 - LAC	2 - LAC	2 - LAC	2 - LAC	2 - LAC
<b>Unit 4</b>									
<b>Unit 5</b>									
<b>Unit 6</b>	6.5 - LAA	6.5 - LAA	6.5 - LAB	6.5 - LAB	6.5 - LAB	6.5 - LAB	6 - SA		
<b>Unit 7</b>								6.5 - LAA	6.5 - LAA
Work Placement	(10 - if needed)	10	10	10	10	10	10	10	10

**Semester 2 continued**

	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
<b>Unit 1</b>								<b>C</b>	<b>C</b>
<b>Unit 2</b>	<b>3 – LAC</b>	<b>3 – LAC</b>	<b>3 – LAC</b>	<b>3 – LAC</b>	<b>3 – R</b>	<b>3 – R</b>	<b>EXT</b>	<b>C</b>	<b>C</b>
<b>Unit 3</b>	<b>2 – LAC</b>	<b>2 – LAC</b>	<b>2 – SA</b>	<b>2 – SA</b>	<b>2 – SA</b>			<b>C</b>	<b>C</b>
<b>Unit 4</b>								<b>C</b>	<b>C</b>
<b>Unit 5</b>								<b>C</b>	<b>C</b>
<b>Unit 6</b>								<b>C</b>	<b>C</b>
<b>Unit 7</b>	<b>6.5 – SA/LAB</b>	<b>6.5 – LAB</b>	<b>6.5 – LAB</b>	<b>6.5 – LAC</b>	<b>6.5 – LAC</b>	<b>6.5 – LAC/SA</b>	<b>8 – SA</b>	<b>C</b>	<b>C</b>
Work Placement	10	10	10	10	(10 – if needed)	(10- if needed)	(10 – if needed)	(10 – if needed)	(10 – if needed)



## Sample 12-month plan – rationale

Semesters have been assumed to be 18 weeks long; this would allow for 16 or 17 weeks of teaching for each, to include one induction week at the beginning of the year and some weeks where consolidation could take place at the end of semesters. Consolidation time is to allow for any second attempts at the externally assessed units and to allow for time to retake any internally assessed assessments, should this be necessary.

Each semester contains one externally assessed unit (Unit 1 or Unit 2), a continuous (or longitudinal) Professional Practice unit (Unit 3) and two internally assessed units, one of which is 45 GLH and the other is 60 GLH. Time has been allowed for formative and summative assessment to take place within these timetabled hours. It has been assumed that one assignment brief is written and undertaken for each internally assessed unit. Revision time has been allocated for those units which are externally assessed. One has been planned for each semester; Unit 1 in January and Unit 2 in June.

The timetable has been written so that the teaching and learning can be planned to cover all the unit content and that learners have time to be fully prepared before they undertake the assessments. The units have been staggered to ensure that, wherever possible, the learners are not having to work on more than one summative assessment or revision session for external assessment. Apart from at the end of the course, when the teaching needs to have completed for the other units, together with the learners finishing their work placement experience, in order that the learners can undertake the summative assessments for Unit 3 (longitudinal unit) and Unit 7 (synoptic unit).

Work placement continues throughout the course.

- Work placement starts in week 3 in order that preparation can be undertaken beforehand to ensure learners are ready to start.
- 28 weeks of 10 hours per week has been shown, but this can be divided among whatever blocks of time are appropriate for the centre and the settings.
- Extra (optional) weeks of work placement have been included to allow for learner absence and could be used on an individual basis to ensure the minimum number of hours are completed.

## **Suggestions for which units to teach in Semester 1**

### **Unit 1** – Policy and Practice for Working in Early Years Settings:

- This has been timetabled first as it contains essential information about health and safety, confidentiality and child protection. It is vital that learners are aware of these issues as soon as possible in the course. The external assessment for this unit has been scheduled to be taken in January. This would allow for learners to have undertaken a period of work placement and so be able to relate the theory to practical experience. Learning aim B has been timetabled first, as this contains essential information about health and safety procedures, which the learners will need immediately they are on work placement.

### **Unit 3** – Developing Professional Practice Skills for Working in Early Years Settings:

- This unit has been planned as a longitudinal unit, as the concepts it teaches will need to be taught and reinforced throughout the learner work placement experience. It is closely linked to the synoptic unit, which will be covered in the second semester.

### **Unit 4** – Supporting Children's Physical Care Needs in Early Years Settings:

- This unit covers a range of children's physical care needs. There is a significant amount of content regarding the practical application of health and safety measures and as such it links in with Unit 1, therefore it makes sense to teach them alongside each other. This is an opportunity for combining units and teaching the legislation alongside the practical elements.

### **Unit 5** – Supporting Children's Learning through Play:

- As play underpins all children's learning, it is vital that learners understand its importance early on in the course. They will need to appreciate the value of different types of play and how the Early Years Assistant can support it, before they can go on to study how to support children's communication skills, which is covered in Semester 2.

## **Suggestions for which units to teach in Semester 2**

### **Unit 2** – Child Development from Birth up to Five Years

- This will continue with the timetabled slot for externally assessed units and has been scheduled to be assessed at the end of the course. This unit contains information about child development, however the learners would benefit from having completed Unit 5: Supporting Children's Learning through Play in the first semester before they undertake this unit.

### **Unit 3** – Developing Professional Practice Skills for Working in Early Years Settings:

- This unit continues to be developed throughout the second semester. It underpins the work for the synoptic Unit 7, and requires learners to complete the 280 mandatory placement hours before they can submit their internal assessment work.

### **Unit 6** – Supporting Children's Communication, Literacy and Language Development

- The learners will need to have undertaken a period of work experience to get the most from this unit. Being able to link the practice they have seen with the theory they are being taught will be beneficial to their learning and their performance in their summative assessment.

### **Unit 7** – Developing Professional Practice in Early Years Settings

- This unit is synoptically assessed and therefore it needs to be taught after the other units. It has strong links with all the other units, but particularly Unit 3 and the learners' work placement experience.

### Section 2: Sample 6-month delivery plan

This plan shows how you could deliver the teaching, learning and assessment over one semester consisting of two 12-week blocks. It is intended as guidance and is not the only possible model. You can adapt it to suit your local needs.

	BLOCK 1: Weeks 1–12		BLOCK 2: Weeks 13–24		TOTAL HOURS (Classroom and Placement)		TOTAL HOURS
	Unit No.	Classroom Hours	Unit No.	Classroom hours	Classroom	Placement	
	1	45	2	33			
	3	30	3	30			
	4	45	6	45			
	5	60	7	60			
	2	12					
	Total Placement hours (GL and non-GL)	154	Total Placement hours (GL and non-GL)	126	360	280	280
<b>TOTAL HOURS PER TEACHING BLOCK</b>		<b>346</b>		<b>294</b>			
<b>Average PER WEEK excl. placement</b>		<b>17.5</b>		<b>17</b>			
<b>Average PER WEEK incl. placement</b>		<b>31.5</b>		<b>29.5</b>			

## Week-by-week breakdown over 6 months

### Key

<b>R</b>	Revision for external assessment	<b>LA</b>	Learning Aim
<b>EXT</b>	External assessment	<b>WP</b>	Work Placement
<b>SA</b>	Summative assessment	<b>IND</b>	Induction
<b>C</b>	Consolidation time	<b>Numeral</b>	Number of hours allocated

### Block 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Unit 1</b>	<b>IND</b>	6 – <b>LAB</b>	6 – <b>LAB</b>	6 – <b>LAA</b>	6 – <b>LAA/C</b>	6 – <b>LAC</b>	6 – <b>LAD</b>	6 – <b>LAD</b>	3 – <b>R</b>	<b>EXT</b>		
<b>Unit 2</b>	<b>IND</b>										6 – <b>LAA</b>	6 – <b>LAA</b>
<b>Unit 3</b>	<b>IND</b>	3 – <b>LAA</b>	3 – <b>LAA</b>	3 – <b>LAA</b>	3 – <b>LAA</b>	3 – <b>LAA</b>	3 – <b>LAA</b>	3 – <b>LAB</b>	3 – <b>LAB</b>	3 – <b>LAB</b>	3 – <b>LAB</b>	<b>C</b>
<b>Unit 4</b>	<b>IND</b>	13 – <b>LAA</b>	13- <b>LAA/B</b>	13 – <b>LAC</b>	6 – <b>SA</b>	<b>C</b>						
<b>Unit 5</b>	<b>IND</b>						13 – <b>LAA</b>	13 – <b>LAB</b>	13- <b>LAB/C</b>	13 – <b>LAC</b>	8 – <b>SA</b>	<b>C</b>
<b>Unit 6</b>	<b>IND</b>											
<b>Unit 7</b>	<b>IND</b>											
Work Placement	<b>IND</b>	14	14	14	14	14	14	14	14	14	14	14

**Block 2**

	<b>Week 13</b>	<b>Week 14</b>	<b>Week 15</b>	<b>Week 16</b>	<b>Week 17</b>	<b>Week 18</b>	<b>Week 19</b>	<b>Week 20</b>	<b>Week 21</b>	<b>Week 22</b>	<b>Week 23</b>	<b>Week 24</b>
<b>Unit 1</b>								R – if necessary	R – if necessary	EXT – 2nd	<b>C</b>	<b>C</b>
<b>Unit 2</b>	6 – LAB	6 – LAB	6 – LAC	6 – LAC	6 – LAC	4 – R	EXT				<b>C</b>	<b>C</b>
<b>Unit 3</b>	3 – LAB	3 – LAB	3 – LAC	3 – LAC	3 – LAC	3 – LAC	3 – LAC	3 – LAC	3 – SA	3 – SA	<b>C</b>	<b>C</b>
<b>Unit 4</b>											<b>C</b>	<b>C</b>
<b>Unit 5</b>											<b>C</b>	<b>C</b>
<b>Unit 6</b>	13 - LAA	13 - LAB	13 - LAB	8 – SA	<b>C</b>						<b>C</b>	<b>C</b>
<b>Unit 7</b>						12 – LAA	3 – SA 9 – LAB	9- LAB 3- LAC	12 – LAC	12 – SA	<b>C</b>	<b>C</b>
Work Placement	14	14	14	14	14	14	14	14	14	(14, if necessary)	(14, if necessary)	(14, if necessary)

## Sample 6-month plan – rationale

It is not anticipated that this plan would be appropriate for those delivering the qualification in a formal educational setting, however it may suit those centres whose learners are on this qualification as a full-time programme and could accommodate work placement for two days per week.

This plan has assumed 24 weeks in a 6-month period, to allow for holiday periods.

The plan includes a one-week induction, which would enable centres to prepare learners to go onto work placement in week 2. There are also weeks where time has been allocated for consolidation to take place. Consolidation time is to allow for any catch-up time, should learners have missed sessions. This is particularly relevant in this delivery scenario, as each week will contain a significant amount of teaching input. Consolidation will also allow time for resubmissions of internally assessed units and for retakes, should this be necessary.

Each block contains one externally assessed unit (Unit 1 or Unit 2), a continuous Professional Practice unit (Unit 3) and two internally assessed units, one of which is 45 GLH and the other is 60 GLH. If you wished to deliver the whole of Unit 2 in the second block, you could amend the plan to start Unit 2 two weeks later. Time has been allowed for formative and summative assessment to take place within these hours, and it has been assumed that one assignment brief is written and undertaken for each internally assessed unit.

Revision time has been allocated for those units which are externally assessed and it has been planned so that one external assessment is taken in each block.

The timetable has been written so that the teaching and learning can be planned to cover all the unit content and that learners have time to be fully prepared before they undertake the assessments. The units have been staggered to ensure that, wherever possible, the learners are not having to work on more than one summative assessment or revision sessions for external assessment. Apart from at the end of the course when the longitudinal unit (Unit 3) needs to be completed alongside others and Unit 7 (synoptic unit) can only be undertaken when other units have been completed.

Work placement continues throughout the course.

- Work placement starts in week 2 in order that preparation can be undertaken beforehand to ensure learners are ready to start.
- 20 weeks of 14 hours has been planned. This could be two days per week or could be separated into whatever blocks of time are appropriate for the centre and the settings.
- Extra weeks of work placement have been included to allow for learner absence and could be used on an individual basis to ensure the minimum number of hours are completed.

## **Suggestions for which units to teach in Block 1**

### **Unit 1** – Policy and Practice for Working in Early Years Settings:

- This has been timetabled first as it contains essential information about health and safety, confidentiality and child protection. It is vital that learners are aware of these issues as soon as possible in the course. Learning aim B has been scheduled first, as this contains essential information about health and safety procedures, which the learners will need immediately they are on work placement.

### **Unit 3** – Developing Professional Practice Skills for Working in Early Years Settings:

- This unit has been planned as a longitudinal unit, as the concepts it teaches will need to be taught and reinforced throughout the learner work placement experience. It is closely linked to the synoptic unit, which will be covered at the end of the course.

### **Unit 4** – Supporting Children's Physical Care Needs in Early Years Settings:

- This unit covers a range of children's physical care needs. There is a significant amount of content regarding the practical application of health and safety measures and as such it links in with Unit 1, therefore it makes sense to teach them alongside each other.

### **Unit 5** – Supporting Children's Learning through Play:

- As play underpins all children's learning, it is vital that learners understand its importance early on in the course. They will need to appreciate the value of different types of play and how the Early Years Assistant can support it, before they can go on to study how to support children's communication skills.



## Suggestions for which units to teach in Block 2

### **Unit 2** – Child Development from Birth up to Five Years

- This will continue with the timetabled slot for externally assessed units and has been scheduled to be assessed at the end of the course. This unit contains information about child development, however the learners would benefit from having completed *Unit 5: Supporting Children's Learning through Play* in the first block before they undertake this unit.

### **Unit 3** – Developing Professional Practice Skills for Working in Early Years Settings:

- This unit continues to be developed throughout the second block. It underpins the work for the synoptic unit (Unit 7), and requires learners to complete the 280 mandatory placement hours before they can submit their internal assessment work.

### **Unit 6** – Supporting Children's Communication, Literacy and Language Development

- The learners will need to experience a period of work experience to get the most from this unit. Being able to link the practice they have seen with the theory they are being taught will be beneficial to their learning and their performance in their summative assessment.

### **Unit 7** – Developing Professional Practice in Early Years Settings

- This unit is synoptically assessed and therefore it needs to be taught after the other units. It has strong links with all the other units, but particularly Unit 3 and the learners' work placement experience.