

# BTEC

## Pearson BTEC Level 2 First Certificate and Pearson BTEC Level 2 First Diploma in Children's Care, Learning and Development

Issue 3

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Specification

Pearson BTEC Level 2 First Certificate and  
Pearson BTEC Level 2 First Diploma in  
Children's Care, Learning and Development

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

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# Essential principles for delivering a BTEC

This specification contains the rules and regulations along with the units and associated guidance to enable centres to deliver a programme of learning for the Pearson BTEC Level 2 First Certificate and Pearson BTEC Level 2 First Diploma in Children's Care, Learning and Development. The qualification structures set out the permitted combination of units learners need to complete the qualification. Each unit sets out the intended outcomes along with the content and also includes advice and guidance regarding appropriate delivery and assessment strategies. The following generic principles need to be adhered to in order that a BTEC qualification is delivered to the appropriate standard.

- The specification provides necessary information for the successful delivery and achievement of the units and the qualification as a whole. Consequently, the specification is of importance to the learner and tutor alike. The individual units may be delivered and studied in isolation but **the learner and the deliverer should have access to the full information provided to support the programme of learning.**
- Centres need to make regular use of the Pearson website to ensure that they have the most up to date information. In particular, the requirements relating to the external verification of the qualification receive regular updates and appropriate information for centres is posted on the website. **It is the responsibility of the centre to ensure that they are familiar with the latest BTEC Level 2/3 (including Short Courses at Levels 1–3) Handbook and that they implement any related policy documentation which may have been posted on the website.**
- This specification contains details of the assessment and quality assurance procedures. It includes advice about Pearson's policy regarding access to its qualifications, the design of programmes of study and delivery modes. **Centres must ensure that they conform to the policies outlined in the specification.**
- **Centres are required to recruit learners to BTEC qualifications with integrity.** This includes ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to be able to successfully complete the programme of study and achieve the qualification.
- Centres are required to use the information in this specification to develop and deliver a programme of learning that will enable learners to achieve the grading criteria stipulated in the unit grading grids. **Assessment assignments should ensure coverage of all criteria in the unit as set out in the Grading Grid for each unit.** Assignments constructed by centres should be valid, reliable and fit for purpose, building on the application of the grading criteria. Centres should use a variety of assessment methods, including case studies, assignments and work-based assessments, along with projects, performance observation and time-constrained assessments.
- Centres are encouraged to place emphasis on the practical application of the grading criteria, providing wherever possible a realistic scenario for learners to work with, and making maximum use of, practical activities and work experience. **The creation of assignments that are fit for purpose is vital to the learner's achievement** and their importance cannot be over emphasised.

These qualifications have been accredited to the Regulated Qualifications Framework and **are eligible for public funding as determined by the DfE under Sections 96 and 97 of the Learning and Skills Act 2000**. Details of the qualification units can be seen on the Register of Regulated Qualifications.

The qualification titles feature in the funding lists published annually by the DfE and regularly updated on their website. The Qualification Numbers (QNs) should be used by centres when they wish to seek public funding for their learners. The QNs for these qualifications are listed in *Annexe A*.

Centres that have not previously offered BTEC qualifications must apply for, and be granted, centre approval before they can apply for approval to offer the programme. When a centre applies for approval to offer a BTEC qualification they will be required to enter into an 'approvals agreement'. The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and linked codes or regulations.

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# What are BTEC Firsts?

BTEC qualifications are designed to provide specialist work-related qualifications in a range of sectors. They have been developed to provide the knowledge, understanding and skills necessary to prepare learners for employment and/or to provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres. They link to the National Occupational Standards for the sector, where these are appropriate, and are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). On successful completion of a BTEC First qualification, learners may progress into or within employment and/or continue their study in the vocational area.

## BTEC First Diploma

The Pearson BTEC Level 2 First Diploma is a 360 guided learning hour qualification comprising core and specialist units which cover aspects of knowledge, understanding and competency necessary for employment within the sector. As such the BTEC First Diploma offers a qualification which can extend a learner's programme of study and provide vocational emphasis within their programme of study. Equally, the BTEC First Diploma offers a focused qualification for learners who wish to follow a programme of study that is directly related to their work experience, or to an aspect of employment that they wish to move into in due course.

The Pearson BTEC Level 2 First Diploma in Children's Care, Learning and Development provides learners who successfully pass all the requirements of the qualification with 'assistant practitioner status'. This allows successful learners to undertake work in a supervised capacity within an early years environment (0 – 8 years). As always, it is the responsibility of the future employer to check if the experience and knowledge gained by the learner is appropriate for the needs of the individual work setting. Only learners aged 16 and over can be registered on this qualification.

## BTEC First Certificate

The Pearson BTEC Level 2 First Certificate is a 180 guided learning hour qualification which offers a bite-sized opportunity for learners to experience a vocational qualification. The BTEC First Certificate offers a focused vocational qualification for learners who wish to follow a shorter programme of study related to an aspect of employment that they might wish to move into, or a taster qualification which can extend their programme of study and provide an initial experience of a vocational area. This will also enable learners to progress to a higher level qualification relevant to the sector. The Pearson BTEC Level 2 First Certificate in Children's Care, Learning and Development provides an insight into the Children's Care, Learning and Development sector. It does not license the learner to work with children in any capacity. Learners aged 14 and over can be registered on this qualification.

## National Occupational Standards

BTEC Firsts are designed to relate to the National Occupational Standards (NOS) in the sector, which in turn form the basis of the National Vocational Qualifications (NVQs). BTEC Firsts do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide much of the underpinning knowledge for the NOS, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

Each unit identifies relevant aspects of the NOS that are addressed by the outcomes and content of the unit. The Pearson BTEC Level 2 Firsts in Children's Care, Learning and Development relate to:

- National Occupational Standards in Children's Care, Learning and Development.

## Key features of the BTEC Firsts in Children's Care, Learning and Development

The BTEC Firsts in Children's Care, Learning and Development (CCLD) have been developed to support the children's care, learning and development (CCLD) sector and focus on:

- providing opportunities for learners to gain a nationally-recognised vocational qualification relevant to the CCLD sector
- providing potential progression to higher-level vocational qualifications such as the Pearson Level 3 BTEC Nationals in Early Years/Children's Care, Learning and Development
- providing opportunities for learners to develop a range of skills and techniques, personal qualities and attributes essential for successful performance in working life.

## Rationale of the BTEC Firsts in Children's Care, Learning and Development

The Pearson BTEC Firsts in Children's Care, Learning and Development are related to the National Occupational Standards in Children's Care, Learning and Development and provide underpinning knowledge for these standards. The qualifications can be delivered in FE colleges and schools.

The Pearson BTEC Level 2 First Certificate in Children's Care, Learning and Development is available to learners aged 14 and over. In order to meet the needs of this qualification, learners need to undertake 60 hours of work placement. The BTEC First Certificate will provide learners with an introduction to the sector and potential progression to the Pearson Level 2 First Diploma in Children's Care, Learning and Development. Progression could also be to higher level qualifications, such as the BTEC Nationals in Early Years/Children's Care, Learning and Development or the Pearson Level 2 or 3 NVQs in Children's Care, Learning and Development.

The BTEC First Diploma in Children's Care, Learning and Development is available to learners aged 16 and over. In order to fulfil the requirements of the Diploma, learners need to complete a total of at least 300 work placement hours. These work placement hours will enable learners to gain more experience and insight into the sector, and therefore learners who successfully complete the Pearson BTEC Level 2 First Diploma in Children's Care, Learning and Development should be able to progress to employment in the sector, in a supervised role. Progression could also be to further study, such as the BTEC Nationals in Early Years/Children's Care, Learning and Development or the Pearson Level 2 or 3 NVQs in Children's Care, Learning and Development.

These qualifications contribute to the quality and coherence of national provision in this sector. They provide an alternative route to the academic and vocational GCSE provision, offering learners the opportunity to experience the children's care, learning and development sector. The qualifications will assist in the development of a range of generic and transferable skills, and potentially inform career or further education decisions.



## Total qualification time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is expected learners will be required to undertake in order to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within this, Pearson will also identify the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction and supervised study.

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

Pearson consults with users of these qualifications in assigning TQT.

The TQT values for these qualifications are as follows:

- Pearson BTEC Level 2 First Certificate in Children's Care, Learning and Development  
280 TQT - 180 GLH
- Pearson BTEC Level 2 First Diploma in Children's Care, Learning and Development  
770 TQT – 360 GLH

# Structure of the qualification

## Pearson BTEC Level 2 First Certificate in Children's Care, Learning and Development

The Pearson BTEC Level 2 First Certificate in Children's Care, Learning and Development consists of three core units that provide for a combined total of 180 guided learning hours (GLH) for the completed qualification.

Pearson BTEC Level 2 First Certificate in Children's Care, Learning and Development			
Unit	Core units	GLH	Level
1	Understanding Children's Development*	60	2
2	Keeping Children Safe	60	2
3	Communication with Children and Adults**	60	2

\* Unit 1: Understanding Children's Development requires 30 hours of work placement to be completed.

\*\* Unit 3: Communication with Children and Adults requires a further 30 hours of work placement to be completed.

## Pearson BTEC Level 2 First Diploma in Children's Care, Learning and Development

The Pearson BTEC Level 2 First Diploma in Children's Care, Learning and Development consists of five core units **plus** one specialist unit that provide for a combined total of 360 guided learning hours (GLH) for the completed qualification.

Pearson BTEC Level 2 First Diploma in Children's Care, Learning and Development			
Unit	Core units	GLH	Level
1	Understanding Children's Development*	60	2
2	Keeping Children Safe	60	2
3	Communication with Children and Adults**	60	2
4	Preparing and Maintaining Environments for Child Care	60	2
5	Professional Development, Roles and Responsibilities in Child Care***	60	2
Unit	Specialist units		
6	Supporting Children's Play and Learning	60	2
7	The Development and Care of Babies and Young Children Under Three Years	60	2
8	Providing Support for Children with Disabilities or Special Educational Needs	60	2

\* Unit 1: Understanding Children's Development requires 30 hours of work placement to be completed.

\*\* Unit 3: Communication with Children and Adults requires a further 30 hours of work placement to be completed.

\*\*\* Unit 5: Professional Development, Roles and Responsibilities in Child Care requires a further 240 hours of work placement to be completed.

There is no compensation for Units 1, 3 and 5. Learners must achieve a minimum of pass in these units, in addition to the requirements outlined on page 92 of this specification, in order to achieve the Pearson BTEC Level 2 First Diploma in Children's Care, Learning and Development.

## Unit format

All units in Pearson BTEC Level 2 First qualifications have a standard format which is designed to provide clear guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit is set out in the following way.

### *Unit title*

The unit title is accredited by Ofqual and this form of words will appear on the learner's Notification of Performance (NOP). In BTEC First qualifications each unit consists of 30, 60, 90 or 120 guided learning hours

### *Level*

This is the level of study of the qualification as determined by the Regulated Qualifications Framework.

### *Guided learning hours*

Guided learning hours is 'a notional measure of the substance of a unit'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

### *Unit abstract*

The unit abstract is designed to give the reader an appreciation of the value of the unit in the vocational setting of the qualification as well as highlighting the focus of the unit. It provides the reader with a snapshot of the aims of the unit and the key knowledge, skills and understanding developed while studying the unit. The unit abstract also emphasises links to the sector by describing what the unit offers the sector.

### *Learning outcomes*

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

### *Unit content*

The unit content identifies the depth and breadth of knowledge, skills and understanding needed to design and deliver a programme of learning sufficient to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS). The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass grading criteria.

Each learning outcome is stated in full and then the prescribed key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

The unit content section will often have lists of topics that provide the range of the subject material required to be covered in order to meet the grading criteria. Subject material maybe further detailed by lists enclosed within brackets or an elongated dash which provide the defined elements of the specific topic item. Where the subject material list includes an 'eg', it should be noted that this provides an indicative range of material to support the specific topic item.

### *Grading grid*

Each *Grading grid* contains statements of the criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria refer to a qualitative improvement in the learner's evidence.

### *Essential guidance for tutors*

This section is designed to give tutors additional guidance and amplification on the unit in order to provide for a coherence of understanding and a consistency of delivery and assessment. It is divided into the following sections:

- *Delivery* — explains the content and its relationship with the learning outcomes and offers guidance about possible approaches to delivery. This advice is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* — provides amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* — sets out links with other units within the qualification. These could be used to ensure that learners can relate different aspects within the qualification and offer opportunities for integration of learning, delivery and assessment. Links to the Occupational Standards will be highlighted here.
- *Essential resources* — identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative reading for learners* — provides a short list of learner resource material that benchmark the level of study.

### *Key skills*

This section identifies where there may be opportunities within the unit for the generation of evidence to meet the requirements of key skills units. Assessors should take care to become familiar with the key skills specifications and evidence requirements and not to rely on the contents of this section when presenting key skills evidence for moderation.

# Units

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# Unit 1: Understanding Children's Development

Level 2: BTEC First

Guided learning hours: 60

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## Unit abstract

Knowledge of child development is fundamental to all work with children and this unit enables learners to gain understanding of development from 0-3 years, 3-7 years, 7-12 years and 12-16 years. Learners will find out how children develop in overall terms of growth and development, and different aspects of development – physical, intellectual, emotional and social.

The unit also introduces learners to the concept that underpins all work with children, that of observation. The observation of children provides a means of learning about both children in general, and about individuals. It consequently provides a basis for planning in order to promote their further development. Learners are introduced to some of the main methods of formal observation and will learn how to observe different aspects of children's development.

Following this, the unit enables learners to consider the importance of planning in supporting children's needs and development in the four different age ranges.

This unit provides underpinning knowledge for the first three elements of *CCLD 203: Support Children's Development* of the National Occupational Standards in Children's Care, Learning and Development. The fourth element is covered by other units in the qualification.

There are opportunities here to explore issues from the wider curriculum, especially social, cultural and spiritual.

**This unit requires learners to undertake 30 hours of supervised work placement.**

## Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand the growth and development of children
- 2 Understand the role of observation of children's development in the workplace
- 3 Know how to observe children's development
- 4 Understand the importance of planning in supporting children's needs and development.

## Unit content

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### 1 Understand the growth and development of children

*Principles:* holistic, with each area being interconnected; different rates but broadly the same sequence

*Stages and sequences:* normal developmental stages and sequences at 0-3 years, 3-7 years, 7-12 years and 12-16 years

*Physical development:* gross and fine motor skills including large muscle movements; locomotion; balance and hand-eye co-ordination; size; height; weight

*Emotional development:* attachment; development of multiple attachments; self-concept; personal identity; confidence

*Social development:* pro-social behaviour; moral development; development of aggression; role of self-directed play

*Communication and speech development:* reception; expression; early speech patterns

*Intellectual development:* perception; thinking

*Maturation:* importance of prior positive and negative experiences; need for realistic adult expectations

*Factors affecting growth and development:* motivation; adult expectations; health status; genetic inheritance; gender; family background; social; cultural; financial; economic and environmental background; agencies working for and with children and young people; the effects of disability or sensory impairment; the effects of discrimination

### 2 Understand the role of observation of children's development in the workplace

*Purpose of careful observation:* knowledge of and needs of child; in the event of concerns for the child

*Methods of recording observations:* difference between formal and informal observation; time and event samples; recording, eg running records, checklists

*Objectivity:* not jumping to premature conclusions, eg ignorance, prejudice, checking views with others

*Reporting:* referring findings and concerns appropriately, eg according to the needs of the setting

*Confidentiality:* importance of confidentiality; data protection; procedures for sharing information; ethical considerations

### 3 Know how to observe children's development

*Observing and noting children's physical development:* eg how children move about, coordinate their movements, use space and large equipment, manipulate and use small equipment



*Observing and noting children's social and emotional development:* eg how children behave in everyday situations, how they express feelings and emotions, how they relate to each other and to adults, how confident children are and how they feel about themselves (self-concept)

*Observing children's communication and intellectual development:* eg how children play, use imagination, take on the roles of others, concentrate on activities, memorise things, solve problems, pay attention to what is around them, use their senses to gain new information

#### 4 **Understand the importance of planning in supporting children's needs and development**

*Planning:* use of observation as the basis for planning; use of assessment, eg schedules and checklists

*Participation:* how to contribute ideas and suggestions to support planning, eg informal discussion with colleagues, team meetings

*Children's needs and development:* eg materials for play, equipment for activities, toileting, feeding, weaning

## Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the principles, stages and sequences of growth and development in children	M1 describe the developmental differences of children in the different age groups	D1 compare the development of a child that you have observed with the expected development of a child of this age
P2 outline the physical, intellectual, emotional, social and communication development of children 0-3 years, 3-7 years, 7-12 years and 12-16 years	M2 explain the potential effects of four factors on the growth and development of children	D2 describe the strengths and possible weaknesses of the plan to support the development of the observed child.
P3 identify the range of factors that affect children's growth and development including the role of maturation	M3 explain the steps undertaken to ensure the effective and appropriate observation of children	
P4 describe the role of observation of children's development	M4 suggest a plan to support the development of a child you have observed.	
P5 observe and record the physical, intellectual, emotional, social and communication development of a child		
P6 describe the process of planning to support children's development.		

Guidance to support the assessment of this unit is available on page 14.

## Essential guidance for tutors

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### Delivery

The purpose of this unit is to enable learners to gain understanding of the development of children, as well as how to observe children and how to plan for and support their development. Learners will need to gain some of this knowledge and understanding from practical work experience with children, as well as putting into practice what they have learned in the classroom.

Delivery strategies may involve a mixture of input with respect to knowledge of development and learners will need to be guided towards appropriate materials, including electronic resources. Such strategies will need to be complemented by appropriate video/DVD material, visits to relevant workplaces, and outside speakers.

The unit requires learners to complete a minimum of 30 hours of work experience placement. This should be based on the 0 – 8 age group and can include placements in settings such as nurseries, playgroups or primary schools. The 30 hours could be completed in just one setting, or a combination of settings, as appropriate to the learner or the centre. The placement can be used as a vehicle for learners to carry out their child observation.

It is strongly recommended that the knowledge and understanding for learning outcome 1 is delivered at an early stage in the programme as this underpins much of the learning in the whole qualification. In the principles of development the sequence of development should include head to toe, inner to outer, simple to complex and general to specific and should cover milestones and percentiles. Stages and sequences also need to be covered here in terms of normal developmental stages at 0-3, 3-7, 7-12 and 12-16 years.

The different areas of development — physical, intellectual, emotional and social need to cover the four age-groups: 0-3 years, 3-7 years, 7-12 years, 12-16 years, with the depth of knowledge being appropriate to Level 2. The development of communication skills should be covered within these areas. Theoretical concepts should only be introduced at a basic level. Emotional development should include introductions to the ideas of Bowlby, Schaffer, Mead, Cooley and Freud. Social development should include introductions to the concepts of conditioning, reinforcement, social learning, imitation, roles and models. Intellectual development should introduce basic theoretical concepts such as those of Piaget, Bruner and Chomsky. Communication should include 'smiling', 'motherese', 'babbling', early speech patterns and sentence construction.

Some of the factors affecting growth and development are fairly complex and delivery strategies could include outside speakers such as health workers, social workers, teachers or nursery managers to bring real life examples into the classroom. The concept of maturation — as opposed to just growth — should be introduced, together with consideration of prior positive and negative experiences and the need for realistic adult expectations.

Learning outcome 2, with respect to observation, should again be delivered at an early stage in the programme as learners will need to understand and know how to observe children before they undertake work placements. Learners will need to understand the purposes and recording methods of careful observation. At this level, learners will need to know the difference between an event sample and a time sample as well as being able to use a checklist and undertake a running record. It is important that they understand the need to be objective, not to jump to conclusions and to check their views with others as well as referring findings and concerns to others. A visit from a nursery practitioner to talk about the importance of observing children

would be useful, and should include the importance of confidentiality, the ethics of observing children and how different workplace settings have procedures for sharing information.

Learners will need to visit child care settings as well as undertake a work placement to observe and note all the different areas of children's development.

Learning outcome 4 concerns planning to support children's development. This should be introduced in the classroom, but again it is recommended that a nursery practitioner or teacher is invited in to talk about how a child care setting uses different methods of assessment as well as observation to plan to further children's development or needs.

Meeting children's needs and development will be covered in other units of the qualification. For example, providing a warm, safe, secure and encouraging environment is covered in *Unit 4: Preparing and Maintaining Environments for Child Care*.

## Assessment

The assessment strategies for the unit need to reflect the evidence required in the grading grid.

P1, P2 and P3 are concerned with meeting learning outcome 1: These criteria may be assessed as a first assignment following the delivery of this outcome. Learners should also be given the opportunity and encouragement to meet M1 and M2. In order to meet M1, the principles, sequences, stages, role of maturation, and details of development in different aspects will need to be described. For M2, the factors affecting growth and development will need to be explained. These factors may be both positive and negative. Evidence for these criteria is likely to be in the form of a written assignment, supported possibly by pictures/posters.

Learning outcomes 2 and 3 are assessed by criteria P4 and P5. P5 requires the learner to undertake observation in a child care setting, probably in the work placement. Both P4 and P5 link to M3, where learners need to explain the steps taken in the observation of a child to ensure that the observation was done with great care. This criterion, as well as P4, will need to include considerations of purpose, the method used, objectivity, reporting findings, confidentiality and ethics.

At distinction level, for D1 the learner will need to be able to use the information gained from the observation and relate it to the expected development of a child of the same age, thus building on the pass and merit criteria. They need to compare the various aspects of development of the child that was observed with expected 'norms' for the child's age, and incorporate some suggestions for any deviations from the 'norm', as appropriate. Learners may need guidance as well as encouragement to be more independent in order to meet this criterion.

Learning outcome 6 is assessed by P6, which requires the learner to outline how to take part in the planning to support children's development. This should include how children are assessed, the use of assessment and observation in the planning process, and how they contribute to the planning process. Learners should be able to undertake P6 as a result of input and discussion in the classroom, but M4 requires the observation to have been undertaken as learners need to suggest a plan to support the development of the observed child. For D2 learners also need to evaluate the suggested plan, comparing its strengths and weaknesses and suggesting how it might be improved.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links closely with the *CCLD 203: Support Children's Development* in the Children's Care, Learning and Development National Occupational Standards.

It also links with Birth to Three Matters: a Skilful Communicator, a Strong Child, a Competent Learner.

## Essential resources

- An appropriately qualified person to deliver the unit, eg an early years practitioner, or recent practitioner
- Access to a work experience placement (30 hours)
- Observation schedules
- Videos/DVDs of development
- IT access to relevant websites

The unit requires learners to complete a minimum of 30 hours of work experience placement. This should be based on the 0 – 8 age group and can include placements in settings such as nurseries, playgroups or primary schools. The 30 hours could be completed in just one setting, or a combination of settings, as appropriate to the learner or the centre.

## Indicative reading for learners

Materials that illustrate the level of learning required and that are particularly relevant:

### Books

Lang, R — *Children's Thoughts and Feelings* (Nasen/David Fulton, 2005) ISBN 1843123673

Lang, R — *Loss and Separation* (Nasen/David Fulton, 2005) ISBN 1843123630

Lang, R — *Motivation* (Nasen/David Fulton, 2005) ISBN 1843123657

Lindon, J — *Growing Up: 8 Years to Young Adulthood* (NCB, 2001) ISBN 187457961X

Meggitt, C and Sutherland, G — *Child Development: An Illustrated Guide* (Heinemann, 2004) ISBN 0435420569

Sharman, C, Cross, W and Vennis, D — *Observing Children: A Practical Guide* (Continuum, 2004) ISBN 0826472389

Smidt, S — *Observing, Assessing, Planning* (Routledge, 2005) ISBN 041533974X

### Journals

*Nursery World*

*Parents Magazine*

## Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 2 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>outline the physical, intellectual, emotional, social and communication development of children 0-3 years, 3-7 years, 7-12 years and 12-16 years.</li> </ul>	<p>C2.1a Take part in a group discussion.</p> <p>C2.1b Give a talk of at least four minutes.</p> <p>C2.2 Read and summarise information from at least <b>two</b> documents about the same subject. Each document must be a minimum of 500 words long.</p> <p>C2.3 Write <b>two</b> different types of documents each one giving different information. One document must be at least 500 words long.</p>
Improving own learning and performance Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>describe the role of observation of children's development.</li> </ul>	<p>LP2.1 Help set targets with an appropriate person and plan how these will be met.</p> <p>LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.</p> <p>LP2.3 Review progress with an appropriate person and provide evidence of achievements.</p>

Working with others Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>describe the process of planning to support children's development.</li> </ul>	<p>WO2.1 Plan work with others.</p> <p>WO2.2 Work co-operatively towards achieving identified objectives.</p> <p>WO2.3 Review your contribution and agree ways to improve work with others.</p>





# Unit 2: Keeping Children Safe

Level 2: BTEC First

Guided learning hours: 60

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## Unit abstract

Keeping children safe has to be a priority in all work with children and the main purpose of this unit is to enable learners to gain understanding of how to achieve this.

Learners will be introduced to the preparation and maintenance of a safe, secure and hygienic environment, in which children can develop without danger to themselves or others. This includes gaining understanding of the relevant legislation and regulations.

The unit also introduces learners to potential signs and symptoms of child abuse and the importance of following policies and procedures in relation to such evidence.

Learners will gain understanding of the different aspects of maintaining the safety of children whilst on outings. They also need to know how to deal with accidents, emergencies and illness in children as part of ensuring their safety, and will therefore be required to undertake basic first aid procedures. They will be introduced to the policies and procedures concerned with accidents, emergencies and illness.

The unit is intended to contribute to the underpinning knowledge required for all three elements of *CCLD 202: Help to Keep Children Safe* of the National Occupational Standards in Children's Care, Learning and Development.

There are opportunities here to explore issues from the wider curriculum, especially environmental and health and safety issues as well as the moral, ethical, cultural and social issues concerned with abuse.

## Learning outcomes

### On completion of this unit a learner should:

- 1 Understand how to prepare and maintain a safe and secure environment for children
- 2 Know how to support the protection of children from abuse
- 3 Understand how to maintain the safety of children on outings
- 4 Know how to deal with accidents, illness and emergencies.

## Unit content

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### 1 Understand how to prepare and maintain a safe and secure environment for children

*Age ranges:* 0-3 years; 3-7 years; 7-12 years; 12-16 years

*Safety:* children; own; other adults, eg colleagues, visitors, parents

*Supervision:* as appropriate; balancing protection/safety/risk/challenge; safe working practices

*Layout and organisation:* rooms; outdoor spaces; fixtures and fittings; furniture; size and position; according to ages, abilities and needs of children; taking into account disabilities or special educational needs

*Equipment and materials:* conforming to policies of setting; conforming to manufacturers' instructions; reporting faults; checking to ensure hygiene and safety at the start, middle and end of the day; use of safety gates/socket covers/window and door catches/cooker guards/safety harnesses; safety with animals/plants/sand pits/water; outdoor spaces

*Good hygiene practice:* principles of cross-infection; principles of infection control, eg body fluids, disposal of waste, safe food handling, issues concerning the spread of HIV and hepatitis, encouraging good hygiene practice in children

*Legislation and regulations:* relevant sections from, eg Health and Safety at Work Act 1974, Food Safety Act 1990, Food Safety (General Food Hygiene) Regulations 1995, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Management of Health and Safety at Work Regulations 1999, Control of Substances Hazardous to Health Regulations (COSHH) 2002; regulatory and setting requirements, eg adult:child ratios

### 2 Know how to support the protection of children from abuse

*Policies and procedures:* of setting; importance of

*Types of abuse:* physical; emotional; sexual; neglect; bullying; harassment; awareness of the potential effects of social factors such as substance abuse

*Signs and symptoms:* eg failure to thrive, bruising, burns, marks, hunger, lack of hygiene and health care; behavioural changes such as regression, withdrawal, aggression, excessive attention seeking

*Support:* ways of encouraging children to be aware of their own bodies and understand their rights not to be abused, according to their age, needs and abilities, eg activities involving discussion about their own bodies

### 3 Understand how to maintain the safety of children on outings

*Planning and preparation:* choice of outing, liaison with venue, transport arrangements, involvement of families, consent forms/letters, lists/details of children and other adults, travel and insurance details, risk assessment, health and safety, eg adult:child ratios, first aid cover, appropriate clothing/protection, appropriate food/equipment, contingency plans, emergency contacts

*Accompanying children on outings:* communication; awareness of children's needs; regular safety checks: eg being observant, constant vigilance, checking all children are present – head-counts/registers, ensuring protection from the sun

*Emergency arrangements:* awareness of location and content of first aid box; assisting with emergency procedures in supportive role

#### 4 **Know how to deal with accidents, illness and emergencies**

*Policies and procedures:* relating to setting/organisation; for responding to and recording accidents and emergencies, eg fire, security, missing children; importance of following procedures, eg instructions about children's diets and allergies, when to request assistance, maintaining the safety of others, providing reassurance and comfort

*Basic first aid:* recognition of and response to choking, unconsciousness, breathing difficulties, bleeding, anaphylactic shock, burns; how to treat minor injuries, eg bumps, grazes, cuts

*First aid box:* location and contents

*Illness:* policies and procedures of setting; recognition of illness, eg fever, rashes, headache, crying, breathlessness, pallor

## Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe how to prepare and maintain a safe and secure environment for children	M1 explain how to prepare and maintain a safe and secure environment for children	D1 justify the lay-out, organisation, equipment and materials in a child care setting known to them in terms of safety considerations
P2 outline basic hygiene principles for a child care setting	M2 explain the importance of ensuring that hygiene principles are carried out in a child care setting	D2 evaluate the ways that policies and procedures with respect to accidents, emergencies and children's illnesses ensure the safety of children.
P3 state the possible types, signs and symptoms of child abuse and why it is important to follow the policies and procedures of the work setting	M3 explain the reasons underlying the procedures to be undertaken when taking children on an outing	
P4 outline the procedures and practices that need to be adhered to when taking children on an outing	M4 explain how policies and procedures with respect to accidents, emergencies and children's illness help to keep children safe.	

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P5 outline the policies and procedures related to accidents, emergencies and children's illness in a child care setting P6 undertake basic first aid procedures.		

Guidance to support the assessment of this unit is available on page 24

## Essential guidance for tutors

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### Delivery

Some of the knowledge and understanding for this unit may come from practical work experience, whilst some will be learned in the classroom and observed in practice in the work placement.

Learning outcome 1 requires learners to understand the principles of preparing and maintaining a safe and secure environment. Much of this can be delivered in the classroom, but should be related to child care settings. Learners need to be introduced, for example, to the importance of risk assessment, the principles of food hygiene, the importance and principles of safe moving and handling, and the principles of the safe storage of hazardous materials such as cleaning materials. Visits to child care settings and subsequent class discussions and presentations will help to make the learning for this part of the unit more relevant.

Child protection is an extremely sensitive area and it is strongly recommended that learning outcome 2 is delivered by a person suitably qualified and experienced in this area of work. It is also recommended that delivery is delayed until towards the end of the programme. Learners need to be aware of the issues, but they should be delivered sensitively.

Learning outcome 3 provides opportunities for innovative small or whole group work around the theme of children's outings. Learners could plan outings for young children, participate in them themselves, visit suitable venues such as a wildlife park and carry out surveys, and/or participate in a competition within the group around the theme of planning outings for children.

Learning outcome 4 can be partly delivered through the medium of a first-aid qualification such as the Pearson BTEC Level 2 Award in Paediatric First Aid. Delivery and assessment should be undertaken by an appropriately-qualified person.

### Assessment

Written assignments will provide most of the evidence for this unit but these can be supplemented, for example, by posters/annotated plans of child care settings and records of presentations. A food hygiene certificate will provide evidence for some of the aspects of hygiene control in learning outcome 1, and will be a useful additional qualification for the learners. Likewise, evidence for the final pass criterion will be provided by a relevant first aid certificate.

Learning outcome 3 should be assessed in a practical manner if possible. Records of planning a visit would need to be supplemented by notes on procedures and practices, but learner participation in a visit would add to the value and interest of this unit.

A first assignment could provide the evidence for P1 and P2, with opportunities for also achieving M1, M2 and D1. This will cover learning outcome 1. Evidence could be provided in the forms of pieces of writing, posters, annotated plans or diagrams, with a food hygiene qualification to support the food handling aspects of the learning outcome.

Learning outcome 2 is assessed by P3 — state the possible types, signs and symptoms of child abuse and why it is important to follow the policies and procedures of the work setting. This could form the basis of a second assignment and will probably be in the form of a piece of writing. Case studies could be used as a basis of the assignment, but extreme sensitivity must be exercised with this aspect of the unit.

A third assignment could then be used for P4 and M3, to assess learning outcome 3. The assessment for this learning outcome should follow practical activities and involve, for example, learners having planned and participated in visit/s, and possibly carrying out risk assessment activities. The visits should be appropriate for young children, but not necessarily include them. Learners could visit suitable venues as a supervised group, or with their families at weekends or during holiday periods. However obtained, evidence will most likely take the form of a written project, possibly supplemented by case study responses and/or posters or records of presentations.

Learning outcome 4 is assessed by means of P5 and P6, with opportunities to achieve M4 and D2. A final assignment, based around the policies and procedures related to accidents, emergencies and children's illness in a child care setting, could form the basis of assessment. This evidence should be supplemented by certificated evidence of achievement of an appropriate first aid qualification, such as the Pearson BTEC Level 2 Award in Paediatric First Aid.

### Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links closely with the *CCLD 202: Help to Keep Children Safe* in the National Occupational Standards for Children's Care, Learning and Development.

It also links with *Birth to Three Matters: a Healthy Child*.

### Essential resources

- An appropriately qualified and experienced person to deliver aspects of the unit, in particular with reference to child protection, eg a social worker
- A range of first aid equipment.
- First-aid box.

### Indicative reading for learners

Materials that illustrate the level of learning required and that are particularly relevant:

#### Books

Dryden, L — *Essential Early Years* (Hodder Arnold, 2005) ISBN 0340888776

Minett, P — *Child Care and Development* (Hodder Arnold, 2005) ISBN 0340889152

#### Journals

*Nursery World*

*Parents Magazine*

## Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 2 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Information communication technology Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>describe how to prepare and maintain a safe and secure environment for children</li> <li>outline the procedures and practices that need to be adhered to when taking children on an outing</li> <li>outline the policies and procedures related to accidents, emergencies and children's illness in a setting known to them.</li> </ul>	<p>IT2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.</p> <p>IT2.2 Enter and develop the information to suit the task and derive new information.</p> <p>IT2.3 Present combined information such as text with image, text with number, image with number.</p>
Working with others Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>outline the procedures and practices that need to be adhered to when taking children on an outing.</li> </ul>	<p>WO2.1 Plan work with others.</p> <p>WO2.2 Work co-operatively towards achieving identified objectives.</p> <p>WO2.3 Review your contribution and agree ways to improve work with others.</p>



# Unit 3: Communication with Children and Adults

Level 2: BTEC First

Guided learning hours: 60

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## Unit abstract

The aim of this unit is to introduce learners to the importance of interpersonal interaction in child care settings and encourage them to develop their own interpersonal skills in preparation for potentially working in the child care sector.

Initially learners will gain understanding of the key features of interpersonal communication with respect to both verbal and non-verbal behaviour. They will be encouraged to improve their listening skills, and consider the causes of communication difficulties and how these might be overcome.

Learners will then go on to develop understanding of how to interact and communicate both with children and adults.

The unit is intended to contribute to the underpinning knowledge required for all three elements of *CCLD 201: Contribute to Positive Relationships* of the National Occupational Standards in Children's Care, Learning and Development.

There are opportunities here for the wider curriculum, especially social and cultural issues and equal opportunities.

**This unit requires learners to undertake 30 hours of supervised work placement.**

## Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand the key features of effective interpersonal communication
- 2 Understand how to interact and communicate with children
- 3 Understand how to interact and communicate with adults.

## Unit content

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### 1 Understand the key features of effective interpersonal communication

*Verbal and non-verbal behaviour:* eg form, pitch, volume, tone, turn-taking, questioning skills, reflective listening, pausing, silence; eye contact, facial expression, verbal interactions with babies, body movement, posture, gesture, muscle tension, touch, proximity and orientation, cultural difference; importance of these features when interacting with children and adults

*Listening skills:* active listening to achieve understanding; reflecting and paraphrasing other's expression to check understanding; the role of memory in active listening

*Communication difficulties:* language differences, eg signed languages, sensory difficulties, emotional distress; barriers in the environment, eg noise, room layout, lighting; barriers to understanding, eg assumptions, cultural differences, belief systems, stereotypes; adapting communication for those with communication difficulties

*Overcoming barriers:* the use of communication aids; interpreting non-verbal behaviour; use of clear speech and plain language; adapting the environment; understanding cultural differences; checking understanding; using skilled communicators; understanding differences, eg between one's own beliefs and the beliefs held by others

*Promotion of self-esteem:* how self-esteem may be developed and maintained in response to the reaction of others; communication that conveys respect and value; how self-esteem may be threatened by communication that does not convey value

### 2 Understand how to interact and communicate with children

*Age ranges:* 0-3 years; 3-7 years; 7-12 years; 12-16 years

*Giving attention:* showing children that full attention is being given through, eg body language, facial expression, speech and gesture, active listening, considerate and sympathetic approach, asking questions to check understanding; showing understanding of the importance of giving attention

*Activities to encourage communication and language:* taking time to communicate with children in everyday activities; using music, movement, rhythm, rhymes, games and stories; effective use of eye contact, body movement and voice; using appropriate language to enhance children's communication skills and learning; ensuring suitability to children's age, needs and abilities, using every opportunity to encourage children's communication and language development

*Communicating clearly:* eg communicating at the child's own level, being a good model of communication, checking understanding, conveying value of views, feelings and opinions, encouraging the expression of needs, making choices and different methods of communicating, being a listening ear when needed

*Enabling children to express themselves:* eg giving children time to express themselves in their own manner, words and time; acknowledging children's expression including expression of feeling, enabling expression by and acknowledgement of children in groups, showing understanding of the importance of enabling children to express themselves and to be heard, including in groups

### 3 Understand how to interact and communicate with adults

*Approach:* courtesy, respect, use of preferred names, valuing of adults' needs, preferences, views and opinions, understanding why this is important in the development of positive relationships

*Communication methods:* use methods appropriate to adults, adapt methods of communicating when difficulties are experienced, give full attention, show understanding, respond positively showing respect for views, clarify any uncertainties in understanding, make suggestions and give information when requested, coping with disagreements with adults

*Confidentiality:* understanding there is organisational policy with respect to confidentiality and the exchange of information, importance of reassuring adults of the confidentiality of shared information and the limits of this confidentiality

## Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the key features of effective interpersonal communication	M1 explain the key features in promoting effective communication and overcoming difficulties	D1 evaluate the interactions/communications carried out with children and adults
P2 outline the difficulties that may arise in communication and how these may be overcome	M2 explain the differences and similarities between interacting and communicating with children and adults	D2 justify the ways in which children were given encouragement to express themselves in the interactions undertaken.
P3 describe how communication can be used to promote self esteem	M3 explain how self esteem can be promoted in interactions with adults and children	
P4 demonstrate understanding of how to interact and communicate with children	M4 explain why it is important to have a policy with respect to confidentiality and the sharing of information in a child-care setting.	
P5 demonstrate understanding of how to interact and communicate with adults		
P6 describe a policy in a child care setting that concerns confidentiality and the sharing of information.		

Guidance to support the assessment of this unit is available on page 32

## Essential guidance for tutors

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### Delivery

The purpose of this unit is to enable learners to understand the key features of effective interpersonal communication and to be able to use this understanding to improve their ability to interact and communicate both with children and adults.

The unit requires learners to complete a minimum of 30 hours of work experience placement, based on the 0 – 8 age group. This will enable them to develop their interpersonal skills in a child care context.

Some of this knowledge and understanding may come from practical work experience but some will be learned in the classroom and put into practice in the work placement. Some learners will find it difficult to communicate appropriately with adults and children and may need help in overcoming their natural reserve or inappropriate styles of communicating with others. For this reason it is strongly recommended that the content of the unit is delivered in a practical manner with an emphasis upon role play, simulated activities and case studies, to build and practise skills.

Learners will need to understand a range of features involved in verbal and non-verbal behaviour, and be able to develop their listening skills. They will also need to consider barriers to communication and how these can be overcome. A mixture of delivery methods are likely to be most effective for this part of the unit with tutor input, the use of videos, discussion, role play and case studies. A useful means of introducing the unit could be through learners watching a popular soap opera, followed by class discussion or the use of a worksheet.

Learners also need to know how to demonstrate the value of communication in the positive use of interpersonal skills and how self-esteem may be developed and maintained in response to the reaction of others. They need to appreciate the type of communication that conveys respect and value and how self-esteem may be threatened by communication that does not convey value. These concepts may not be easy for some learners to comprehend at the beginning of the programme. This part of the unit will need to be delivered partly through discussion, example and simulated exercises or case studies.

Learners will need to understand how to support children in expressing themselves in their own manner, words and time, and to acknowledge children's expression, including expression of feeling. This should be practised in both a one to one and a group situation.

Learners need to be able to practise communicating with children, including at the child's own level, being a good model of communication, checking understanding, and conveying value of views, feelings and opinions. It is also important for learners to understand how to communicate with children in everyday activities, to use music, movement, rhythm, rhymes, games and stories, to use eye contact effectively, body movement and voice. They need to use appropriate language to enhance children's communication skills and learning; to ensure suitability to children's age, needs and abilities, using every opportunity to encourage children's communication and language development. Much of this should be demonstrated naturally during work placement.

Learners also need to understand how to interact with adults, which they may find difficult at first. They need to be able to adopt the right approach, for example being courteous, respectful and using preferred names. Role play in the classroom will offer good opportunities to develop understanding and practise interactions.

Finally, learners need to develop understanding of the need for confidentiality including the importance of following policies and procedures within their work experience setting with respect to the sharing of information. Learners need to be aware of the importance of being able to reassure adults, for example parents, of the confidentiality of shared information and the limits of this confidentiality. This topic could well be introduced by using a case study for discussion and role play by learners.

## Assessment

Much of the assessment for this unit is related to child care work settings and, as such, needs to be practically related. It is suggested that this unit could be assessed by means of three assignments.

Initially, for P1, P2, P3, and potentially also M1, learners need to be able to describe and explain the key features of effective interpersonal communication, identifying barriers and how these can be overcome. They also need to describe how communication can be used to promote self-esteem. This could form the basis of an initial assignment and be assessed by a combination of pieces of writing, posters and the use of case studies.

Role-play could be used to develop and practise skills. A second assignment could then be used for learners to provide evidence for P4, P5, and potentially M2, M3, D1 and D2. Recorded interactions or interactions followed up by witness statements or personal reviews could be used to provide evidence of having participated in a range of interactions – with children from the different age groups, and with adults. Learners need to demonstrate that they understand the principles of communicating with children and adults. Evidence of real interactions can be supplemented by pieces of writing, for example considering the differences and similarities between interacting and communicating with children and adults for M2, and how a particular interaction potentially helped to promote the development of a child's self esteem and confidence for M3. D1 requires learners to evaluate the interactions/communications carried out with children and adults, describing strengths and weaknesses, what went well and what could be improved. D2 requires learners to justify the ways in which children were given encouragement to express themselves in the interactions undertaken. A piece of writing/personal review is needed that identifies the strengths of the interactions with children and explains how children were given encouragement to express themselves. Feedback from placement supervisors can be used to supplement this evidence.

A third assignment could finally be used to cover P6 and potentially M4. Evidence should be provided – probably in the form of a piece of writing — to demonstrate that learners have examined a policy concerning confidentiality and the sharing of information in a child care setting.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links closely with the National Occupational Standards *CCLD 201: Contribute to Positive Relationships*.

It also links with Birth to Three Matters: a Skilful Communicator a Strong Child, a Competent Learner.

## Essential resources

The unit requires learners to complete a minimum of 30 hours of work experience placement. This should be based on the 0 – 8 age group and can include placements in settings such as nurseries, playgroups or primary schools. The 30 hours could be completed in just one setting, or a combination of settings, as appropriate to the learner or the centre. These 30 hours are in addition to the hours required by *Unit 1: Understanding Children's Development*.

- An appropriately qualified person to deliver the unit
- Access to a work experience placement
- Videos/DVDs of communication in a child care setting.

## Indicative reading for learners

Materials that illustrate the level of learning required and that are particularly relevant:

### Books

Lang, R — *The Art of Positive Communication* (Nasen/David Fulton, 2005) ISBN 1843123673

### Journals

*Nursery World*

*Parents Magazine*

## Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 2 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>describe the key features of effective interpersonal communication.</li> </ul>	C2.1a Take part in a group discussion.  C2.1b Give a talk of at least four minutes.
Improving own learning and performance Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>demonstrate understanding of how to interact and communicate with adults.</li> </ul>	LP2.1 Help set targets with an appropriate person and plan how these will be met.  LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.  LP2.3 Review progress with an appropriate person and provide evidence of achievements.



# Unit 4: Preparing and Maintaining Environments for Child Care

Level 2: BTEC First

Guided learning hours: 60

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## Unit abstract

The nature of children's environments is crucial in ensuring maximum benefit for children of all ages. This unit therefore introduces learners to the importance of providing a warm, safe, secure and encouraging environment.

Learners will gain understanding of how to prepare and maintain environments for child care in terms of, for example, health and safety, the integration of play, and the stimulation of children. They will learn how to maintain an environment that builds children's confidence and resilience, through acknowledging achievements, ensuring consistency and helping children to socialise and to cope with change.

Learners will also gain understanding of how to support children's routines. This will include the provision of food and drinks and personal care.

This unit links closely with the National Occupational Standards *CCLD 205: Prepare and Maintain Environments to Meet Children's Needs*, with some links to *CCLD 203: Support Children's Development*.

There are opportunities here to explore issues from the wider curriculum, especially environmental and health and safety issues, as well as social and cultural issues.

## Learning outcomes

### On completion of this unit a learner should:

- 1 Know how to prepare and maintain the physical and play environment
- 2 Understand how to prepare and maintain a stimulating environment
- 3 Understand how to maintain an environment that builds children's confidence and resilience
- 4 Know how to support routines for children and integrate play.

## Unit content

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### 1 Know how to prepare and maintain the physical and play environment

*Health and safety:* follow risk assessments and health and safety procedures, regulations that apply to the environment, policies and procedures of the setting before and during the children's presence; check appropriate heating and ventilation

*Use of space:* effective use of space to provide activities and play environments for children both indoors and outdoors; set out furniture, equipment and resources safely; ensure entrances, exits and fire exits are not obstructed; monitor the use of space before, during and after a day's session

*Meeting children's needs:* ensure appropriateness of the environment, including play materials and equipment to the ages, developmental stages and any special or additional needs of the children; ensure that the environment is accessible and inclusive for all children, taking into account different genders, cultures and ethnicity, needs and abilities

*Age ranges:* 0-3 years; 3-7 years; 7-12 years; 12-16 years

### 2 Understand how to prepare and maintain a stimulating environment

*Displays:* use of visual and tactile displays to provide a positive learning experience for children and to promote positive images of people in accordance with the values and principles of the early years sector; involvement of children in preparing and maintaining displays; help display children's work in ways that encourage them and promote self-esteem

*Use of senses:* use of different colours, music and sounds, scents and aromas to provide an interesting and exciting environment

*Nature of environment:* regular environmental changes to stimulate children's interests; sufficient flexibility, variety and choice of resources for play according to children's ages, need and abilities; encouraging children's active involvement in decisions about their environment and finding out what they want in their play environments

### 3 Understand how to maintain an environment that builds children's confidence and resilience

*Achievements:* praise and acknowledgement of all children's achievements; help children to recognise their own achievements; help children to make progress and achieve appropriate to their age, needs and abilities; encourage children to participate in activities; be aware of the relationship between self-esteem, confidence and resilience

*Change and consistency:* explain foreseeable changes in the environment clearly and honestly; provide reassurance, explanations and comfort for any changes in the environment; the effects of security and reassurance on children's confidence, recognising insecurity and anxiety; role of ability to predict upon children's sense of security and confidence

*Socialising:* provide an environment that encourages children to socialise with each other and with adults; informal games and play opportunities to stimulate and encourage children

*Backgrounds:* help children to be positive about their own cultural backgrounds

**4 Know how to support routines for children and integrate play**

*Provision of food and drinks:* understand the basic nutritional needs of children, drinking water, different food groups, nutritional requirements; effects of poor diet; cultural variations; different types of food allergies; importance of following the procedures of the setting to protect children; importance of supporting children's food preferences, basic information about safe food handling

*Consistency:* importance of consistency in children's development; help implement consistent routines for children

*Balance:* importance of providing physical play; helping children who have limited physical play opportunities; importance of providing quiet times or rest periods; support and encourage children to play

*Children's personal care:* supporting children in the use of toilet; hand-washing; care of skin and hair; use opportunities to play; use of toiletries; sun safety; development and care of teeth

## Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe how all aspects of health and safety are ensured in children’s environments	M1 explain how all aspects of the physical and play environment should be prepared and maintained	D1 justify the use of the senses in stimulating children’s interest and involvement
P2 outline the steps needed in preparing and maintaining the physical and play environment	M2 explain how to ensure that the environment is stimulating for children	D2 analyse the role of the environment and care routines in building children’s confidence and resilience.
P3 describe how to prepare and maintain a stimulating environment	M3 explain the important elements of maintaining an environment that builds children’s confidence and resilience	
P4 describe how to maintain an environment that builds children’s confidence and resilience	M4 explain how play can be integrated into all care routines.	
P5 describe the basic nutritional needs of children and the provision of food and drink		
P6 outline how to support care routines and integrate play into routines.		

Guidance to support the assessment of this unit is available on page 40.

## Essential guidance for tutors

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### Delivery

Some of the knowledge and understanding for this unit will probably be gained in child care settings initially, with this learning reinforced in the classroom through discussion and presentations. There could then be further consolidation in the work experience placement.

Learners will have already considered the health and safety aspects of the child care environment in their studies for *Unit 2: Keeping Children Safe*; their learning for this unit needs to build on this previously acquired knowledge and extend learners' understanding to different aspects.

In learning how to prepare and maintain the physical and play environment, learners need to know how to use space effectively to provide activities and play environments for children both indoors and outdoors. They also need to know how to set out furniture, equipment and resources safely while ensuring that exits and fire exits are not blocked. In addition, they must understand the need to monitor the physical and play environment on an ongoing basis during and after a session in order that the required environment is maintained.

Learners will need to know how to ensure that all health and safety requirements are being met, following risk assessments and health and safety procedures, such as the policies and procedures of the setting. In the first instance, learners could find out how these apply to their own school or college. Learners need to know to check heating and ventilation and that checks should be made before and during the presence of children. This section of the unit could be delivered alongside *Unit 2: Keeping Children Safe*.

Play materials and equipment, as appropriate to the children's ages, developmental stages and any special needs, should be understood as well as the importance of inclusiveness. This will initially require consideration in the classroom. Drawing plans of a child care setting, with explanations, could be a worthwhile activity, and will also link to *Unit 2: Keeping Children Safe*. Learners then need to consider how to ensure that the environment is stimulating for children. Visits to child care settings will enable them to see displays, which could lead to discussions and practice in the classroom. Learners need to understand the value of such displays in terms of being positive learning experiences for children, helping them to build self-esteem.

Learners also need to understand the need for variety in child care settings, with regular environmental changes to stimulate children's interest and curiosity as well as variety of choice in play equipment and resources. For example, a hospital play area or a shop play area could be set up in order to stimulate children's learning, taking into consideration their ages, needs and abilities.

Outside speakers such as experienced child care workers would be useful to talk about their setting, and how children are involved in decisions about their play environments. This is particularly important for older children.

Learners also need to know how to maintain an environment that builds children's confidence and resilience. They may be able to use their own experiences as a useful start and focus for discussion. They need to understand the importance of consistency in terms of enabling children to predict and thus feel secure and confident. They also need to be able to recognise anxiety and insecurity in children and the need for comfort and reassurance, particularly if there are changes in the environment.

Small group discussion could be used to consider the importance of socialising, both for the learners themselves and for children. This should include the importance of being positive about different cultural backgrounds.

Finally, learners need to understand how to support routines for children and to integrate play. Again they need to understand the importance of consistency, in this case as applied to routines. Teacher input, followed possibly by small group or individual research and presentations, could be used to help the learner gain understanding of some of the concepts here.

## Assessment

The assessment of this unit needs to be practically related to child care settings.

Three assignments could be used to enable learners to provide evidence for the assessment of this unit.

Learning outcome 1 could be assessed through an initial assignment that covers P1, P2 and M1. Evidence submitted could incorporate posters and plans, with some explanations, supplemented by pieces of writing or presentations. This evidence should build on, and extend, the evidence presented for *Unit 2: Keeping Children Safe*.

Learning outcome 2 could then be assessed by a second assignment that covers P3, M2 and D1. For P3, learners need to describe how to prepare and maintain a stimulating environment, with this being extended for M2 in which they need to explain how to ensure that the environment is stimulating. Learners could support their written evidence, for example, by providing evidence of having helped children to produce a display at their work experience placement. Photographs of the final display, supported by a piece of writing, could provide useful evidence. Similarly, learners could help to arrange a stimulating activity for children, or a stimulating play area, and provide evidence of this. This could also help to provide evidence for D1, in which learners need to justify the use of the senses in stimulating children's interest and involvement.

A third, larger assignment could be used to assess P4, P5, P6, M3, M4 and D2, which cover learning outcomes 3 and 4. Learners need to provide evidence for P4 to show that they understand how to maintain an environment that builds children's confidence and resilience and, for M3, they need to explain the important elements of maintaining this environment. This evidence needs to draw on their work placement experiences, with the use of examples to enhance the quality of the evidence. For P5, evidence for the basic nutritional needs of children could be presented in a variety of formats, such as posters, PowerPoint presentations or diet plans with explanations. For P6 and M4, learners need to consider how routines can be used to meet the needs of children. Evidence of the understanding of the importance of routines needs to include the importance of integrating play into these routines and the importance of consistency. This could involve a piece of writing describing and explaining the daily routines at a child care setting, including the reasons for these routines, and giving examples of how play activities can be integrated into them. Learners need to demonstrate understanding of the importance of routines and consistency, whilst also understanding that a variety of play activities can be integrated into them. D2 brings together the previous criteria in this assignment, by learners having to analyse the role of the environment and care routines in building children's confidence and resilience. Again, learners should use examples from their work experience to enhance their evidence. They need to reflect on and consider strengths and any identified weaknesses in real examples of practice, suggesting any improvements that could be made. This should include self reflection on their own ability to support the child care environment.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links closely with the National Occupational Standards *CCLD 205: Prepare and Maintain Environments to Meet Children's Needs* with some links, as indicated, to *CCLD 203: Support Children's Development*.

It also links with Birth to Three Matters: a Strong Child, a Healthy Child, a Competent Learner.

## Essential resources

- Access to a child care setting.
- An appropriately qualified person to deliver the unit.

## Indicative reading for learners

Materials that illustrate the level of learning required and that are particularly relevant:

### Books

Dryden, L — *Essential Early Years* (Hodder Arnold, 2005) ISBN 0340888776

Minett, P — *Child Care and Development* (Hodder Arnold, 2005) ISBN 0340889152

### Journals

*Nursery World*

*Parents Magazine*

## Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 2 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>outline the steps needed in preparing and maintaining the physical and play environment</li> <li>describe how to prepare and maintain a stimulating environment</li> <li>describe how all aspects of health and safety are ensured in children's environments</li> <li>describe the basic nutritional needs of children and the provision of food and drink.</li> </ul>	<p>C2.1a Take part in a group discussion.</p> <p>C2.1b Give a talk of at least four minutes.</p> <p>C2.2 Read and summarise information from at least <b>two</b> documents about the same subject. Each document must be a minimum of 500 words long.</p> <p>C2.3 Write <b>two</b> different types of documents each one giving different information. One document must be at least 500 words long.</p>



# Unit 5: Professional Development, Roles and Responsibilities in Child Care

Level 2: BTEC First

Guided learning hours: 60

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## Unit abstract

The aim of this unit is to enable learners to gain knowledge, understanding and skills to develop professionally within their work experience placement and learn how to work as a member of team. Professional development for child care workers is an important element in the ongoing development of practice, through feedback and reflection.

Initially, learners will gain understanding of how to use support systems to develop their own practice. This involves finding out about these support systems, using feedback and learning to reflect on their own practice, as well as other forms of professional development. The learner will then be able to use new knowledge and skills to improve their own practice and gain further feedback on improvements.

This is followed by learning about roles and responsibilities within the team in the child-care setting. The learner finds out about the team, their own roles and responsibilities, and then how to interact with the team, showing commitment and dealing with any potential conflict.

Finally, the values and ethics in the workplace will be examined. The learner will gain understanding of how to communicate appropriately, showing respect and with due regard to confidentiality.

The unit is intended to contribute to the underpinning knowledge required for both elements of *CCLD 204: Use Support to Develop Own Practice in Children's Care, Learning and Development* of the National Occupational Standards in Children's Care, Learning and Development.

There are opportunities here to explore issues from the wider curriculum, especially spiritual, moral, ethical, social and cultural issues.

**This unit requires learners to undertake 240 hours of supervised work placement.**

## Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand support systems to develop own understanding of child care practice
- 2 Understand new knowledge and skills relevant to own understanding of practice
- 3 Understand own roles and responsibilities within the team
- 4 Understand values and ethics in child care working practice.

## Unit content

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### 1 Understand support systems to develop own understanding of child care practice

*Support systems:* for supervision, eg tutorials, tutor placement visits, placement supervisor/mentor; support in the work setting and at school/college; constructive feedback on performance; gaining and using new knowledge and skills in the work setting

*Use of feedback:* identify areas of practice that need development; identify goals, targets and development opportunities; clarification of own role in the team

*Professional development:* find out about other ways of undertaking professional development; development needs in relation to the team

*Use of reflection:* consider strengths and weaknesses; consider own learning style and effect of own background and experiences on practice

### 2 Understand new knowledge and skills relevant to own understanding of practice

*Knowledge and skills:* opportunities to gain new knowledge and skills; identify and use new knowledge and skills relevant to the early years work setting

*Feedback:* on improvements in practice

### 3 Understand own roles and responsibilities within the team

*Team:* objectives and purpose; roles and responsibilities of individuals within the team

*Roles and responsibilities:* own roles and responsibilities in the team; own contribution to the overall activities, objectives and purposes of the team; realistic responsibility for own development, learning and performance

*Interactions with the team:* support effective functioning of the team; inform other team members of own activities; accept and use suggestions and information constructively to improve own practice; support and offer constructive assistance to other members of the team including suggestions, relevant ideas and information

*Commitments:* complete commitments to other team members according to work priorities; inform appropriate members of the team if any commitments cannot be completed

*Dealing with conflict:* constructive approach to differences of opinion and conflicts showing respect for the views of others

### 4 Understand values and ethics in child care working practice

*Communication:* treating all team members equally and inclusively, as individuals, with respect for their dignity, culture, backgrounds and values; respecting confidentiality and the sharing of information according to the policy of the setting

*Being trustworthy:* being reliable, trustworthy, honest and straightforward in the team

*Anti-discriminatory practice:* being able to challenge comments, actions and practice that are discriminatory

## Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 undertake a minimum of 240 hours of work experience in a child care setting	M1 explain how support systems have helped to develop own understanding of practice in child care	D1 evaluate the development of own understanding of practice in the child care setting
P2 describe the use of support systems to develop own understanding of practice in a child care setting	M2 explain how new knowledge and skills have affected own understanding of practice	D2 evaluate own contribution to the functioning of the team in the child care setting.
P3 identify the strengths and weaknesses in own understanding of practice	M3 explain how they have supported the functioning of the team in own work setting	
P4 outline new knowledge and skills relevant to own understanding of practice in child care work	M4 explain how values and ethics are put into practice in child care work.	
P5 outline own roles and responsibilities as a member of the team in a child care work setting		
P6 describe the values and ethics of child care working practice.		

Guidance to support the assessment of this unit is available on page 47.

## Essential guidance for tutors

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### Delivery

The purpose of this unit is to enable learners to develop professionally and work with others in a team. It is expected that the unit will be mainly delivered through work experience, but this may not begin at the start of the programme in order to allow learners to gain knowledge and more maturity. Some knowledge of children's development, communication and keeping children safe should be delivered before the start of the work experience placement.

Most of the knowledge and understanding for this unit will come from practical work experience, with support in the classroom. Tutorials in school or college will play an important role. Visiting speakers to talk about their work and how they work as a member of a team in a child care setting would also be useful.

Learning outcome 1 — Understand support systems to develop own understanding of child care practice – can be started at an early stage of the programme as part of preparation for work experience placement. Learners will have to find out about the support systems in school/college and in the work placement. There may be a placement officer and a named person in the work placement, in which case considerable information can be obtained from them. Early in the placement learners will need to receive constructive feedback on their performance and then begin to use new knowledge and skills to build on this.

This feedback should help to identify areas of understanding which require further development, with goals, targets and clarification of own role in the team. The learner will need to be encouraged to reflect during tutorials, to identify strengths and weaknesses, their own learning style and the effect of their own background and experiences on their learning. Learners will also need to find out about other ways of undertaking professional development, such as lectures, conferences, television programmes and wider experiences.

Learners need to take opportunities to gain, identify and use new knowledge and skills relevant to working with children. Support systems should then be used to gain feedback on improvements in practice.

Learners also need to identify and undertake their own role and responsibilities within the team in a work experience placement. They will need to find out about the team, its objectives and purposes and about the roles and responsibilities of different team members. They also need to be clear about their own roles and responsibilities, contribution to the overall objectives and purposes of the team, and to have realistic responsibility for their own development, learning and performance. They will need to interact with the other members of the team to support effective functioning, inform others of their own activities, accept and use suggestions and information constructively to improve their own practice and also support and assist other members of the team.

Learners will need to complete work commitments and inform others if these commitments cannot be met. They also need to be able to cope with conflict and have a constructive approach to differences of opinion, showing respect for the views of others.

Finally, learners need to gain understanding of the values and ethics of working practice in the child care sector. In communication, all team members must be treated equally and inclusively with respect for the dignity, culture, backgrounds and values of others. Learners also need to be reliable, trustworthy, honest and straightforward in the team, and be able to challenge comments, actions and practice that are discriminatory. Much of this needs to be discussed in class and in tutorials.

## Assessment

To achieve this unit, learners are required to undertake a minimum of 240 hours of supervised work experience in a child care setting. Evidence of having completed the 240 hours could come from a record sheet appropriately signed, such as by the tutor or placement supervisor/s. This will provide the evidence needed for P1. During their work experience, learners need to build up a portfolio of evidence to satisfy the requirements of the assessment grid for the unit. A well-constructed and reflective work experience diary could satisfy most of the requirements of the grid, such as P3, P4, P5, M2, M3, D1 and D2. This could be supplemented, for example, by pieces of writing to cover the use of support services for P2 and M1, or to show how values and ethics are put into practice in child care work for P6 and M4. Witness statements, review forms and placement reports could be used to supplement this evidence.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links closely with the National Occupational Standards *CCLD 204: Use Support to Develop Own Practice in Children's Care, Learning and Development*.

## Essential resources

The unit requires learners to complete a minimum of 240 hours of work experience placement. This should be based on the 0 – 8 age group and can include placements in settings such as nurseries, playgroups or primary schools. These 240 hours are in addition to the 30 hours required by *Unit 1: Understanding Children's Development* and the 30 hours required by *Unit 3: Communication with Children and Adults*.

It is strongly recommended that learners should be able to complete these 240 hours in a combination of different placements in order to gain different types of experiences. A minimum of three different placements is suggested.

This unit should be delivered by an appropriately qualified person. Learners need to be well supported on placements, both by their placement supervisor and by tutor visits. A minimum of three tutor visits is suggested.

## Indicative reading for learners

Materials that illustrate the level of learning required and that are particularly relevant:

### Books

Dryden, L — *Essential Early Years* (Hodder Arnold, 2005) ISBN 0340888776

### Journals

*Parents Magazine*

## Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 2 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>outline own roles and responsibilities as a member of the team in a child care work setting</li> <li>describe the use of support systems to develop own understanding of practice in a child care setting.</li> </ul>	<p>C2.1a Take part in a group discussion.</p> <p>C2.1b Give a talk of at least four minutes.</p>
Improving own learning and performance Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>describe the use of support systems to develop own understanding of practice in a child care setting.</li> </ul>	<p>LP2.1 Help set targets with an appropriate person and plan how these will be met.</p> <p>LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.</p> <p>LP2.3 Review progress with an appropriate person and provide evidence of achievements.</p>

Working with others Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>outline own roles and responsibilities as a member of the team in a child care work setting.</li> </ul>	<p>WO2.1 Plan work with others.</p> <p>WO2.2 Work co-operatively towards achieving identified objectives.</p> <p>WO2.3 Review your contribution and agree ways to improve work with others.</p>





# Unit 6: Supporting Children's Play and Learning

Level 2: BTEC First

Guided learning hours: 60

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## Unit abstract

It has long been recognised that play is essential for the development of children and that children develop and learn through their play. It is therefore important for adults to be as effective as possible in making provision for play, encouraging children in their play and knowing when to be involved and to intervene in play activities in order that children gain as much benefit as possible.

The aim of this unit is for learners to gain knowledge, understanding and skills to enable them to support all aspects of children's play and learning. Initially, learners gain understanding about the different types of play and about the role of the adult in play activities. They then go on to learn how to provide for children's imaginative and creative play through the provision of resources, encouragement of children and appropriate intervention. They will learn how to support physical play, to understand its benefits for children and how to encourage and supervise this type of play.

Finally, learners will gain understanding of how to encourage children to explore and investigate through their play, the resources required and the nature of adult encouragement.

The unit is intended to contribute to the underpinning knowledge required for *CCLD 209: Support a Child with Disabilities or Special Educational Needs* and *CCLD 210: Support Children and Young People's Play* of the National Occupational Standards in Children's Care, Learning and Development. The unit also contributes to *CCLD 203: Support Children's Development*.

There are opportunities here for the wider curriculum especially moral, ethical, cultural and social issues, environmental issues and equal opportunities.

## Learning outcomes

### On completion of this unit a learner should:

- 1 Understand how to support children's play
- 2 Understand how to help to provide opportunities for children's imaginative and creative play
- 3 Understand how to help to support physical play
- 4 Understand how to encourage children to explore and investigate.

## Unit content

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### 1 Understand how to support children's play

*Understand play:* different types of play, eg physical, manipulative, imaginative; exploratory, creative; the right to play, eg United Nations Convention on the Rights of the Child; importance of role of play in children's development and learning, eg development of communication skills, social and emotional development, problem solving, understanding mathematical concepts; development of play as children grow older

*Resources:* provision of materials and equipment for the different types of play, eg natural materials such as sand, water and wood, constructional apparatus

*Encouragement:* encourage children to explore and choose play opportunities for themselves, to adapt ideas and resources according to their needs

*Supervision:* supervise 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; set ground rules for play; ensure that all play is suitable for the children's age, needs and abilities

*Involvement:* take part in play with children if this is what they want; allow children to develop their own play ideas without over or under protection; ensure there is enough time and adequate resources to enable children to develop and deepen play according to their interests

*Curriculum:* the relation of different aspects of play to relevant curriculum frameworks, eg one to one correspondence in role play

*Age ranges:* 0-3 years; 3-7 years; 7-12 years; 12-16 years

### 2 Understand how to help to provide opportunities for children's imaginative and creative play

*Resources:* provision and selection of a range of materials, equipment and props to support imaginative and creative play, eg home corner equipment and materials, dressing up clothes, musical instruments, paint, glue, paste

*Intervention:* enable children's imaginative play to flow freely, following the children's interests and the settings requirements without adult intervention unless requested by the children or when additional ideas or resources are needed

*Encouragement:* avoidance of stereotyping in imaginative play according to the requirements of the setting; exploration of the feelings and roles of others through imaginative play; participation in mark-making, painting, drawing, modelling and printing

### 3 Understand how to help to support physical play

*Benefits of physical play:* all round benefits including emotional and social

*Encouragement:* encourage all children who can and wish to take part in physical play; include those who experience difficulties in movement; taking part in physical play using their whole bodies; taking turns and considering others; development of fine motor skills by providing appropriate materials and activities, eg threading, small construction

*Supervision:* supervise physical play without under or over protection; ensure effective use of space; suitability for children's age, needs and abilities

#### 4 **Understand how to encourage children to explore and investigate**

*Resources:* find out about community resources to encourage children to explore and investigate; investigate and explore indoor and outdoor resources including Information communication technology

*Encouragement:* engage children's curiosity by providing interesting and stimulating activities and experiences; show own interest in exploring and investigating; providing opportunities for exploration and different experiences for older children; taking risk; the under and over-protection of children

## Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe different types of play	M1 explain how children should be encouraged and supervised in their play	D1 evaluate the potential role of physical play in the development of children
P2 describe the role of the adult in the provision, encouragement and supervision of children's play	M2 explain why it is sometimes important for adults to be involved and to intervene in children's imaginative and creative play	D2 evaluate the role of the adult in all aspects of children's play.
P3 outline the involvement and intervention of the adult in children's play	M3 explain how physical play can be encouraged for children's benefit.	
P4 describe the role of the adult in providing for imaginative and creative play		
P5 outline the benefits of physical play for children and how this can be supported		
P6 describe how children can be encouraged to explore and investigate.		

Guidance to support the assessment of this unit is available on page 56.

## Essential guidance for tutors

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### Delivery

The purpose of this unit is to enable learners to gain understanding of how to support children's play and learning.

Some of the knowledge and understanding for this unit will come from practical work experience but most will be learned in the classroom and both seen and put into practice in the work placement. Tutor input and learner activities, including learners' own research should play a major role in the delivery of this unit. Some resources are suggested below in the resource section of the unit but this list is only indicative. Learners should be encouraged to develop their own resources, as a group, for the provision of different types of play. Such resources may include safe natural materials, the use of packaging materials for everyday products, a range of different types of clothing and everyday household objects.

Visiting speakers to talk about their work with children in supporting their play will help to enrich the understanding of learners.

Learning outcome 1 requires learners to gain a thorough understanding of play. This will need tutor input with discussions of the nature of play, the right to play, its importance in children's development and learning as well as the different types of play, including the development of play as children get older.

This then needs to be developed to consider the ways in which children can be encouraged in their play, the nature of the supervision of play and how adults can be involved. This needs to include a thoughtful and sensitive approach by learners with respect to their own role in children's play, how they can enrich play experiences for children, but also how they might detract from the value of children's play if they are not careful about their own involvement. Learners could either individually or in pairs or small groups research and set up different types of play and describe their involvement with children.

Learning outcome 2 should include the therapeutic aspects of children's play with respect to the expression of their emotional needs. Again it is important that the provision of resources and the nature of adult intervention are considered carefully in class. The creative aspects of this outcome should include all aspects of creativity including drawing, painting and all forms of representation including music. This can also be developed into writing patterns and copying letters with older children. Learners should be encouraged to take part in setting up a range of creative and imaginary play activities in the classroom. It may be possible for a few children from known families to be invited in to take part in such play activities so that learners can see the children's reactions and further consider their own role.

In addition, learners need to be helped to relate different aspects of play to curriculum frameworks, eg counting out plates for one-to-one correspondence, sorting and matching, comparing, observing, volume, weight and the properties of materials and objects.

For learning outcome 3 learners need to know how to help to support physical play, its benefits and the supervision and encouragement of such play. Vigorous gross motor play should be covered here as well as fine motor play such as threading, small constructional apparatus and hand-eye co-ordination.

For learning outcome 4 learners need to know how to encourage children to explore and investigate. This is very relevant not only for younger children but also for older children. This section may be usefully supported by an outside speaker who works with older children. There needs to be consideration of risk and under and over-protection of children with respect to exploration and new experiences or activities. This will need tutor input and class discussion.

## Assessment

It is expected that most of the evidence for this unit will be in the form of pieces of writing as the assessment criteria in the main require description or explanation. Learners should supplement their evidence with descriptions and evaluations of examples of practical work where possible. Much of their evidence should be based on activities in the work experience placement.

Four assignments could be used for the assessment of this unit, corresponding to the four learning outcomes.

The first assignment could cover P1, P2, P3 and M1. Learners will need to describe the different types of play and consider the role of the adult in facilitating, supervising and encouraging play. Examples of play activities from work placements will enable learners to improve the quality of the evidence produced.

A second assignment could then be used to cover P4 and M2, focusing on imaginative and creative play. Learners could help to plan and deliver a particular imaginative and creative play activity, and use it as the basis of evidence for the role of the adult in providing for such play. This could be developed for M2 by explaining why it is sometimes important for adults to be involved and to intervene in children's imaginative and creative play.

The third assignment could cover P5, M3 and D1, based on physical play. Again, examples from work placement should be used as the basis of the assignment.

The fourth assignment could then be used for P6, but also as a vehicle to bring in D2, which covers all aspects of the unit in requiring learners to evaluate the role of the adult in all aspects of children's play.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links closely with the National Occupational Standards *CCLD 209: Support a Child with Disabilities or Special Educational Needs* and *CCLD 210: Support Children and Young People's Play*.

It also links with Birth to Three Matters: a Competent Learner, a Healthy Child.

## Essential resources

The most important resource is the provision of a work placement in a setting that cares for children in order that learners not only gain the knowledge and understanding required but also put skills into practice. An appropriately qualified person will be needed to deliver the unit.

Centres will need to provide a range of materials to support learners in all aspects of children's play to include paint, different papers, glue, card of different types, small constructional apparatus, apparatus for gross motor development, eg blocks, a range of materials for imaginative play, dressing up and resources found in different areas of everyday life.

## Indicative reading for learners

Materials that illustrate the level of learning required and that are particularly relevant:

### **Books**

Aldridge, M — *Meeting the Early Learning Goals Through Role Play* (Bookens Ltd, 2003)  
ISBN 1843120364

Hobart, C and Frankel, J — *Activities for Young Children: A Practical Guide* (Nelson Thornes, 2002) ISBN 0748745033

### **Journals**

*Nursery World*

*Parents Magazine*

## Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 2 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>outline the involvement and intervention of the adult in children's play</li> </ul>	C2.1a Take part in a group discussion.
<ul style="list-style-type: none"> <li>outline the benefits of physical play for children and how this can be supported</li> </ul>	C2.1b Give a talk of at least four minutes.
<ul style="list-style-type: none"> <li>describe the different types of play</li> </ul>	C2.2 Read and summarise information from at least <b>two</b> documents about the same subject. Each document must be a minimum of 500 words long.
<ul style="list-style-type: none"> <li>outline the benefits of physical play for children and how this can be supported.</li> </ul>	C2.3 Write <b>two</b> different types of documents each one giving different information. One document must be at least 500 words long.



# Unit 7: The Development and Care of Babies and Children Under Three Years

Level 2: BTEC First

Guided learning hours: 60

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## Unit abstract

The care and development of babies and children under the age of three years requires particular knowledge, understanding and skills. The aim of this unit is to enable learners to begin to develop this knowledge and understanding, as well as some of the skills required to work with this young age group.

Initially learners need to understand and observe the expected sequence and different aspects of development of babies in the first three years of life. They are also required to examine relevant current theories and frameworks. Learners will build on previous understanding of the importance of observation and the steps that need to be taken in order to carry out the observation of children undertaking a range of activities.

Learners then go on to gain understanding of how to provide physical care for babies and children under three, with particular reference to feeding, routine care procedures and recognising signs of illness. They will then learn how to provide play activities to encourage learning and development in this age group and how to communicate with babies and children under three years, to interpret their needs and respond to them.

The unit is intended to provide the underpinning knowledge required for all four elements of *CCLD 208: Support the Development of Babies and Children Under 3 Years*. The unit also contributes to *CCLD 203: Support Children's Development* with respect to this age group.

There are opportunities here to explore issues from the wider curriculum, especially social, cultural and equal opportunity issues.

## Learning outcomes

### On completion of this unit a learner should:

- 1 Understand and observe the expected sequence and development of babies and children in the first three years of life
- 2 Know how to help provide physical care requirements for babies and children under three
- 3 Understand how to provide play activities to encourage learning and development
- 4 Understand how to communicate with babies and children under three, interpret their needs and respond to them.

## Unit content

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### 1 Understand and observe the expected sequence and development of babies and children in the first three years of life

*Development:* sequence; expected pattern of development; acceptable range; main areas; different aspects of development; current theories, eg nature/nurture; current frameworks of effective practice, eg Birth to Three Matters; reporting concerns; following policies and procedures; legislation relating to the use of personal information, eg Data Protection Act

*Observations:* observe babies and children; differences between formal and informal observations; need for formal observations; need to obtain parental permission prior to observing; importance of accurate and clear observations using accepted language and formats; record and share information appropriately about developmental progress of babies and young children according to the procedures of the setting; identify areas of development that would benefit from support

### 2 Know how to help provide physical care requirements for babies and children under three

*Feeding:* prepare formula feeds according to the manufacturer's instructions; sterilise equipment correctly; bottle feed in line with current practice, parental wishes and requirements of the baby; storage of expressed breast milk; weaning of babies according to best practice guidelines; nutritional requirements of babies and children under three years

*Routine care:* washing, dressing, changing of babies and children under three in a sensitive manner; use of appropriate toiletries; family preferences and different cultural requirements; hygiene and protection procedures and why these must be followed; safe disposal of waste; care of skin, teeth, hair; help with toilet training

*Physical signs of illness:* signs and symptoms of common illnesses; recognition; appropriate response

### 3 Understand how to provide play activities to encourage learning and development

*Play activities:* identify and choose play activities to support different aspects of learning and development for individuals and groups; identify resources needed; ensure activities are inclusive and value diversity; ensure activities are challenging but achievable for the individual child; help babies and children to choose activities that meet their identified needs and interests; monitor individual responses to different activities, give praise, support and encouragement and why this is important

*Links with development:* meaning of challenge; link between challenge and developmental progress; activities to support gross and fine motor development, hand and eye co-ordination, language development through listening and responding, emotional expression and social competence, intellectual skills and understanding, imagination and creative skills

*Procedures and practice:* follow procedures and practice regarding safety and risk assessment; ensure activities are in line with overall plans of the setting

**4 Understand how to communicate with babies and children under three, interpret their needs and respond to them**

*Development:* sequence in which communication develops from birth to three years; how and why babies communicate from birth; pre-verbal stage; ways to support development of communication; importance of using recognised language formats including non-verbal forms, eg Makaton; recognise and reward communication efforts to encourage language development

*Responding to children:* respond to pre-verbal speech; use a range of different communication methods; identify needs from communication of babies and young children; other methods of communication when meaning is unclear; recognise and respond to behavioural reactions to communication failures

*Talking to parents:* talk positively about children's communication progress

## Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 describe the development, including communication, of babies and young children in the first three years of life</p> <p>P2 outline what needs to be considered when observing babies and children in the first three years of life</p> <p>P3 identify what can be learned through observation about babies and children in the first three years of life</p> <p>P4 describe the feeding and routine care of babies and young children under three years</p> <p>P5 identify five different play activities that help to support different aspects of learning and development</p>	<p>M1 explain how to undertake observations of babies and young children under three years</p> <p>M2 explain how babies and young children under three years should be fed and cared for safely</p> <p>M3 explain what is meant by challenge in play activities</p> <p>M4 explain how to interpret needs and respond to babies and young children.</p>	<p>D1 justify the use of observation of babies and young children in the first three years of life</p> <p>D2 evaluate the range of methods used in communication with babies and children under three to ensure that understanding is taking place.</p>

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P6 describe the different methods used to communicate with babies and children under three years.		

Guidance to support the assessment of this unit is available on page 65.

## Essential guidance for tutors

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### Delivery

The purpose of this unit is to enable learners to gain understanding of how to care for and support the development of babies and children under three years. Much of the knowledge and understanding for this unit will come from practical work experience but some will be learned in the classroom and then both seen and put into practice in the work experience placement. Some of the care routines relating to feeding, bathing, changing and dressing can be simulated in the classroom with the right equipment. Teacher/tutor input and learner activities, including learners' own research, should play a major role in the delivery of this unit.

Visiting speakers to talk about their work with children under three years of age could be useful for learners.

In order to understand and observe the expected sequence and development of babies and children in the first three years of life, learners will need some teacher/tutor input as well as their own research using appropriate resources. Teacher/tutor input will also be needed with respect to observations, and the sharing of information. Learners will greatly benefit from placement experiences with this age group in order to observe, for example, how babies and children of this age group move and use their bodies, communicate with adults and other children, express their feelings, and play.

Learners need to understand how to help provide physical care for babies and children under the age of three years. This can be simulated in the classroom with appropriate equipment, but the learning gained from this simulation will need to be reinforced by learning in the work experience placement. It is important that current practice relating to feeding and all care routines are followed with respect to the preparation of feeds, sterilisation, parental wishes and the child's needs and wishes. Nutritional requirements of the age group can be covered in the classroom, as can signs and symptoms of illness. Respect for cultural and family preferences needs to be emphasised.

When learning how to provide play activities to encourage learning and development, learners need to know how to choose activities to support different aspects of learning and development. They will need to be aware of the resources needed for individual and group activities and need to understand the importance of inclusion and the value of diversity. Much of this can be covered in the classroom with teacher/tutor input, small group work and discussion. Learners will find out the meaning of challenge and the links between challenge and developmental progress, moving children on from one level of understanding, knowledge or skill to the next. For example, moving to a more difficult puzzle or piece of apparatus. Developmental areas covered by activities should include gross and fine motor development, eye-hand co-ordination, language development through listening and responding, emotional expression, social competence, and intellectual skills such as attention and memory, imagination and creativity.

Learners also need to understand the importance of following procedures with regard to safety and risk assessment.

Learners need to develop understanding of how to communicate with babies and children under three, interpret their needs and respond to them. They can learn about the developmental sequence of language and communication development in the classroom, as well as a range of communication methods such as Makaton, and the differences between verbal and non-verbal communication. However, they will need experience of this age group in order for them to fully achieve the requirements of the unit. Learners also need to understand how to talk to parents

about their children's communication development. This can initially be simulated through role play in the classroom.

## Assessment

Whilst much of the evidence for this unit should be in the form of pieces of writing, much of the assessment is related to child care settings and, as such, needs to be practically related. Activities and observations in the work experience placement can be used as the basis for written evidence for different aspects of the unit.

Four assignments could be used for the assessment of this unit, corresponding to the four learning outcomes.

A first assignment could be used to assess P1, P2 and P3, with opportunities for M1 and D1. P1 could be evidenced through a piece of writing, enhanced with examples from work experience. A PowerPoint presentation could equally be used to describe the development, including communication, of babies and young children in the first three years of life. Learners will need to carry out observations of babies and children in the first three years of life whilst on their work placements, and use these as the basis for P2, P3, M1 and D1.

The second assignment could focus on the physical care of babies and children under three years of age. This assignment should provide opportunities for learners to present evidence for P4 and M2. Again, learners should draw on their placement experiences to help them evidence these criteria. Learners could use a combination of annotated posters, a leaflet, piece of writing, or presentation records in order to present their evidence.

A third assignment could be used to provide assessment opportunities for P5 and M3, focusing on play activities. Descriptions based on real activities that learners had supported would be excellent evidence here. They should be encouraged to participate in supervised activities with babies and young children under the age of three in the work experience placement and to describe these activities, using them as the basis for achievement of the assessment criteria.

The fourth assignment could be used to enable the learners to gain P6, and potentially M4 and D2, around the theme of communicating with babies and children under three years. For P6, learners should describe the different methods they or others have used to communicate with babies and children under three years. This could be extended for M4, with learners outlining how to interpret the needs of this age group and respond to them, and also for D2, for which evaluation of the range of methods used in communication with the age group is needed.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links with Birth to Three Matters in all four aspects as well as with CCLD 208: Support the development of babies and children under three and CCLD 203: Support children's development.

## Essential resources

A range of equipment and materials for feeding, changing and bathing babies and young children are required for the delivery and assessment of this unit.

- Access to babies and young children under the age of three is needed in work placement
- An appropriately qualified person will be needed to deliver the unit.

### Indicative reading for learners

Materials that illustrate the level of learning required and that are particularly relevant:

#### **Books**

Stoppard, M — *New Baby Care Book: A Practical Guide In The First Three Years* (Dorking Kindersley, 2002) ISBN 0751336092

Westcott, P — *Healthy Food For Babies and Toddlers* (Marshall, 1998) ISBN 1840280999



## Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 2 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>outline what needs to be considered when observing babies and children in the first three years of life</li> <li>describe the development, including communication, of babies and young children in the first three years of life.</li> </ul>	<p>C2.1a Take part in a group discussion.</p> <p>C2.1b Give a talk of at least four minutes.</p> <p>C2.2 Read and summarise information from at least two documents about the same subject. Each document must be a minimum of 500 words long.</p> <p>C2.3 Write <b>two</b> different types of documents each one giving different information. One document must be at least 500 words long.</p>
Information communication technology Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>identify five different play activities that help to support different aspects of learning and development.</li> </ul>	<p>IT2.1 Search for and select information to meet their needs. Use different information sources for each task and multiple search criteria in at least one case.</p> <p>IT2.2 Enter and develop the information to suit the task and derive new information.</p> <p>IT2.3 Present combined information such as text with image, text with number, image with number.</p>



# Unit 8: Providing Support for Children with Disabilities or Special Educational Needs

Level 2: BTEC First

Guided learning hours: 60

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## Unit abstract

The current practice of inclusion means that child care workers will find children with specific needs in many child care settings. Such children present challenges to those who care for them in terms of the support they require, and also the encouragement they need to take part in the activities and experiences available in the child care setting. Their families also need support.

The main purpose of the unit is for learners to gain knowledge and understanding to enable them to be able to support children with disabilities or special educational needs.

Initially the unit enables the learner to gain understanding of how to support a child with specific needs by finding out the relevant information about the child, knowing the legislation and codes of practice that affect such a child, and learning how to interact and communicate effectively with the child. The learner will then be able to build on this understanding and begin to understand how to help the child take part in activities and experiences, ensuring safety at all times.

The unit then enables the learner to gain understanding of how to support the child and the child's family according to the procedures of the setting. This includes helping family members to take part in activities, giving feedback to the family, recording the child's progress and seeking specialist help when required. It also includes the concepts of partnership, integration and inclusion.

The unit is intended to contribute to the underpinning knowledge required for *CCLD 209: Support a child with disabilities or special educational needs* of the National Occupational Standards in Children's Care, Learning and Development. It aims to cover all elements of *CCLD 204: Use support to develop own practice in children's care, learning and development* as well as the relevant sections in *CCLD 203: Support Children's Development*.

There are opportunities here to explore issues from the wider curriculum, especially environmental, moral, ethical, spiritual, social, cultural and equal opportunity issues.

## Learning outcomes

### On completion of this unit a learner should:

- 1 Understand how to support a child with disabilities or special educational needs
- 2 Understand how to help the child to take part in activities and experiences
- 3 Understand how to support the child and family according to the procedures of the setting.

## Unit content

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### 1 Understand how to support a child with disabilities or special educational needs

*Needs of the individual child:* eg Down's syndrome, autistic spectrum disorder, sensory impairment, dyslexia, medical conditions

*Information and care needs:* details about particular disabilities or special educational needs; seek information about an individual's care and communication needs from colleagues; follow child's individual plan; refer concerns about child according to procedures; seek advice and support and support to overcome communication difficulties

*Interactions:* communicate effectively; verbal, non-verbal; give praise and reward for child's efforts and achievements; sensitivity to child's age, needs and abilities; having realistic expectations; not labelling children; alternative communication through use of all the senses

*Legislation and Codes of Practice:* laws and codes of practice affecting provision for disabled children and those with special educational needs, eg Disability Discrimination Act 2005, Special Educational Needs and Disability Act 2001; in home country; importance of following these

*Age ranges:* 0-3 years; 3-7 years; 7-12 years; 12-16 years

### 2 Understand how to help the child to take part in activities and experiences

*Methods:* observe sensitively to identify any barriers to participation in activities; offer alternatives if required; adapt activities, experiences, environment, eg furniture, access to equipment, in consultation with others, to enable child to take part; safe use of any specialist aids and equipment if required; encourage positive behaviour

### 3 Understand how to support the child and family according to the procedures of the setting

*Partnership:* importance of parental and family knowledge of child; impact of having a child with a disability or special educational need within a family; integration and inclusion in the placement setting and in the community; planning for each child's individual requirements with colleagues and parents

*Support:* help family members to take part in activities; feedback to the child and other adults about a child's progress; record progress of child according to procedures; seek help from others when information and support needed; specialist local and national support and information for children and families

## Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify a range of disabilities and special educational needs that affect children	M1 explain how a child with a disability or special educational need can be supported	D1 evaluate ways of helping a child with a disability or special educational need to take part in activities and experiences
P2 identify current legislation and relevant codes of practice affecting provision for children who are disabled or have a special educational need	M2 explain how a child with a disability or special educational need can be helped to take part in activities and experiences	D2 evaluate ways of supporting the family of a child with a disability or special educational need.
P3 outline ways to help children to take part in activities and experiences	M3 explain what needs to be considered when interacting with a child with a disability or special educational need	
P4 identify ways of interacting effectively with children who are disabled or have a special educational need	M4 explain what is meant by partnership with parents.	

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P5 describe the potential effect a child with a disability or special educational need might have on a family</p> <p>P6 outline ways in which support can be given to the child and the family.</p>		

Guidance to support the assessment of this unit is available on page 74.

## Essential guidance for tutors

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### Delivery

This unit will need teacher/tutor input research by learners, but will need to be supported by outside speakers, visits and work placements.

It is strongly recommended that learners undertaking this unit have access to a child care setting where there is at least one child with a disability or special educational need.

Learners will need to obtain information about the types of disabilities and special educational needs that are currently recognised. This can be delivered through tutor input and learner research, supported by discussion. Learners also need to be aware that they must seek further information about a particular child from colleagues in their work placement, so that they know the child's own individual plan and can follow this. They must also learn that they should refer concerns about a child and seek advice and support to overcome communication difficulties, according to procedures of the setting.

Learners also need to know how to interact with children who have disabilities or special educational needs. Again some teacher/tutor input would be useful here, but it is strongly recommended that a visiting speaker used to working with children with disabilities or special educational needs is invited in to talk to the learners. Learners themselves need to observe others carefully when they are in their work placement, or visiting one.

Following on from this, learners need to understand how to help the child take part in activities and experiences. Some of this can be delivered in class, but again an appropriate visiting speaker is strongly recommended together with observation by the learner when in work placement or other child care setting. The encouragement of positive behaviour in children is very important here plus sensitive observation to identify any barriers to participation in activities with offers of alternatives or adaptations. Learners need to understand that this must be done within the context of consultation with others to enable the child to take part and the safe use of any specialist aids or equipment.

Learners then need to gain understanding of how to support the child and their family according to the procedures of the child care setting. This part of the unit may also be covered by an outside speaker, as indicated above, to support the input from the teacher/tutor. An important concept for learners to understand is that of partnership with parents, in which parental and family knowledge of the child is valued, with child care workers working with families and building on their knowledge. Learners also need to understand the concept of inclusion as it applies to children with disabilities and special educational needs, with the need for integration or inclusion in the placement setting as well as in the community. They should be able to appreciate the impact of having a child with a disability or special educational need within and upon a family and the need for planning for each child's individual requirements with colleagues and parents.

Learners also need to know how to support family members, for example by helping them to take part in activities and giving them feedback about the child's progress. Delivery methods need to be varied, with input from child care workers or even from parents with a child with a disability or special educational need.

## Assessment

Whilst much of the evidence for this unit should be in the form of pieces of writing, much of the assessment is related to child care settings and, as such, needs to be practically related. Activities and observations in the work experience placement can be used as the basis for written evidence for different aspects of the unit.

Three assignments could be used as the basis of assessment for this unit.

An initial assignment could require learners to provide evidence of understanding of the range of disabilities and special educational needs that affect children. Learners need to identify examples of disabilities and special educational needs for P1, and for M1 explain how a child with a disability or special educational need can be supported. For P2 learners need to show that they have researched and understand current legislation and relevant codes of practice affecting provision for children who are disabled or have a special educational need. For P3 learners then need to demonstrate that they understand ways to help children to take part in activities and experiences, this being extended for M2 and D1. For this first assignment, evidence could be presented in a variety of formats. For example, PowerPoint presentations could provide useful opportunities for describing a range of disabilities and special educational needs that affect children. Learners could also be encouraged to participate in supervised activities with children with disabilities or special educational needs in their work placement and to use the activities as the basis for achievement of the assessment criteria.

A second assignment could be used to assess P4, and potentially M3, based on the theme of interacting with children who are disabled or have a special educational need. Again, learners should draw on their placement experiences to illustrate descriptive evidence.

The third assignment could assess P5 and P6, and potentially M4 and D2, based on the family of a child with a disability or special educational need, and how its members can be supported.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

The unit links to *CCLD 209: Support a child with disabilities or special educational needs* of the National Occupational Standards in Children's Care, Learning and Development. It aims to cover all elements of *CCLD 204: Use support to develop own practice in children's care, learning and development* as well as the relevant sections in *CCLD 203: Support Children's Development*.

This unit also links with Birth to Three Matters in all four aspects.

## Essential resources

- An appropriately qualified person to deliver the unit
- Access to a child care setting where there is at least one child with a disability or special educational need.



### Indicative reading for learners

Materials that illustrate the level of learning required and that are particularly relevant:

#### **Books**

Lang, R — *Obsessive Compulsive Disorders* (Nasen/David Fulton, 2005) ISBN 1843123665

McIntyre, C — *Play for Children with Special Needs* (David Fulton, 2002) ISBN 1853469351

Mortimer, H — *Sensory Difficulties* (Scholastic, 2002) ISBN 089053565X

## Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 2 key skill evidence are given here. Tutors should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>outline ways to help children to take part in activities and experiences</li> <li>identify a range of disabilities and special educational needs that affect children.</li> </ul>	<p>C2.1a Take part in a group discussion.</p> <p>C2.1b Give a talk of at least four minutes.</p> <p>C2.2 Read and summarise information from at least <b>two</b> documents about the same subject. Each document must be a minimum of 500 words long.</p> <p>C2.3 Write <b>two</b> different types of documents each one giving different information. One document must be at least 500 words long.</p>
Information communication technology Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>identify a range of disabilities and special educational needs that affect children</li> <li>identify current legislation and relevant codes of practice affecting provision for children who are disabled or have a special educational need.</li> </ul>	<p>IT2.1 Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.</p> <p>IT2.2 Enter and develop the information to suit the task and derive new information.</p> <p>IT2.3 Present combined information such as text with image, text with number, image with number.</p>

Improving own learning and performance Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>identify ways of interacting effectively with children who are disabled or have a special educational need.</li> </ul>	<p>LP2.1 Help set targets with an appropriate person and plan how these will be met.</p> <p>LP2.2 Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.</p> <p>LP2.3 Review progress with an appropriate person and provide evidence of achievements.</p>
Working with others Level 2	
When learners:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> <li>outline ways to help children to take part in activities and experiences.</li> </ul>	<p>WO2.1 Plan work with others.</p> <p>WO2.2 Work co-operatively towards achieving identified objectives.</p> <p>WO2.3 Review your contribution and agree ways to improve work with others.</p>



# Assessment and grading

The purpose of assessment is to ensure that effective learning of the content of each unit has taken place.

Assignments should ensure coverage of all the criteria in the unit as set out in the *Grading grid* for each unit. It is advisable that criteria are clearly indicated on each assignment to provide a focus for learners (for transparency and to help ensure that feedback is specific to the criteria) and to assist with internal verification and standardisation processes. Tasks and activities should enable learners to produce evidence that relates directly to the specified criteria.

Assignments constructed by centres should be valid, reliable and fit for purpose, building on the application of the grading criteria. Centres should use a variety of assessment methods, including case studies, assignments and work-based assessments, along with projects, performance observation and time-constrained assessments. Centres are encouraged to place emphasis on the practical application of the grading criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience. The creation of assignments that are fit for purpose is vital to achievement by learners and their importance cannot be over emphasised.

When reading the *Grading grids* and designing assessment instruments, centres should note that for learners to achieve a merit/distinction grade they will be required to provide evidence that is qualitative in its nature. Centres are encouraged to look across each assessment criterion in the *Grading grid* to identify common topics within units and to assess learners' work according to the level that they have achieved as determined by the grading criteria.

The grading criteria are developed in relation to grading domains which provide for the assessment of the learning outcomes of the unit. There are four grading domains which underpin the grading criteria.

- Application of knowledge and understanding.
- Development of practical and technical skills.
- Personal development for occupational roles.
- Application of generic and key skills.

The qualitative nature of the merit and distinction grading criteria are based upon indicative characteristics required of the assessment evidence to fulfil the higher grades. Please refer to *Annexe B*.

A grading scale of pass, merit and distinction is applied to all units.

## **In the Pearson BTEC Firsts all units are internally assessed.**

All assessment for BTEC Firsts is criterion referenced, based on the achievement of specified outcomes. Each unit has specified criteria to be used for grading. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

All assessment for BTEC Firsts is criterion referenced, based on the achievement of specified outcomes. Each unit has specified criteria to be used for grading. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied all the pass criteria
- to achieve a 'merit' a learner must additionally have satisfied all the merit criteria
- to achieve a 'distinction' a learner must additionally have satisfied all the distinction criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

## Quality assurance

Pearson's qualification specifications set out clearly the standard to be achieved by each learner in order to gain the award of the qualification. This is covered in the statement of outcomes and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section of each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors and to provide for a coherence of understanding and a consistency of delivery and assessment.

Pearson operates a quality assurance process which is designed to ensure that these standards are maintained by all internal verifiers and external verifiers. It achieves this through the following activities.

### Approval

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme. Centres wishing to offer a vocational area for the first time will need to apply for approval to offer the programme.

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they will be required to enter into an approvals agreement.

The approvals contract is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

### Risk assessment

Pearson has an approval process which creates a quality profile of each qualification programme in each centre and for the centre as a whole. This profile contributes to the determination of the nature of external verification activity for each programme and will also be used to initiate other quality control measures by Pearson.

### Internal verification

Centres are required to have processes in place reviewing each assessor's decisions to ensure that they are correctly interpreting and applying the standards set out in the specifications. The system used to do this is a matter for individual centres and Pearson fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation.

Centres should refer to the BTEC Level 2/3 (including Short Courses at Levels 1–3) Handbook (updated annually). This updated information may also be found on the Pearson website/Services for centres/FE Colleges and Schools.

### **External verification**

Pearson will sample assessors' decisions using sector-specialist external verifiers. For BTEC Firsts this process will follow the National Standards Sampling (NSS) protocol.

The learner work **must** have been internally assessed. Additionally, at least 50 per cent of submitted work must have been internally verified.

Centres should refer to the BTEC Level 2/3 (including Short Courses at Levels 1–3) (updated annually). This updated information may also be found on the Pearson website/Services for centres/FE Colleges and Schools.

# Calculation of the qualification grade

## Awarding a qualification grade

The qualification grade will be calculated through the aggregation of points achieved through the successful achievement of individual units. Learners will achieve a pass, merit or distinction qualification grade based on the attainment of a stated minimum number of points for each unit grade. The number of points available will be dependent on the unit grade achieved and the size of the unit as determined by the stipulated guided learning hours.

**For the calculation of a qualification grade for a BTEC First Certificate and a BTEC First Diploma a learner must:**

- complete all designated units
- achieve a minimum points score of 18 points for a First Certificate and 36 points for a First Diploma
- achieve a pass grade for all designated units for a First Certificate and achieve a pass grade for units with a combined total of 300 guided learning hours for a First Diploma.

**For the calculation of a qualification grade for this BTEC First Diploma a learner must also pass:**

- **Unit 1: Understanding Children’s Development**
- **Unit 3: Communication with Children and Adults**
- **Unit 5: Professional Development, Roles and Responsibilities in Child Care.**

## Points available

Size of unit (GLH)	Pass grade	Merit grade	Distinction grade
10	1	2	3
30	3	6	9
60	6	12	18
90	9	18	27
120	12	24	36

## Qualification grade

QUALIFICATION	PASS GRADE	MERIT GRADE	DISTINCTION GRADE	DISTINCTION*
BTEC FIRST CERTIFICATE (54 MAXIMUM)	18–29	30–41	42–53	54
BTEC FIRST DIPLOMA (108 MAXIMUM)	36–59	60–83	84–95	96–108



## Performance tables

### **BTEC First Certificate and Performance tables**

BTEC Firsts are included in performance tables. Please see the DfE website for further information: <https://www.gov.uk/government/publications/vocational-qualifications-for-14-to-19-year-olds>

# Programme design and delivery

These qualifications consist of core units (which are mandatory) and specialist units. Specialist units are designed to provide a specific focus to the qualification. Required combinations of specialist units are set out clearly in relation to each qualification in the defined qualification structures provided in this document.

In BTEC First qualifications each unit is 30, 60, 90 or 120 guided learning hours. The definition of guided learning hours is 'a notional measure of the substance of a qualification'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study. Centres are advised to consider this definition when planning the programme of study associated with this specification.

## Mode of delivery

Pearson does not define the mode of study for BTEC First qualifications. Centres are free to offer the qualifications using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specifications and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. Assessment evidence based on the learners' work environment should be encouraged. Those planning the programme should aim to enhance the vocational nature of the BTEC First qualification by:

- liaising with employers to ensure a course relevant to the specific needs of the learners
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

## Resources

BTEC First qualifications are designed to prepare learners for employment in specific sectors. Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and therefore should normally be of industry standard. Staff delivering programmes and conducting the assessments should be fully familiar with current practice and standards in the sector concerned. Centres will need to meet any specialist resource requirements when they seek approval from Pearson.

Where specific resources are required these have been indicated in individual units under the *Essential resources* section.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC First qualifications. Specifications contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

## Accreditation of Prior Learning (APL)

Pearson encourages centres to recognise learners' previous achievements and experience through APL. Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification. Assessors should assess this evidence against the National Occupational Standards mapped in the specification. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the outcomes of the unit have been met.

Full guidance on Pearson's policy on APL is provided on our website:  
[qualifications.pearson.com](http://qualifications.pearson.com)

## Meeting local needs

Centres should note the qualifications set out in these specifications have been developed in consultation with centres and employers, particularly the Sector Skills Council, Skills for Care and Development. The units are designed to meet the skill needs of the sector and the specialist units allow coverage of the full range of employment. Centres should make maximum use of the choice available to them within the specialist units in these specifications to meet the needs of their learners, and the local skills and training needs identified by organisations such as the Regional Development Agency and the Local Learning and Skills Council.

In certain circumstances, the units contained in these specifications may not enable centres to meet a local need. In this situation centres may seek approval from Pearson to make use of units from other standard BTEC First Diploma specifications. Centres will need to justify the need for importing units from other specifications and Pearson will ensure that the vocational focus of the qualification has not been diluted. Units that have externally set assignments cannot be imported into other qualifications.

There may be exceptional circumstances where even this flexibility does not meet a particular local need. In this case centres can seek permission from Pearson to develop a unit with us to meet this need. The cases where this will be allowable will be very limited. Centres will need strong evidence of the local need and the reasons why the existing standard units are inappropriate. Pearson will need to submit these units for accreditation by QCA.

## Limitations on variations from standard specifications

The flexibility to import standard units from other BTEC First Diploma specifications and/or develop unique units is **limited to one unit in a BTEC First Diploma qualification. This flexibility is not available within the BTEC First Certificate. The use of these units cannot be at the expense of the core units in any qualification.**

More detailed guidance on delivery and assessment is given in each unit.

# Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- the qualifications should be available to everyone who is capable of reaching the required standards
- the qualifications should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should also show regard for Pearson's policy on learners with particular requirements.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 2 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grades D–G
- related work experience
- other related Level 1 or 2 qualifications.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

## Restrictions on learner entry

The Pearson BTEC Level 2 First Certificate in Children's Care, Learning and Development and the Pearson BTEC Level 2 First Diploma in Children's Care, Learning and Development are accredited on the Regulated Qualifications Framework. The Pearson BTEC Level 2 First Certificate in Children's Care, Learning and Development is available to learners aged 14 and over. The Pearson BTEC Level 2 First Diploma in Children's Care, Learning and Development is available to learners aged 16 and over. The qualifications are listed on the DfES funding lists Section 96 and Section 97.

Additionally, the majority of BTEC First qualifications are available to learners aged 14–16 to enhance their curriculum and to help them gain experience of vocational skills which will prepare them for work.

In particular sectors the restrictions on learner entry might relate to any physical or legal barriers, for example people working with children will be subject to police checks.

## Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy ‘Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications’, which is on the Pearson website [qualifications.pearson.com/en/support/support-topics/exams/special-requirements.html](http://qualifications.pearson.com/en/support/support-topics/exams/special-requirements.html).

# The Pearson Qualification Framework for the Children’s Care, Learning and Development sector

Progression opportunities within the framework are available vertically, diagonally and horizontally.

Level	General Qualifications		BTEC Full VRQ Courses	BTEC Short Courses	NVQ/Occupational
4			Higher National Certificate and Diploma in Advanced Practice in Work with Children and Families	Professional Development Certificate in Specialised Play for Sick Children and Young People	NVQ in Children’s Care, Learning and Development NVQ in Playwork
3	GCE in Health and Social Care		National Award, Certificate and Diploma in Early Years	Certificate in Children’s Care, Learning and Development (technical certificate) Certificate for Teaching Assistants	NVQ in Children’s Care, Learning and Development NVQ in Playwork NVQ for Teaching Assistants
2	GCSE Health and Social Care		<b>First Certificate and Diploma in Children’s Care, Learning and Development</b>	Certificate in Children’s Care, Learning and Development (technical certificate) Certificate for Teaching Assistants Paediatric First Aid	NVQ in Children’s Care, Learning and Development NVQ in Playwork NVQ for Teaching Assistants
1				Introductory Certificate and Diploma in Health and Social Care	
Entry					

## Further information and useful publications

For further information about the qualification featured in this specification, or other Pearson qualifications, please call Customer Services on 0844 576 0026 (calls may be monitored for quality and training purposes) or visit our website [qualifications.pearson.com](http://qualifications.pearson.com).

Related information and publications include:

- *Equality Policy*
- *Information Manual* (updated annually)
- *Access arrangements, reasonable adjustments and special considerations*
- *Quality Assurance Handbook* (updated annually).
  - Publications on the quality assurance of BTEC qualifications are on our website at [qualifications.pearson.com](http://qualifications.pearson.com)

### **Additional materials include:**

- Sample Assessment Material (for the external unit)
- a guide to *Getting Started with BTEC*
- guides to our support for planning, delivery and assessment (including sample assignment briefs).

Visit [www.btec.co.uk/2012](http://www.btec.co.uk/2012) for more information.

### **Additional resources**

If you need to source further learning and teaching material to support planning and delivery for your learners, there is a wide range of BTEC resources available to you.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website: [qualifications.pearson.com](http://qualifications.pearson.com)

# Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building key skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on the Pearson website [qualifications.pearson.com](http://qualifications.pearson.com).

The training we provide:

- is active — ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.



# Annexe A

## RQF codes

The Regulated Qualifications Framework code is known as a Qualification Number (QN). This is the code that features in the DfE Funding Schedules — Section 96 and Section 97 and is to be used for all qualification funding purposes. Each unit within a qualification will also have a unit code.

The qualification and unit codes will appear on the learner's final certification documentation.

The QNs for the qualifications in this publication are:

100/6243/9 Pearson BTEC Level 2 First Certificate in Children's Care, Learning and Development

100/6244/0 Pearson BTEC Level 2 First Diploma in Children's Care, Learning and Development

These qualification titles will appear on the learners' certificates.

Learners need to be made aware of this when they are recruited by the centre and registered with Pearson. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.



# Annexe B

## Grading domains

Grading domain 1	Indicative characteristics — merit	Indicative characteristics — distinction
<b>Application of knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Show depth of knowledge and development of understanding in given situations(eg explain why, make judgements based on analysis).</li> <li>• Apply and/or select relevant concepts.</li> <li>• Apply knowledge to different contexts.</li> <li>• Apply knowledge to non-routine contexts (ie assessor selection).</li> <li>• Make comparisons.</li> <li>• Show relationships between p criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesise knowledge and understanding across p/m criteria.</li> <li>• Evaluate concepts/ideas/actions.</li> <li>• Analyse/research and make recommendations.</li> <li>• Judges implications of application of knowledge/ understanding.</li> <li>• Applies knowledge and understanding to complex activities/contexts.</li> </ul>
Grading domain 2	Indicative characteristics — merit	Indicative characteristics — distinction
<b>Development of practical and technical skills</b>	<ul style="list-style-type: none"> <li>• Use advanced techniques/processes/skills successfully.</li> <li>• Act under limited supervision/ demonstrate independence (note: pass cannot require support).</li> <li>• Apply to non-routine activities.</li> <li>• Demonstrate within time and/or resource constraints.</li> <li>• Produce varied solutions (including non-routine).</li> <li>• Modify techniques/processes to situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate creativity/originality/own ideas.</li> <li>• Apply skill(s) to achieve higher order outcome.</li> <li>• Select and use successfully from a range of advanced techniques/processes/skills.</li> <li>• Reflects on skill acquisition and application.</li> <li>• Justifies application of skills/methods.</li> <li>• Makes judgements about risks and limitations of techniques/processes.</li> <li>• Innovates or generates of application of techniques/processes for new situations.</li> </ul>

Grading domain 3	Indicative characteristics — merit	Indicative characteristics — distinction
<b>Personal development for occupational roles</b>	<ul style="list-style-type: none"> <li>• Takes responsibility in planning and undertaking activities.</li> <li>• Reviews own development needs.</li> <li>• Finds and uses relevant information sources.</li> <li>• Acts within a given work-related context showing understanding of responsibilities.</li> <li>• Identifies responsibilities of employers to the community and the environment.</li> <li>• Applies qualities related to the vocational sector.</li> <li>• Internalises skills/attributes (creating confidence).</li> </ul>	<ul style="list-style-type: none"> <li>• Manages self to achieve outcomes successfully.</li> <li>• Plans for own learning and development through the activities.</li> <li>• Analyses and manipulates information to draw conclusions.</li> <li>• Applies initiative appropriately.</li> <li>• Assesses how different work-related contexts or constraints would change performance.</li> <li>• Takes decisions related to work contexts.</li> <li>• Applies divergent and lateral thinking in work-related contexts.</li> <li>• Understands interdependence.</li> </ul>
Grading domain 4	Indicative characteristics — merit	Indicative characteristics — distinction
<b>Application of generic and key skills</b>	<ul style="list-style-type: none"> <li>• Communicates using appropriate technical/ professional language.</li> <li>• Makes judgements in contexts with explanations.</li> <li>• Explains how to contribute within a team.</li> <li>• Makes adjustments to meet the needs/expectations of others (negotiation skills).</li> <li>• Select and justify solutions for specified problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents self and communicates information to meet the needs of a typical audience.</li> <li>• Takes decisions in contexts with justifications.</li> <li>• Produces outputs subject to time/resource constraints.</li> <li>• Reflects on own contribution to working within a team.</li> <li>• Generate new or alternative solutions to specified problems.</li> </ul>

# Annexe C

## Key skills

All BTEC First qualifications include mapping and/or signposting of key skills. These are transferable skills, which play an essential role in developing personal effectiveness for adult and working life and in the application of specific vocational skills.

In each unit the opportunities for the generation of evidence for key skills are signposted. These are indicative links only. Tutors will need to become familiar with key skills specifications and their evidence requirements and they are advised not to rely on the signposting in the units when presenting key skills evidence for moderation. Centres should refer to the QCA website ([www.qca.org.uk](http://www.qca.org.uk)) for the latest key skills standards.

Key skills provide a foundation for continual learning. They enable and empower individuals who inevitably face a series of choices in work, education and training throughout their lives. Current and future initiatives such as Learndirect, lifelong learning and widening participation all require a more flexible population in the workplace and key skills play a role in setting the framework.

Learners need the chance to show current and future employers that they can:

- communicate effectively, in a variety of situations, using a wide range of techniques
- work well with others — individuals or teams — so that work can be properly planned and targets met
- manage their own development, so that they are always ready to take on the challenges of change and diversification
- use number, not just within routine tasks and functions but to help them be more effective and efficient in all they do
- use ICT in a range of applications to support all aspects of their role
- solve problems in a variety of circumstances.

## Key skills mapping - summary of opportunities suggested in each unit

Key skills	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
N2.1								
N2.2								
N2.3								
C2.1a	3		3	3	3	3	3	3
C2.1b	3		3	3	3	3	3	3
C2.2	3			3		3	3	3
C2.3	3			3		3	3	3
ICT2.1		3					3	3
ICT2.2		3					3	3
ICT2.3		3					3	3
LP2.1	3		3		3			3
LP2.2	3		3		3			3
LP2.3	3		3		3			3
PS2.1								
PS2.2								
PS2.3								
WO2.1	3	3			3			3
WO2.2	3	3			3			3
WO2.3	3	3			3			3

# Annexe D

## National Occupational Standards/mapping with NVQs

The following grid maps the knowledge covered in the Pearson BTEC Level 2 First Certificate and Pearson BTEC Level 2 First Diploma in Children's Care, Learning and Development against the underpinning knowledge of the Level 2 NVQ in Children's Care, Learning and Development, Children's Workforce Development Council SSC National Occupational Standards.

### KEY

3 indicates that the Pearson BTEC covers all of the underpinning knowledge of the NVQ unit

# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6	7	8
<b>Level 2 NVQ in Children's Care, Learning and Development</b>								
CCLD 201: Contribute to positive relationships			3					
CCLD 202: Help to keep children safe		3						
CCLD 203: Support Children's Development	#		#	#	#	#	#	#
CCLD 204: Use support to develop own practice in children's care, learning and development					3			3
CCLD 205: Prepare and maintain environments to meet children's needs				3				
CCLD 206: Support children's play and learning								
CCLD 207: Contribute to the effectiveness of teams								
CCLD 208: Support the development of babies and children under three years							3	

Units	1	2	3	4	5	6	7	8
<b>Level 2 NVQ in Children's Care, Learning and Development</b>								
CCLD 209: Support a child with disabilities or special educational needs						#		3
CCLD 210: Support children and young people's play						#		



# Annexe E

## Wider curriculum mapping

Study of the Pearson BTEC Level 2 Firsts in Children's Care, Learning and Development provides opportunities for the learner to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of environmental issues, European developments, health and safety considerations and equal opportunities issues.

The Pearson BTEC Level 2 Firsts in Children's Care, Learning and Development make a positive contribution to wider curricular areas as appropriate.

## Spiritual, moral, ethical, social and cultural issues

The specification contributes to an understanding of:

- spiritual issues – which are addressed throughout all practice with children, particularly in relation to understanding children's and families' religious and cultural beliefs. The development of children contains a spiritual dimension in that self esteem, emotional development and relationships between children and adults must be nurtured. This is demonstrated particularly in *Unit 1: Understanding Children's Development*
- moral and ethical issues – which are addressed throughout all practice with children, particularly in relation to managing behaviour, understanding social and cultural influences when working with children and parents
- social and cultural issues – which are addressed in all aspects of the BTEC Firsts in Children's Care, Learning and Development, and must be considered in all elements of child care practice.

## Environmental issues

Learners are led to appreciate the importance of environmental issues through the experience of the children's care, learning and development sector in *Unit 4: Preparing and Maintaining Environments for Child Care*.

## European developments

Much of the content of the Pearson BTEC Level 2 Firsts in Children's Care, Learning and Development applies throughout Europe even though the delivery is in a UK context.

## Health and safety considerations

The Pearson BTEC Level 2 Firsts in Children's Care, Learning and Development are practically based and so health and safety issues are encountered throughout the units. Learners will develop awareness of the safety of others as well as themselves in all practical activities. Learners will also explore health and safety issues across the children's care, learning and development sector, particularly in *Unit 2: Keeping Children Safe*.

## Equal opportunities issues

Equal opportunities issues are implicit throughout the Pearson BTEC Level 2 Firsts in Children's Care, Learning and Development.

## Wider curriculum mapping

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>	<b>Unit 7</b>	<b>Unit 8</b>
Spiritual issues	3				3			3
Moral and ethical issues		3			3	3		3
Social and cultural issues	3	3	3	3	3	3	3	3
Environmental issues		3		3		3		3
European developments								
Health and safety considerations		3		3				
Equal opportunities issues			3			3	3	3

# Annexe F

## Common Core of Skills and Knowledge for the Children's Workforce Mapping

Aspects of the common core can be seen throughout all practice with children and are therefore present in all aspects of the BTEC First in Children's Care, Learning and Development units. The links between the units and the common core below demonstrate where predominant aspects of the common core occur.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Effective communication and engagement with children, young people and families			3			3	3	3
Child and young person development	3		3	3		3	3	3
Safeguarding and promoting the welfare of the child		3		3				
Supporting transitions	3			3				
Multi-agency working					3			
Sharing information		3	3		3		3	3



# Annexe G

## Birth to Three Matters Framework mapping

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
A skilful communicator	3		3				3	3
A strong child	3		3	3			3	3
A competent learner	3		3	3		3	3	3
A healthy child		3		3		3	3	3

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