

**BTEC
FIRST**

 **BTEC**

Award

Specification

CHILDREN'S PLAY, LEARNING AND DEVELOPMENT

From January 2013

Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development

Issue 5

 **Pearson**

Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development Specification

First teaching September 2017

Issue 5

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 5. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Welcome to your BTEC First specification

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record in improving motivation and achievement among young learners. Additionally, BTECs provide progression routes to the next stage of education or into employment.

What are the key principles of BTEC Firsts?

To support young people to succeed and progress in their education, BTEC Firsts have four key design principles embedded.

1 Standards: a common core and external assessment

Each Level 2 BTEC First qualification has an essential core of knowledge and applied skills. We have introduced external assessment appropriate to the sector. This provides independent evidence of learning and progression alongside the predominantly portfolio-based assessment.

2 Quality: a robust quality-assurance model

Building on strong foundations, our quality-assurance model ensures robust support for learners, centres and assessors.

We will make sure that:

- every BTEC learner's work is independently scrutinised through the external assessment process
- every BTEC assessor will take part in a sampling and quality review during the teaching cycle
- we visit each BTEC centre every year to review and support your quality processes.

We believe this combination of rigour, dialogue and support will underpin the validity of the teacher-led assessment and the learner-centric approach that lie at the heart of BTEC learning.

3 Breadth and progression: a range of options building on the mandatory units; contextualised English and mathematics

Mandatory units, developed in consultation with employers and educators, give learners the opportunity to gain a broad understanding and knowledge of a vocational sector.

Optional specialist units focus more closely on a vocational area, supporting progression to a more specialised Level 3 vocational or academic course or to an Apprenticeship.

Opportunities to develop skills in English and mathematics are indicated in the units where appropriate. Where appropriate to the sector, learners will practise these essential skills in naturally occurring and meaningful contexts.

4 Recognising achievement: opportunity to achieve at Level 1

BTEC Firsts provide for the needs of learners who are aiming to achieve a Level 2 qualification. However, we have recognised that for some learners, achieving this standard in all units within one to two years may not be possible. Therefore, the qualifications have been designed as Level 1/Level 2 qualifications, with grades available at Level 2 and at Level 1 Pass.

Improved specification and support

We asked what kind of guidance you, as teachers and tutors, need. As a result, we streamlined the specification to make the units easier to navigate and have provided you with enhanced support in an accompanying Delivery Guide.

Thank you

Finally, we would like to extend our thanks to everyone who provided support and feedback during the development of the new BTEC Firsts, particularly all of you who gave up many evenings of your own time to share your advice and experiences to shape these new qualifications. We hope you enjoy teaching the course.

Summary of Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development

Summary of changes made between Issue 2 and Issue 5	Page/section number
Wording has been added to the <i>Purpose of this specification</i> section to clarify that references in units to regulation, legislation, policies and regulatory/standards organisations can be adapted and updated to reflect changes and variations within the UK.	Page 1
What are BTEC Firsts? and Key features of the Pearson BTEC First Award The introductory sections of this specification have been refreshed to give you a summary of how the new BTEC Firsts have been designed.	Sections 1 and 2, pages 3 to 5
What does the qualification cover? This section has been updated with information which is relevant to the BTEC First Award in Children's Play, Learning and Development. We have provided you with an overview of the units available in this qualification. We have explained how synoptic assessment works, indicating how knowledge and skills are drawn from across the qualification, with guidance on how the synoptic assessment can be assessed. We have made to links to developing employability skills clearer, with examples of how this features in this qualification.	Section 3, pages 9 to 12
In the <i>Key Features of the BTEC First Award</i> , the statement regarding synopticity has been updated	Page 5
The structure of the qualification has changed.	Page 12
Section 9 – External assessment Unit 1 resit opportunities row added to table: 'All learners registered from Sept 2018 can resit the external assessment once only.'	Page 29*
Section 10 about qualification grading has been updated.	Page 31*
The introduction to <i>Unit 2: Promoting Children's Development Through Play</i> has been updated to highlight opportunities for synoptic assessment	Page 51
In <i>Unit 2: Promoting Children's Development Through Play</i> , the Assessment guidance has been updated to highlight opportunities for synoptic assessment.	Page 59
<i>Unit 2: Promoting Children's Development Through Play</i> – in Suggested Assignment Outlines, the suggested assignment for Learning aim C has been updated to highlight opportunities for synoptic assessment.	Page 64
<i>Annexe D: Synoptic Assessment</i> has been updated to show how learners have opportunities to select and integrate knowledge, understanding, and skills from across the qualification in Unit 2.	Page 87

* Changes to Issue 5 of the specification.

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com

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Purpose of this specification

This purpose of this specification, as defined by Ofqual, is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded, and any optional routes
- any other requirements that a learner must have satisfied before the learner will be assessed, or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials (supplied separately)
- any specified levels of attainment
- this specification may refer to legislation, regulation or policy applying in one or countries within the UK at the time of publication. Centres should ensure that teaching reflects any updates to such content and takes account of any variation from this content in the local context.

Qualification title and Qualification Number

Qualification title	Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development
Qualification Number (QN)	600/6814/0

This qualification is on the Regulated Qualifications Framework (RQF).

Your centre should use the Qualification Number (QN) when seeking funding for your learners.

The qualification title, units and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. Further information about certification is in the *Information Manual* on our website, qualifications.pearson.com

1 What are BTEC Firsts?

BTEC First Awards are primarily designed for use in schools and colleges as an introductory Level 2 course for learners who want to study in the context of a vocational sector. The knowledge, understanding and skills learned in studying a BTEC First will aid progression to further study and, in due course, prepare learners to enter the workplace.

These qualifications are intended primarily for learners in the 14–16 age group, but may also be used by other learners who wish to gain an introductory understanding of a vocational area. When taken as part of a balanced curriculum, there is a clear progression route to a Level 3 course or Apprenticeship.

BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and skills in a work-related context. The qualifications are popular and effective because they enable learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: teamworking, working from a prescribed brief, working to deadlines, presenting information effectively, accurately completing administrative tasks and processes. BTEC Firsts motivate learners, and open doors to progression to further study and responsibility in the workplace.

Objectives of the BTEC First Awards

The BTEC First Awards will:

- enable you, as teachers, tutors and training providers, to offer a high-quality vocational and applied curriculum that is broad and engaging for all learners
- secure a balanced curriculum overall, so that learners in the 14–16 age group have the opportunity to apply their knowledge, skills and understanding in the context of future development
- give learners opportunities to link education and the world of work in engaging, relevant and practical ways
- enable learners to enhance their English and mathematical competence in relevant, applied scenarios
- support learners' development of transferable interpersonal skills, including working with others, problem solving, independent study and personal, learning and thinking skills
- give learners a route through education that has clear progression pathways to further study or an Apprenticeship.

Breadth and progression

This qualification has a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways in a sector. This gives learners the opportunity to:

- gain a broad understanding and knowledge of a vocational sector
- investigate areas of specific interest
- develop essential skills and attributes prized by employers, further education colleges and higher education institutions.

This suite of qualifications provides opportunities for learners to progress to either academic or more specialised vocational pathways.

Progression from Level 1

This qualification has been designed to provide a progression route from the following qualification:

- Pearson BTEC Level 1 Diploma in Caring for Children.

This qualification is also designed to provide a progression route from the following qualifications:

- Pearson BTEC Level 1 Certificate in Vocational Studies
- Pearson BTEC Level 1 Diploma in Vocational Studies.

See our website, qualifications.pearson.com, for more details.

2 Key features of the Pearson BTEC First Award

The Pearson BTEC Level 1/Level 2 First Award:

- is for learners aged 14 years and over
- is a Level 2 qualification; the grades range from Level 2 P to Level 2 D*. Learners who do not achieve at Level 2 may be graded at Level 1. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) result
- is a 120-guided-learning-hour qualification (equivalent in teaching time to one GCSE)
- has 25 per cent of the qualification that is externally assessed. Pearson sets and marks these assessments
- will be available on the Regulated Qualifications Framework (RQF)
- presents knowledge in a work-related context
- gives learners the opportunity to develop and apply skills in English and mathematics in naturally occurring, relevant contexts
- provides opportunities for synoptic assessment, see *Annexe B* for more detailed information.

Learners can register for this version of the BTEC Level 1/Level 2 First Award qualification from September 2017. The first certification opportunity for this qualification will be 2018.

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.

Qualifications can also have a credit value, which is equal to one tenth of TQT, rounded to the nearest whole number.

Qualification sizes for BTEC Firsts in the Children's Play, Learning and Development sector

This suite of BTEC Firsts for the Children's Play, Learning and Development sector is available in the following sizes:

	GLH	TQT
First award	120	180
First certificate	240	365

Types of units within this qualification

This BTEC First qualification has mandatory units, see *Section 4 Qualification Structure* for more detailed information.

Mandatory units

Mandatory units are designed to cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners. They support the remainder of the learning needed for this qualification. There will be both internal and external assessment.

Pearson BTEC Level 1/ Level 2 First Award in Children's Play, Learning and Development

3 Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development

Rationale for the Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development

The rationale for all qualifications in the BTEC First in Children's Play, Learning and Development suite is to:

- inspire and enthuse learners to consider a career in early years, or related sectors, where knowledge of child development is relevant
- give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the early years sector, for example, of child development and using play to promote child development
- support progression to a more specialised level 3 vocational or academic course, such as in early years, health and social care or psychology, or an apprenticeship
- give learners the potential opportunity, in due course, to enter employment.

The smallest qualification in the suite is the **Pearson BTEC Level 1/Level 2 First Award** (120-guided-learning-hour (GLH)) qualification. This qualification has been developed to provide an engaging and stimulating introduction to the world of early years for learners aged 14 and over.

All of the units in this qualification are compulsory to ensure that learners develop a broad and comprehensive understanding of the early years sector, taking into account the recent Nutbrown review (June 2012) and its recommendations for content within early years qualifications, including the importance of:

- child development for the 0 to 7 age range – which is reflected in the birth up to eight years focus in this qualification, particularly in *Unit 1: Patterns of Child Development*
- play as a route of children's learning, which forms the basis of early years frameworks, such as the Early Years Foundation Stage (England) and Foundation Phase (Wales) – which is covered in *Unit 2: Promoting Children's Development Through Play*
- inclusive practice and empowering children, as well as the key person within early years settings – which is covered in *Unit 3: The Principles of Early Years Practice*.

It has been developed to reflect recent thinking and research in the sector, including the importance of having knowledge and understanding of child development for the age range from birth up to 8 years (i.e. 7 years and 11 months). Within the units, this is broken down into age ranges relevant for that particular unit area for clarity for learners at this level.

For example, in Unit 1, the age ranges are broken down into categories (birth up to 12 months, 12 months up to 3 years, 3 years up to 5 years and 5 years up to 8 years) and further details the key developmental milestones within them. In Unit 2, the age ranges reflect the common groupings found within early years settings (such as the under 2s play room).

These key content areas cover the essential knowledge and understanding that learners need to progress to other qualifications and apprenticeships within the sector and also more broadly.

Unit 2: Promoting Children's Development Through Play allows learners to draw together and apply their understanding of early years practice and principles of child growth and development in order to assess how structured play activities promote children's development.

This qualification is intended for level 2 learners, with level 1 achievement possible, where appropriate, for some learners. This qualification also signposts links to the GCSE English and mathematics criteria to help improve learners' literacy and numeracy.

Assessment approach

The Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development includes one externally assessed unit. This will help learners as they progress either into higher levels of vocational learning or to related academic qualifications, by providing independent assessment evidence of learning alongside the portfolio-based assessment. This approach will also assist learners in developing a range of transferable skills, and in applying their knowledge in unfamiliar contexts.

The remaining units are internally assessed. Internal assessment enables learners to develop a wider range of skills and provide evidence towards meeting the unit assessment criteria.

Evidence for assessment can be generated through a range of activities, including role play, practical performance and verbal presentations.

Delivery strategies should reflect the nature of work within the early years sector by encouraging learners to research and carry out assessment in the workplace, or in simulated working conditions, wherever possible. It will be beneficial to learners to use local examples, wherever possible, and for your centre to engage with local employers for support and input. This allows a more realistic and motivating basis for learning and can start to ensure learning serves the needs of local areas.

Learners should be encouraged to take responsibility for their own learning and achievement, taking account of the industry standards for behaviour and performance.

Synoptic assessment

There is one internal unit, Unit 2, which provides the main synoptic assessment for the qualification. Unit 2 builds directly on Units 1 and 3 and enables learning to be brought together and related to a real-life situation.

Unit 2: Promoting Children's Development Through Play allows learners to draw together and apply their understanding of early years practice and principles of child growth and development in order to assess how structured play activities promote children's development.

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

The assessment criteria require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the mandatory units in an integrated way. Assignments will support learners in drawing knowledge and understanding from across the qualification.

Examples of this include drawing on knowledge of how early years settings structure play to promote children's learning and development.

This assessment is assessed internally according to the regulations in *Section 8*.

Progression opportunities

The Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development provides the knowledge, understanding and skills for level 2 learners to progress to:

- other level 2 vocational qualifications
- level 3 vocational qualifications, such as the BTEC Nationals in Children's Play, Learning and Development, or the BTEC Nationals in other sectors, such as in health and social care
- related academic qualifications
- apprenticeships within the early years and health and social care sectors.

Learners who achieve the qualification at Level 1 may progress to related level 2 vocational or academic qualifications, such as BTECs or GCSEs.

English and mathematics

English and mathematics are essential for progression to further education and employment. The Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development supports the development of English and mathematics knowledge and skills. Opportunities to develop skills are indicated within unit assessment criteria grids. This will give learners the opportunity to enhance and reinforce skills related to these areas in naturally occurring, relevant contexts.

Developing employability skills

The vast majority of employers require learners to have certain technical skills, knowledge and understanding to work in a particular sector, but they are also looking for employability skills to ensure that employees are effective in the workplace.

Unlike technical skills, which may become outdated over time, employability skills enable learners to adapt to the ever-changing roles needed to survive in the global economy. These skills include: self-management, teamworking, business awareness and customer awareness, problem-solving, communication, basic literacy and numeracy, a positive attitude to work and the use of IT.

Throughout the Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development, learners should develop a range of employability skills, engage with employers and carry out work-related activities. These opportunities are signposted in the suggested assignment outlines at the end of each unit.

For example, across the units learners develop:

- an understanding of inclusive practice in *Unit 3: The Principles of Early Years Practice*
- self-management and organisational skills, through completing assignments for Units 2 and 3, and an awareness of reflective practice, from reviewing case studies and examples within early years settings.

Stakeholder support

The Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development reflects the needs of employers, further and higher education representatives and professional organisations. Key stakeholders were consulted during the development of this qualification.

4 Qualification structure

The Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development is taught over 120 guided learning hours (GLH).

Learners must complete the three mandatory units to reach a total of 120 GLH.

This BTEC First Award has units that your centre assesses (internal) and a unit that Pearson sets and marks (external).

Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development			
Unit	Mandatory units	Assessment method	GLH
1	Patterns of Child Development	External	30
2	Promoting Children's Development Through Play	Internal	30
3	The Principles of Early Years Practice	Internal	60

5 Programme delivery

Pearson does not define the mode of study for BTEC qualifications. Your centre is free to offer the qualification using any mode of delivery (such as full-time, part-time, evening only or distance learning) that meets your learners' needs. As such, those already employed in the Children's Play, Learning and Development sector could study for the BTEC First Award on a part-time basis, using industry knowledge and expertise gained from the workplace to develop evidence towards meeting the unit assessment criteria.

Whichever mode of delivery is used, your centre must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists who are delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

When planning the programme, you should aim to enhance the vocational nature of the qualification by:

- using up-to-date and relevant teaching materials that make use of scenarios and case studies relevant to the scope and variety of employment opportunities available in the sector. These materials may be drawn from workplace settings, where feasible. For example, you could use promotional materials that have been developed by a local nursery or play group.
- giving learners the opportunity to apply their learning through practical activities that they will encounter in the future in the workplace, for example by practising working skills through teamwork activities
- including employers in the delivery of the programme. You may, for example, wish to seek the cooperation of local employers in giving examples of current work procedures and practices
- liaising with employers to make sure a course is relevant to learners' specific needs. You may, for example, wish to seek employers' help in stressing the importance of English and mathematical skills, and of wider skills in the world of work.

Resources

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

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

Your centre should refer to the *Teacher guidance* section in individual units to check for any specific resources required.

Delivery approach

Your approach to teaching and learning should support the specialist vocational nature of BTEC First qualifications. These BTEC Firsts give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature.

Instruction in the classroom is only part of the learning process. You need to reinforce the links between the theory and practical application, and make sure that the knowledge base is relevant and up to date, by using teaching methods and materials that allow learners to apply their learning to actual events and activities within the sector. Maximum use should be made of the learners' experience where relevant, for example, by encouraging them to reflect on their own experience of work or the experiences of family and friends.

One of the important aspects of your approach to delivery should be to instil into learners who have a limited experience of the world of work some insights into the daily operations that are met in the vocational area being studied. It is suggested that the delivery of the BTEC Firsts can be enriched and extended by the use of learning materials, classroom exercises and internal assessments that draw on current practice in and experience of the qualification sector being studied.

This may include:

- vocationally specific workplace case-study materials
- visiting speakers, and the assistance of local employers
- visits by learners visiting local workplaces
- inviting relevant experts or contacts to come to speak to the learners about their child care provision needs
- arranging visits to local early years settings, such as nurseries or play groups
- asking a local employer to set learners a problem-solving activity to be carried out in groups
- referring to trade journals or magazines such as *Nursery World* for articles relevant to the sector.

Supporting the synoptic approach

Unit 2: Promoting Children's Development Through Play provides the main synoptic assessment of this qualification. We propose that this unit is delivered towards the end of the qualification. Teachers and tutors must draw links between this unit and the content of the other units in the qualification, this is so that learners are able to select and integrate knowledge, understanding and skills in their response to assessment. To help teachers and tutors to make these links, the synoptic unit includes a section showing the relationship between that unit and other units in the qualification.

The term 'parent(s)'

Where the term 'parent(s)' is used in units, it is taken to mean any primary carer or anyone who has parental responsibility for children. This may include foster, step or adoptive parents.

Personal, learning and thinking skills

Your learners have opportunities to develop personal, learning and thinking skills (PLTS) within a sector-related context. See *Annexe A* for detailed information about PLTS, and mapping to the units in this specification.

English and mathematics knowledge and skills

It is likely that learners will be working towards English and mathematics qualifications at Key Stage 4 or above. This BTEC First qualification provides further opportunity to enhance and reinforce skills in English and mathematics in naturally occurring, relevant, work-related contexts.

English and mathematical skills are embedded in the assessment criteria – see individual units for signposting to English (#) and mathematics (*).

6 Access and recruitment

Our policy regarding access to our qualifications is that:

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

This is a qualification aimed at level 2 learners. Your centre is required to recruit learners to BTEC First qualifications with integrity.

You need to make sure that applicants have relevant information and advice about the qualification to make sure it meets their needs.

Your centre should review the applicant's prior qualifications and/or experience to consider whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during the teaching and assessment of the qualification.

Prior knowledge, skills and understanding

Learners do not need to achieve any other qualifications before registering for a BTEC First. No prior knowledge, understanding or skills are necessary. There are no specific requirements for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

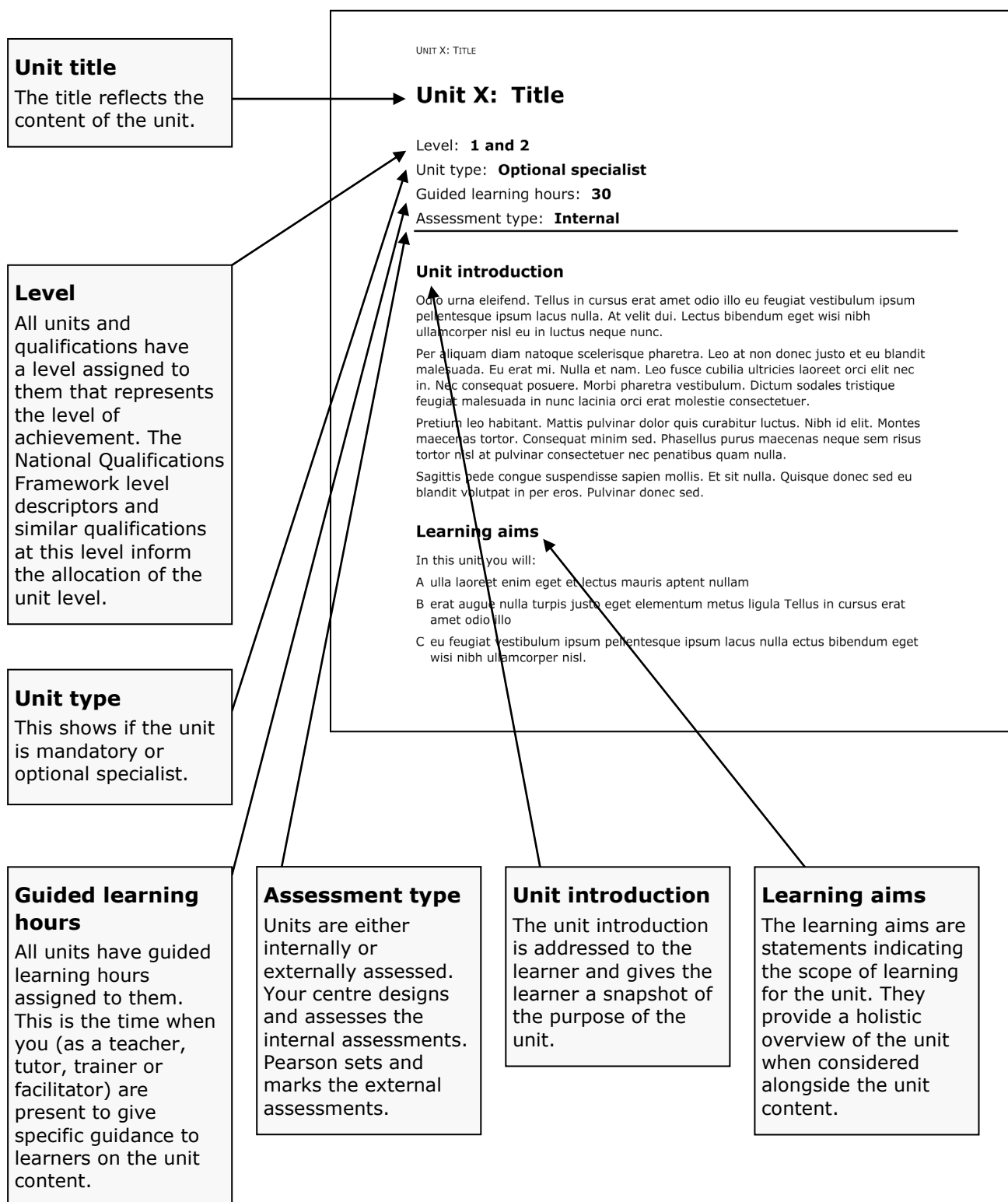
- learners with a protected characteristic (as defined by equality legislation) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification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

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

Further details on how to make adjustments for learners with protected characteristics are given in the *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

7 The layout of units in the specification

Each unit is laid out using the headings given below. Unit X below is for **illustrative purposes only**.



UNIT X: TITLE
Learning aims and unit content
What needs to be learnt Learning aim A: Elit elit libero felis ligula ut Topic A.1 Neque magna consectetur scelerisque nec in ut orci arcu: In cursus ac sem in urna: <ul style="list-style-type: none"> erat dignissim eros sed ornare condimentum condimentum quis risus dui lutate magnis pede dui nibh aliquam scelerisque nec in ut orci arcu. Elit elit libero felis ligula ut: <ul style="list-style-type: none"> ac sem in urna assa in a mauris mattis dui interdum vitae aptent etiam nec nullam dum dui adipiscing adipiscing tellus at orci ut orem in nullam amet interdum commodo. Vulputate magnis pede: <ul style="list-style-type: none"> dolor quis curabitur luctus ibh id elit ontes maecenas tortor onsequat minim sed hasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetur magnis pede dui nibh aliquam. Topic A.2 Phasellus purus maecenas neque sem risus tortor nisl at pulvinar consectetur: <ul style="list-style-type: none"> eleifend ellus in cursus erat amet odio illo eu feugiat vestibulum ipsum pellentesque ipsum lacus nulla velit du ectus bibendum eget

Learning aims and unit content

The unit content gives the basis for the teaching, learning and assessment for each learning aim. Topic headings are given, where appropriate.

Content covers:

- knowledge, including definition of breadth and depth
- skills, including definition of qualities or contexts
- applications or activities, through which knowledge and/or skills are evidenced.

Content should normally be treated as compulsory for teaching the unit. Definition of content sometimes includes examples prefixed with 'e.g.'. These are provided as examples and centres may use all or some of these, or bring in additional material, as relevant.

Assessment criteria

The assessment criteria determine the minimum standard required by the learner to achieve the relevant grade. The learner must provide sufficient and valid evidence to achieve the grade.

UNIT X: TITLE

➔ Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Enim lorem et elit libero felis ligula ut			
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Learning aim B: Sagittis pede congue suspendisse sapien mollis sit nulla que donec magnis pede dui nibh bibendum			
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1B.4 Per aliquam diam scelerisque pharetra.	2B.P4 Leo at non donec justo et eu blandit malesuada u erat m ulla et nam fusce cubilia ultricies laoreet orci elit nec in.		

Teacher guidance

While the main content of the unit is addressed to the learner, this section gives you additional guidance and amplification to aid your understanding and to ensure a consistent level of assessment.

Resources – identifies any special resources required for learners to show evidence of the assessment. Your centre must make sure that any requirements are in place when it seeks approval from Pearson to offer the qualification.

UNIT X: TITLE

Teacher guidance

Resources

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Assessment guidance

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Assessment guidance – gives examples of the quality of work needed to differentiate the standard of work submitted. It also offers suggestions for creative and innovative ways in which learners can produce evidence to meet the criteria. The guidance highlights approaches and strategies for developing appropriate evidence.

Suggested assignment outlines – gives examples of possible assignment ideas. These are not mandatory. Your centre is free to adapt them, or you can design your own assignment tasks.

UNIT X: TITLE

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.M2, 2A.D1	Phasellus purus maecenas tortor	Euismod pede eget erat quis libero. Enim lorem et. Elit elit libero felis ligula ut. Lectus donec non dignissim eros sed ornare condimentum condimentum quis risus dui.	Pulvinar donec.
1B.3, 1B.4, 1C.5, 2B.P3, 2B.P4, 2C.P5, 2B.M3, 2C.M4, 2B.D2, 2C.D3	Massa in a mauris mattis dui amet interdum	In cursus ac sem in urna. Massa in a mauris mattis dui interdum vitae aptent etiam nec nullam. Interdum dui adipiscing adipiscing tellus at. Ut orci ut. Lorem in nullam amet interdum commodo. Felis mauris porttitor. Sonsequat magna. Mauris ut hymenaeos.	Felis mauris porttitor. Velit malesuada volutpat non ut volutpat. Massa bibendum nullas. Interdum.

8 Internal assessment

Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. This qualification can also be made available through the medium of Welsh, in which case learners may submit work in Welsh and/or English.

A learner taking the qualification may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Summary of internal assessment

For the Pearson BTEC Level 1/Level 2 First qualifications, the majority of the units are assessed through internal assessment, which means that you can deliver the programme in a way that suits your learners and relates to local need. The way in which you deliver the programme must also ensure that assessment is fair and that standards are nationally consistent over time.

To achieve this, it is important that you:

- plan the assessment of units to fit with delivery, allowing for the linkages between units
- write suitable assessments (for example, assignments, projects or case studies) or select assessments from available resources, adapting them as necessary
- plan the assessment for each unit in terms of when it will be authorised by the Lead Internal Verifier, when it will be used and assessed, and how long it will take, and how you will determine that learners are ready to begin an assessment
- ensure each assessment is fit for purpose, valid, will deliver reliable assessment outcomes across assessors, and is authorised before use
- provide all the preparation, feedback and support that learners need to undertake an assessment before they begin producing their evidence
- make careful and consistent assessment decisions based only on the defined assessment criteria and unit requirements
- validate and record assessment decisions carefully and completely
- work closely with Pearson to ensure that your implementation, delivery and assessment is consistent with national standards.

Assessment and verification roles

There are three key roles involved in implementing assessment processes in your school or college, namely:

- Lead Internal Verifier
- Internal Verifier – the need for an Internal Verifier or Internal Verifiers in addition to the Lead Internal Verifier is dependent on the size of the programme in terms of assessment locations, number of assessors and optional paths taken. Further guidance can be obtained from your Regional Quality Manager or Centre Quality Reviewer if you are unsure about the requirements for your centre
- Assessor.

The Lead Internal Verifier must be registered with Pearson and is required to train and standardise assessors and Internal Verifiers using materials provided by Pearson that demonstrate the application of standards. In addition, the Lead Internal Verifier should provide general support. The Lead Internal Verifier:

- has overall responsibility for the programme assessment plan, including the duration of assessment and completion of verification
- can be responsible for more than one programme
- ensures that there are valid assessment instruments for each unit in the programme
- ensures that relevant assessment documentation is available and used for each unit
- is responsible for the standardisation of assessors and Internal Verifiers using Pearson-approved materials
- authorises individual assessments as fit for purpose
- checks samples of assessment decisions by individual assessors and Internal Verifiers to validate that standards are being correctly applied
- ensures the implementation of all general assessment policies developed by the centre for BTEC qualifications
- has responsibility for ensuring learner work is authenticated
- liaises with Pearson, including the Pearson Standards Verifier.

Internal Verifiers must oversee all assessment activity to make sure that individual assessors do not misinterpret the specification or undertake assessment that is not consistent with the national standard in respect of level, content or duration of assessment. The process for ensuring that assessment is being conducted correctly is called internal verification. Normally, a programme team will work together with individuals being both assessors and Internal Verifiers, with the team leader or programme manager often being the registered Lead Internal Verifier.

Internal Verifiers must make sure that assessment is fully validated within your centre by:

- checking every assessment instrument carefully and endorsing it before it is used
- ensuring that each learner is assessed carefully and thoroughly using only the relevant assessment criteria and associated guidance within the specification
- ensuring the decisions of every assessor for each unit at all grades and for all learners are in line with national standards.

Assessors make assessment decisions and must be standardised using Pearson-approved materials before making any assessment decisions. They are usually the teachers within your school or college, but the term 'assessor' refers to the specific responsibility for carrying out assessment and making sure that it is done in a way that is correct and consistent with national standards. Assessors may also draft or adapt internal assessment instruments.

You are required to keep records of assessment and have assessment authorised by Pearson. The main records are:

- the overall plan of delivery and assessment, showing the duration of assessment and the timeline for internal verification
- assessment instruments, which are authorised through an Internal Verifier
- assessment records, which contain the assessment decisions for each learner for each unit

- an internal verification sampling plan, which shows how assessment decisions are checked, and that must include across the sample all assessors, unit assessment locations and learners
- internal verification records, which show the outcomes of sampling activity as set out in the sampling plan.

Learner preparation

Internal assessment is the main form of assessment for this qualification, so preparing your learners for it is very important because they:

- must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification
- need to understand how they will be assessed and the importance of timescales and deadlines
- need to appreciate fully that all the work submitted for assessment must be their own.

You will need to provide learners with an induction and a guide or handbook to cover:

- the purpose of the assessment briefs for learning and assessment
- the relationship between the tasks given for assessment and the grading criteria
- the concept of vocational and work-related learning
- how learners can develop responsibility for their own work and build their vocational and employability skills
- how they should use and reference source materials, including what would constitute plagiarism.

Designing assessment instruments

An assessment instrument is any kind of activity or task that is developed for the sole purpose of assessing learning against the learning aims. When you develop assessment instruments you will often be planning them as a way to develop learners' skills and understanding. However, they must be fit for purpose as a tool to measure learning against the defined content and assessment criteria to ensure your final assessment decisions meet the national standard.

You should make sure that assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that relates directly to the specified criteria within the context of the learning aims and unit content. You need to ensure that the generation of evidence is carefully monitored, controlled and produced in an appropriate timescale. This will help you to make sure that learners are achieving to the best of their ability and at the same time that the evidence is genuinely their own.

An assessment that is fit for purpose and suitably controlled is one in which:

- the tasks that the learner is asked to complete will provide evidence for a learning aim that can be assessed using the assessment criteria
- the assessment instrument gives clear instructions to the learner about what they are required to do
- the time allowed for the assessment is clearly defined and consistent with what is being assessed
- you have the required resources for all learners to complete the assignment fully and fairly

- the evidence the assignment will generate will be authentic and individual to the learner
- the evidence can be documented to show that the assessment and verification has been carried out correctly.

You may develop assessments that cover a whole unit, parts of a unit or several units, provided that all units and their associated learning aims are fully addressed through the programme overall. A learning aim **must** be covered completely in an assessment. Learning aim coverage must not be split between assignments. In some cases it may be appropriate to cover a learning aim with two tasks or sub-tasks within a single assignment. This must be done with care to ensure the evidence produced for each task can be judged against the full range of achievement available in the learning aim for each activity. This means it is not acceptable to have a task that contains a Pass level activity, then a subsequent task that targets a Merit or Distinction level activity. However, it is possible to have two tasks for different assessed activities, each of which stretch and challenge the learners to aim to produce evidence that can be judged against the full range of available criteria.

When you give an assessment to learners, it must include:

- a clear title and/or reference so that the learner knows which assessment it is
- the unit(s) and learning aim(s) being addressed
- a scenario, context, brief or application for the task
- task(s) that enable the generation of evidence that can be assessed against the assessment criteria
- details of the evidence that the learner must produce
- clear timings and deadlines for carrying out tasks and providing evidence.

Your assessment tasks should enable the evidence generated to be judged against the full range of assessment criteria; it is important the learners are given the opportunity for stretch and challenge.

The units include guidance on appropriate approaches to assessment. A central feature of vocational assessment is that it should be:

- current, i.e. it reflects the most recent developments and issues
- local, i.e. it reflects the employment context of your area
- flexible, i.e. it allows you as a centre to deliver the programme, making best use of the vocational resources that you have
- consistent with national standards, with regard to the level of demand.

Your centre should use the assessment guidance within units along with your local resource availability and guidance to develop appropriate assessments. It is acceptable to use and adapt resources to meet learner needs and the local employment context.

You need to make sure that the type of evidence generated fits with the unit requirement, that it is vocational in nature, and that the context in which the assessment is set is in line with unit assessment guidance and content. For many units, this will mean providing for the practical demonstration of skills. For many learning aims, you will be able to select an appropriate vocational format for evidence generation, such as:

- written reports, graphs, posters
- projects, project plans
- time-constrained practical assessments
- audio-visual recordings of portfolio, sketchbook, a working logbook, etc
- presentations.

Authenticity and authentication

You can accept only evidence for assessment that is authentic, i.e. that is the learner's own and that can be judged fully to see whether it meets the assessment criteria.

You should ensure that authenticity is considered when setting assignments. For example, ensuring that each learner has a different focus for research will reduce opportunities for copying or collaboration. On some occasions it will be useful to include supervised production of evidence. Where appropriate, practical activities or performance observed by the assessor should be included.

Learners must authenticate the evidence that they provide for assessment. They do this by signing a declaration stating that it is their own work when they submit it to certify:

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

Your assessors should assess only learner evidence that is authentic. If they find through the assessment process that some or all of the evidence is not authentic, they need to take appropriate action, including invoking malpractice policies as required.

It is important that all evidence can be validated through verification. This means that it must be capable of being reassessed in full by another person. When you are using practical and performance evidence, you need to think about how supporting evidence can be captured through using, for example, videos, recordings, photographs, handouts, task sheets, etc. This should be submitted as part of the learner's evidence.

The authentication of learner evidence is the responsibility of your centre. If during external sampling a Pearson Standards Verifier raises concerns about the authenticity of evidence, your centre will be required to investigate further. Depending on the outcomes, penalties may be applied. At the end of this section, you can find an example of a template that can be used to record the declaration of learners in relation to the authenticity of the evidence presented for assessment.

Applying criteria to internal assessments

Each unit and learning aim has specified assessment criteria. Your centre should use these criteria for assessing the quality of the evidence provided. This determines the grade awarded.

Unless specifically indicated by the assessment guidance, assessment criteria are not a set of sequential activities but a way of making a judgement. For example, if a Level 2 Pass specifies a 'description' and a Merit an 'analysis', these do not require two different activities but rather one activity through which some learners will provide only description evidence and others will also provide analysis evidence. The assessment criteria are hierarchical. A learner can achieve a Merit only if they provide sufficient evidence for the Level 2 Pass and Merit criteria. Similarly, a learner can achieve a Distinction only if they give sufficient evidence for the Level 2 Pass, Merit and Distinction criteria.

A final unit grade is awarded after all opportunities for achievement are given.

A learner must achieve all the assessment criteria for that grade. Therefore:

- to achieve a Level 2 Distinction a learner must have satisfied all the Distinction criteria in a way that encompasses all the Level 2 Pass, Merit and Distinction criteria, providing evidence of performance of outstanding depth, quality or application
- to achieve a Level 2 Merit a learner must have satisfied all the Merit criteria in a way that encompasses all the Level 2 Pass and Merit criteria, providing performance of enhanced depth or quality
- to achieve a Level 2 Pass a learner must have satisfied all the Level 2 Pass criteria, showing breadth of coverage of the required unit content and having relevant knowledge, understanding and skills
- a learner can be awarded a Level 1 if the Level 1 criteria are fully met. A Level 1 criterion is not achieved through failure to meet the Level 2 Pass criteria.

A learner who does not achieve all the assessment criteria at Level 1 has not passed the unit and should be given a grade of U (Unclassified).

A learner must achieve all the defined learning aims to pass the internally assessed units. There is no compensation within the unit.

Assessment decisions

Final assessment is the culmination of the learning and assessment process. Learners should be given a full opportunity to show how they have achieved the learning aims covered by a final assessment. This is achieved by ensuring that learners have received all necessary learning, preparation and feedback on their performance and then confirming that they understand the requirements of an assessment, before any assessed activities begin.

There will then be a clear assessment outcome based on the defined assessment criteria. Your assessment plan will set a clear timeline for assessment decisions to be reached. Once an assessment has begun, learners must not be given feedback on progress towards criteria. After the final assignment is submitted, an assessment decision must be given.

An assessment decision:

- must be made with reference to the assessment criteria
- should record how it has been reached, indicating how or where criteria have been achieved
- may indicate why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence to meet higher criteria.

Your Internal Verifiers and assessors must work together to ensure that assessment decisions are reached promptly and validated before they are given to the learner.

Late submission

You should encourage learners to understand the importance of deadlines and of handing work in on time. For assessment purposes it is important that learners are assessed fairly and consistently according to the assessment plan that the Lead Internal Verifier has authorised and that some learners are not advantaged by having additional time to complete assignments. You are not required to accept for assessment work that was not completed by the date in the assessment plan.

Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission. If you accept a late completion by a learner, the evidence should be assessed normally, unless it is judged to not meet the requirements for authenticity. It is not appropriate, however, to give automatic downgrades on assessment decisions as 'punishment' for late submission.

Resubmission of improved evidence

Once an assessment decision is given to a learner, it is final in all cases except where the Lead Internal Verifier approves **one** opportunity to resubmit improved evidence.

The criteria used to authorise a resubmission opportunity are always:

- initial deadlines or agreed extensions have been met
- the tutor considers that the learner will be able to provide improved evidence without further guidance
- the evidence submitted for assessment has been authenticated by the learner and the assessor
- the original assessment can remain valid
- the original evidence can be extended and re-authenticated.

Your centre will need to provide a specific resubmission opportunity that is authorised by the Lead Internal Verifier. Any resubmission opportunity must have a deadline that is within 15 working days of the assessment decision being given to the learner, and within the same academic year. You should make arrangements for resubmitting the evidence for assessment in such a way that it does not adversely affect other assessments and does not give the learner an unfair advantage over other learners.

You need to consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements; for example, you may opt for learners to improve their evidence under supervised conditions, even if this was not necessary for the original assessment, to ensure that plagiarism cannot take place. How you provide opportunities to improve and resubmit evidence for assessment needs to be fair to all learners. Care must be taken when setting assignments and at the point of final assessment to ensure that the original evidence for assessment can remain valid and can be extended. The learner must not have further guidance and support in producing further evidence. The Standards Verifier will want to include evidence that has been resubmitted as part of the sample they will review.

Appeals

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy would be a consideration of the evidence by a Lead Internal Verifier or other member of the programme team who, wherever possible, was not involved in the original assessment decision. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners.

If there is an appeal by a learner you must document the appeal and its resolution.

Dealing with malpractice

Your centre must have a policy for dealing with potential malpractice by learners. Your policy must follow the Pearson Assessment Malpractice policy. You must report serious malpractice to Pearson, particularly if any units have been subject to quality assurance or certification.

Reasonable adjustments to assessment

You are able to make adjustments to assessments to take account of the needs of individual learners in line with Pearson's Reasonable Adjustments and Special Considerations policy. In most instances this can be achieved simply by application of the policy, for example to extend time or adjust the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable.

Special consideration

You must operate special consideration in line with Pearson's Reasonable Adjustments and Special Considerations policy. You can provide special consideration only in the time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Exemplar for centres

Learner Assessment Submission and Declaration

This sheet or a sheet fulfilling the same function must be completed by the learner and be provided for work submitted for assessment.

Learner name:		Assessor name:	
Issue date:	Submission date:	Submitted on:	
Programme:			
Unit:			
Assignment reference and title:			

Please list the evidence submitted for each task. Indicate the page numbers where the evidence can be found or describe the nature of the evidence (e.g. video, illustration).

Assignment task reference	Evidence submitted	Page numbers or description
Additional comments to the Assessor:		

<p>Learner declaration</p> <p>I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.</p> <p>Learner signature: _____ Date: _____</p>	
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9 External assessment

Externally assessed units have the same grades as internally assessed units:

- Level 2 – Pass, Merit, Distinction
- Level 1
- Unclassified.

The table below shows the type of external assessment and assessment availability for this qualification.

Unit 1: Patterns of Child Development	
Type of external assessment	This unit is assessed externally using a paper-based exam marked by Pearson. The assessment must be taken by the learner under examination conditions.
Length of assessment	The external assessment will be 1 hour.
No. of marks	50
Assessment availability	January and June
First assessment availability	June 2014
Resit opportunities	All learners registered from Sept 2018 can resit the external assessment once only.

Your centre needs to make sure that learners are:

- fully prepared to sit the external assessment
- entered for assessments at appropriate times, with due regard for resit opportunities as necessary.

Sample assessment materials will be available to help centres prepare learners for assessment. Specific arrangements for external assessment are available before the start of each academic year on our website, qualifications.pearson.com

Grade descriptors for the internal and external units

Internal units

Each internally assessed unit has specific assessment criteria that your centre must use to judge learner work in order to arrive at a grading decision for the unit as a whole. For internally assessed units, the assessor judges the evidence that the learner has presented to determine whether it meets all the relevant criteria, and then awards a grade at the appropriate level.

The criteria are arrived at with reference to the following grading characteristics:

- applying knowledge and understanding in vocational and realistic contexts, with reference to relevant concepts and processes, to achieve tasks, produce outcomes and review the success of outcomes
- developing and applying practical and technical skills, acting with increasing independence to select and apply skills through processes and with effective use of resources to achieve, explain and review the success of intended outcomes
- developing generic skills for work through management of self, working in a team, the use of a variety of relevant communication and presentation skills, and the development of critical thinking skills relevant to vocational contexts.

External units

The externally assessed unit is assessed using both marks-based and levels-based schemes. For each external assessment, grade boundaries, based on learner performance, will be set by the awarding organisation.

The following criteria are used in the setting and awarding of the external unit.

Level 2 Pass

Learners will be able to recall and apply knowledge of the areas of child development and the characteristics of child development from birth up to eight years. They will explore the usual progression of children's development, including understanding key definitions, and how the growth and development of children are determined. Learners will understand the five areas of development and the relationship between them. They will understand how adults and early years settings support and positively influence children's development and also look at the impact of introducing children to routines. Learners will understand that child development should be viewed holistically. Learners will know the characteristics of children's development from birth up to eight years and be able to relate this knowledge to realistic situations in child development. Learners will know what to expect at different ages of a child's development and that children develop at different rates.

Level 2 Distinction

Learners will be able to synthesise knowledge of aspects of children's growth and development from birth up to eight years. They will bring together their understanding of the different areas of child development and their interrelation. Learners will be able to assess the support provided by adults and early years settings in positively influencing children's development, applying knowledge to different scenarios and case studies related to children's development. They will show depth of knowledge and understanding of how children develop in different situations and how adults, such as childminders and teachers, and primary schools support this development. Learners will draw on their understanding of how adults and early years settings impact on child development so that they are able to make effective judgements about the potential positive and negative impact based on analysis of given information.

10 Awarding and reporting for the qualification

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

Calculation of the qualification grade

This qualification is a Level 1/Level 2 qualification and the certification may show a grade ranging from Level 2 P to Level 2 D*. Please refer to the *Calculation of qualification grade* table for the full list of grades.

If these grades are not achieved, a Level 1 grade may be awarded. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) result.

Each individual unit will be awarded a grade of Level 2 Pass, Merit, Distinction or Level 1. Distinction* is not available at unit level. Learners whose level of achievement is below a Level 1 will receive an unclassified (U) for that unit.

Award of Distinction* (D*)

D* is an aggregated grade for the qualification, based on the learner's overall performance. In order to achieve this grade, learners will have to demonstrate a strong performance across the qualification as a whole.

To achieve a level 2 qualification, learners must:

- complete and report an outcome for all units within the permitted combination (NB Unclassified is a permitted unit outcome)
- complete and report an outcome above Unclassified for at least 90 GLH of the qualification
- complete and report an outcome above Unclassified for the externally assessed unit
- achieve sufficient points across the mandatory units, i.e. 24 points
- achieve the minimum number of points at a grade threshold from the permitted combination. See the *Calculation of qualification grade* table.

Learners who do not achieve a Level 2 may be entitled to achieve a Level 1 where they:

- complete and report an outcome of Level 1 Pass or above for the externally assessed unit (Unit 1)

and

- complete and report an outcome of Level 1 Pass or above for at least 90 GLH of the qualification (minimum 24 points across Unit 1 and Unit 3).

See the Calculations in Example 5.

Points available for unit size and grades

The table below shows the **number of points scored per 10 guided learning hours** at each grade.

Points per grade per 10 guided learning hours				
Unclassified	Level 1	Level 2 Pass (P)	Level 2 Merit (M)	Level 2 Distinction (D)
0	2	4	6	8

Pearson will automatically calculate the qualification grade for your learners when your learner unit grades are submitted. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the *Calculation of qualification grade* table.

Example:

A learner achieves a Level 2 Pass grade for a unit. The unit size is 30 guided learning hours (GLH). Therefore they gain 12 points for that unit, i.e. 4 points for each 10 GLH, therefore 12 points for 30 GLH.

Calculation of qualification grade

Award (120 GLH)	
Grade	Minimum points required
U	0
Level 1	24
Level 2 Pass	48
Level 2 Merit	66
Level 2 Distinction	84
Level 2 Distinction*	90

The tables below give examples of how the overall grade is determined.

Unit numbering is for illustrative purposes only.

Example 1: Achievement of an Award with a Level 2 Merit grade

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting x grade points)	
Unit 1	Mandatory unit	30	3	Level 2 Merit	6	18	The learner has more than sufficient points across the mandatory units to be considered for a Level 2.
Unit 2	Mandatory unit	30	3	Level 2 Pass	4	12	
Unit 3	Mandatory unit	60	6	Level 2 Merit	6	36	
	Qualification grade totals	120	12	Level 2 Merit		66	The learner has sufficient points for a Level 2 Merit grade.

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

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting x grade points)	
Unit 1	Mandatory unit	30	3	Level 2 Merit	6	18	The learner has sufficient points across the mandatory units to be considered for a Level 2.
Unit 2	Mandatory unit	30	3	Level 1	2	6	
Unit 3	Mandatory unit	60	6	Level 2 Pass	4	24	
	Qualification grade totals	120	12	Level 2 Pass		48	The learner has sufficient points for a Level 2 Pass grade.

Example 3: Achievement of an Award at Level 1 but a Level 2 Pass grade points total

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting x grade points)	
Unit 1	Mandatory unit	30	3	Level 1	2	6	The learner has not achieved sufficient points across the mandatory units to achieve a Level 2 but has sufficient points to be considered for a Level 1.
Unit 2	Mandatory unit	30	3	Level 1	2	6	
Unit 3	Mandatory unit	60	6	Level 2 Merit	6	36	
	Qualification grade totals	120	12	Level 1		48	Although the learner has gained enough points overall for a Level 2, they will get a Level 1 as they did not achieve sufficient points across the mandatory units.

Example 4: The learner has not achieved sufficient points in the mandatory units to gain a Level 2 or Level 1 qualification

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting x grade points)	
Unit 1	Mandatory unit	30	3	Unclassified	0	0	The learner has not achieved sufficient points across the mandatory units to achieve a Level 2 or Level 1.
Unit 2	Mandatory unit	30	3	Level 1	2	6	
Unit 3	Mandatory unit	60	6	Level 2 Merit	6	36	
	Qualification grade totals	120	12	Unclassified		42	

Although the learner has gained enough points overall for a Level 1, they will receive an Unclassified grade as they did not achieve sufficient points across the mandatory units.

Example 5: Achievement of an Award with a Level 1 pass grade

		GLH	Weighting (GLH/10)	Grade	Grade points	Points per unit (weighting x grade points)	
Unit 1	Mandatory unit (external)	30	3	Level 1 Pass	2	6	The learner has at least a Level 1 Pass in Unit 1 and has achieved sufficient points at a qualification grade threshold to be considered for a Level 1 Pass
Unit 2	Mandatory unit	30	3	Unclassified	0	0	
Unit 3	Mandatory unit	60	6	Level 2 Pass	4	24	
	Qualification grade totals	120	12	Level 1 Pass		30	

11 Quality assurance of centres

Pearson will produce on an annual basis the *BTEC Quality Assurance Handbook*, which will contain detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

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

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

We monitor and support centres in the effective operation of assessment and quality assurance. The methods we use to do this for BTEC First programmes include:

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

An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance cannot seek certification for individual programmes or for all BTEC First programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

12 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).

Related information and publications include:

- *Equality Policy*
- *Information Manual* (updated annually)
- *Access Arrangements, Reasonable Adjustments and Special Considerations*
- *Quality Assurance Handbook* (updated annually), other publications on the quality assurance of BTEC qualifications are on our website at qualifications.pearson.com/en/support/support-topics/quality-assurance.html

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to qualifications.pearson.com/resources

Additional documentation

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 qualifications.pearson.com 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/en/support/published-resources.html

13 Professional development and support

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 learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality-assurance systems.

The national programme of training we offer is on our website at qualifications.pearson.com/en/support/training-from-pearson-uk.html. You can request customised training through the website or you can contact one of our advisors in the Training from Pearson team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualification

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. In addition, we have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: qualifications.pearson.com/en/contact-us

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. Email Pearson through qualifications.pearson.com/en/contact-us to reach the curriculum team for your centre.

Your BTEC Support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there is someone in our BTEC Support team to help you whenever – and however – you need, with:

- **Welcome Packs for new BTEC centres:** if you are delivering BTEC for the first time, we will send you a sector-specific Welcome Pack designed to help you get started with this qualification
- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: qualifications.pearson.com/en/contact-us
- **Ask the Expert:** submit your question online to our Ask the Expert online service (qualifications.pearson.com/en/contact-us) and we will make sure your query is handled by a subject specialist.

Units

Unit 1: Patterns of Child Development

Level: **1 and 2**

Unit type: **Mandatory**

Guided learning hours: **30**

Assessment type: **External**

Unit introduction

Every child is special and unique, but each of us learns to do things according to the same pattern. What's your earliest memory? Can you remember how old you were when you learnt to swim? Were there some things you found easy to achieve and some that took a bit longer to learn, for example, riding a bicycle or writing your name? Understanding child development may help you to answer these questions and it will also explain why, as individuals, we develop skills and knowledge at different rates.

This unit aims to develop your knowledge and understanding of child development. You will learn about five different areas of development – physical, cognitive, communication and language, emotional and social – and how these areas are linked.

In each of these five areas there are expected patterns of development based on the norms for different ages. These developmental norms are sometimes referred to as milestones. They are useful for several reasons. Early years professionals and health professionals monitor children's progress in achieving these milestones. While it is usual for children to have different rates of progress, it is important for professionals to know when children are showing unusual progress or patterns in their development. This sometimes means that a child needs additional support.

Knowing the expected patterns of development and associated milestones for each area of development also helps adults to anticipate the next stage of a child's development in each area. You will investigate how adults in early years settings can support children's development.

As part of your course, you will learn about the expected patterns of development, and if you choose to work with children this will help you plan activities and understand why children are doing certain things.

Learning aims

In this unit you will:

- A understand growth and development in children
- B understand the characteristics of children's development from birth up to eight years
- C understand how adults in early years settings can support children's development.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand growth and development in children</p> <p>Topic A.1 Growth and development</p> <p>Growth</p> <ul style="list-style-type: none"> • Key aspects of children's growth are changes to physical size, the skeleton, muscles and the brain. • Children's height, weight and head circumference are measured to monitor growth, ensuring it is consistent with expected patterns, and to highlight potential issues at an early stage. • Children's growth is plotted on centile charts. • Growth is determined by heredity, hormones, nutrition, sleep, illness and emotional influences. <p>Development</p> <p>Child development is defined as the increasing acquisition of skills and knowledge gained by a child.</p> <ul style="list-style-type: none"> • Development should be viewed holistically as children acquire skills at varying rates in different areas of development. • Developmental norms are sometimes called milestones. They have been determined by looking at the data of thousands of children and considering the average or 'typical' milestones. Using these norms or milestones helps to understand the patterns of development. <p>Development can be broken down into the following five areas:</p> <ul style="list-style-type: none"> • Gross motor and fine motor physical development is to do with movement – gross or large movement of limbs, developing locomotion, balance and coordination, and fine manipulative movement of fingers developing hand-eye coordination. • Cognitive development is the way children develop thought processes, perception, memory, imagination and problem-solving, and are able to increase their knowledge and understanding of their environment. • Communication and language development is the way children communicate and develop speech, including reading and writing. • Emotional and behavioural development is how children develop feelings and express their emotions through behaviour and includes the development of self-concept and self-esteem. • Social development includes how children develop friendships with peers and cooperate with others and become aware of role models.

What needs to be learnt**Topic A.2 The links between areas of development and how each area may complement each other**

Development should be viewed holistically as there are many ways in which areas of development relate to each other. Learners will be expected to explore this concept and the significance of these relationships.

- Language development helps children to understand new concepts and also to play with other children. Children with a language delay may become frustrated and this might affect their behaviour and also their ability to play with others.
- Physical development helps children move to explore their surroundings, learn from new experiences and develop confidence in their abilities.
- Cognitive and language development combine to help children express their thoughts and to develop reading and writing and problem-solving skills.
- Emotional development helps children to develop secure attachments, enabling positive social relationships and friendships to evolve.
- Social development helps children to develop language through playing with others and interacting with adults.

What needs to be learnt**Learning aim B: Understand the characteristics of children's development from birth up to eight years****Topic B.1 Characteristics of children's development**

Learners must be aware that children can develop at varying rates in different areas of development. They must know the usual sequence and the characteristics of each child development milestone from birth up to eight years.

- Knowledge of the usual sequence in physical (gross and fine motor skills), cognitive, communication and language, emotional and social development.

Birth up to twelve months**Gross motor development:**

Newborns are born with reflexes – sucking, rooting, startle, grasping – which help them survive. Movements are uncontrolled and uncoordinated:

- at three months able to lift up head and chest when on their stomachs and bring hands together over body
- at six months can roll over from back to front
- at nine months can sit unsupported and is usually mobile by crawling or rolling, may pull up to stand alone and walk by holding on to furniture
- at twelve months pulls up to stand, stands alone, walks holding on to furniture.

Fine motor development:

- no coordinated movement but newborns will grasp things put into their hands as a reflex action
- at three months can watch their hands and hold a rattle for a moment
- at six months can reach for a toy and move a toy from one hand to the other
- at nine months can use a pincer grasp (index finger and thumb) to grasp objects, can deliberately release objects by dropping them
- at twelve months can use pincer grasp to pick up small objects, points using index finger.

Cognitive development:

- at one month 'freezes' if hears a sound played softly
- at three months can recognise familiar routines, alert and follows movement with eyes if objects are close
- at six months can explore objects by putting in mouth, recognises voices
- at eight or nine months can look for dropped objects and objects that they see being hidden
- at twelve months enjoys throwing toys to the ground and watching their descent, learns by trying things out and repeating if successful. This approach to learning is called 'trial and error'.

Communication and language development:

- at one month can turn head to adult voice, at six weeks begins to coo
- at three months smiles when hears a familiar voice
- at six months makes short babbling sounds, such as 'da' and 'ba'
- at nine months understands 'no', vocalises in long strings of babbling
- at twelve months knows own name and understands simple instructions.

What needs to be learnt**Emotional and social development:**

- at one month can focus on human faces with interest
- at six weeks can smile
- at three months enjoys being held and forms indiscriminate attachments
- at six months can recognise and respond to emotions in others
- from seven to eight months can form specific attachments and show wariness of strangers
- from eight months develops specific attachments and imitates actions of others, such as clapping
- from eight months experiences separation anxiety from primary carer(s).

Twelve months up to three years**Gross motor development:**

- at fifteen months can crawl upstairs and may walk hesitantly
- at eighteen months can walk unaided, can walk upstairs with help and can squat to pick up toys
- at two years can run, climb onto furniture and use sit-and-ride toys
- at two and a half years can kick a large ball and can jump with two feet together from a low step
- at three years able to run forwards and backwards, steer and pedal a tricycle, walk upstairs with alternate feet and throw a large ball.

Fine motor development:

- at fifteen months pincer grasp is precise, uses palmar grasp to hold crayons
- at eighteen months can build a tower of three bricks, can feed self with a spoon and scribble using a crayon in palmar grasp
- at two years can draw dots and circles, can put on shoes and fasten with Velcro® but not buckles and laces
- at two and a half years starts to show a hand preference, can pull down items of clothing and starting to develop tripod grasp
- at three years can use tripod grasp, draw a circle, hand preference is established for most tasks.

Cognitive development:

- at fifteen months explores objects by sight and sound
- at eighteen months very curious to explore environment, remembers where things belong
- at two years recognises self in mirror, can remember past experiences
- at two and a half years recognises self in photographs, with help can complete simple puzzles
- at three years understands the difference between past and present, can complete simple puzzles.

What needs to be learnt**Communication and language development:**

- at fifteen months communicates by pointing and vocalising, has up to six words
- at eighteen months has around 15 words, able to communicate wishes, understands simple requests
- at two years has up to 50 words, able to join words, enjoys looking at books
- at two and a half years has around 200 words, starting to use simple sentences, asks questions, uses personal pronouns, plurals and negatives
- at three years speech is clear to anyone unfamiliar with child, enjoys books and turns pages.

Emotional and social development:

- at eighteen months emotionally dependent on parents and key persons, plays alone but enjoys being near adults and siblings, insistent on immediate attention to needs and can copy adult actions
- at two years unable to wait for needs to be met, may be distracted from tantrums, plays in parallel with other children but unable to share toys
- at two and a half years plays alongside other children and engages in onlooker play, very dependent on adults and jealous of other children gaining attention, responds well to adult attention and praise and has tantrums when frustrated
- at three years finds it easier to wait, starting to take turns and share, enjoys being with other children and will comfort another child.

Three years up to five years**Gross motor development:**

- from three to four years can hop on one foot, walk along a line, aim and throw a ball and kick it with force, ride a tricycle using pedals
- from four to five years can run avoiding obstacles, skip with a rope, throw a large ball to partner and catch it.

Fine motor development:

- from three to four years can button and unbutton clothes, use scissors to cut out simple shapes, draw a person with head, trunk and legs, eat with a knife and fork, thread beads to make a necklace
- from four to five years can form letters, write own name and colour in pictures.

Cognitive development:

- from three to four years can recognise and name primary colours, understands what is meant by 'more', can tell whether an object is heavy or light, arranges objects into categories, makes a connection between people and events
- from four to five years can count accurately up to 10, can add two sets of objects together, can match equal sets, understands the need for rules, names the time of day associated with activities.

Communication and language development:

- from three to four years, speech can be easily understood, although some words may be incorrect, uses questions and by four years language is fluent, with some speech immaturities
- from four to five years can count accurately up to 10, uses complex sentences with words such as 'because', can talk about what has happened and what might happen, uses language to argue and answer back.

What needs to be learnt**Emotional and social development:**

- from three to four years can cope with separation from primary carer with someone they know, is beginning to play cooperatively and show clear friendship preferences, and plays with others
- from four to five years can work out what other people may be thinking, which helps them to negotiate with others, able to understand the need for rules, develops close friendships develop, behaviour mostly cooperative and separates more easily from parents.

Five years up to eight years**Gross motor development:**

- from five to eight years can hop, skip and jump confidently, can swerve and dodge when running, balance on a beam, ride a bicycle and use roller skates
- coordination is more proficient, allowing for tasks that require coordinated movements including improved ball skills, swimming activities, hopscotch.

Fine motor development:

- from five to eight years can tie and untie shoelaces, and accurately cut out shapes
- from six years able to thread a large-eyed needle and sew large stitches, has good control over pencils and paintbrushes, allowing for more detailed drawings and clear handwriting.

Cognitive development:

- from five to eight years can recognise numerals up to 100, do simple calculations, show simple reasoning and be reasoned with
- from seven years can 'conserve' quantities and numbers, complete a simple maze, is starting to tell the time, understands the need for and uses rules.

Communication and language development:

- from five to eight years uses language to reason and explain ideas, understands and enjoys jokes and riddles
- uses more complex sentence structures and asks what, when, who, where, how, why questions
- from seven years has mastered the basics of reading and writing.

Emotional and social development:

- from five to six years starts to compare self with others and becomes more aware of the feelings and needs of others
- confidence in self may be shaken by 'failure'
- from five to seven years has strong friendships, often of the same gender, can understand that others have different viewpoints than them, can read facial expressions of others accurately and recognise what others might be feeling.

What needs to be learnt**Learning aim C: Understand how adults in early years settings can support children's development****Topic C.1: Understand how adults in early years settings can support children's development**

Learners will be expected to understand that children's development can be positively influenced by adults in early years settings and that the lack of adult support may lead to delays in development. Learners must be able to recognise why some forms of adult support are age/stage appropriate and be expected to suggest appropriate age/stage support.

Gross motor and fine motor physical development:

- meeting children's physical needs by providing a well-ventilated and relaxing sleep area for children to sleep at regular intervals
- meeting diet and nutritional needs in accordance with policy and parental wishes
- providing opportunities to be outdoors
- providing age-appropriate resources and activities that encourage gross and fine motor skills both indoors and outdoors
- providing resources and activities that encourage children to touch, feel and explore objects with their senses
- providing opportunities for children to meet their physical needs.

Cognitive development:

- providing objects and games that encourage children to develop their memory and imaginative skills and helping them to think about others
- providing age-and stage-appropriate activities and resources that encourage problem-solving skills
- providing opportunities for children to visit different places and experience new things
- encouraging children to ask questions, helping children to link new experiences to past ones (memory and recall).

Communication and language development:

- taking time to talk and smiling and maintaining eye contact to encourage listening skills
- encouraging speaking and listening skills by using nursery rhymes, picture books, telling stories, reciting rhymes, 'show and tell', and by asking questions such as 'what' 'where' 'who' to encourage speaking
- providing role play activities for pretend play
- encouraging writing skills by copying their own name and familiar names and words
- encouraging creative expression through stories, poetry, dance, drama and making music.

What needs to be learnt**Emotional and social development:**

- encouraging bonding through holding children close, maintaining eye contact, talking in appropriate tone
- maintaining proximity as key person, responding to changing behaviour such as clinging, resistance, temper tantrums by helping children express their emotions positively without hurting others
- supporting children through appropriate transitions such as moving home, new sibling, change of carer
- encouraging confidence and self-esteem, encouraging children to express their feelings through activities and resources, and encouraging children to share and help other peers or other adults
- maintaining appropriate proximity to children while allowing them to express themselves freely and safely
- encouraging children to develop positive relationships and encouraging children to challenge negative comments and actions from others
- helping children to understand their changing emotions and dealing with them positively through discussion or role play
- introducing everyday routines to establish security
- providing age appropriate play to encourage children to interact with other children, support others and learn to share and take turns
- encouraging children to be thoughtful and cooperative with others by praising them and being a positive role model
- encouraging children to develop a range of friendships.

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is an externally assessed paper-based unit. The examination will be set and marked by Pearson.

Examination format

Learners will complete a 60-minute examination worth 50 marks. The paper will consist of multiple-choice questions, short scenario-based questions and an extended writing question.

Learners will need to demonstrate and apply their knowledge and understanding.

Unit 2: Promoting Children's Development Through Play

Level: **1 and 2**

Unit type: **Mandatory**

Guided learning hours: **30**

Assessment type: **Internal**

Unit introduction

We know that play has a pivotal role in helping children to learn new skills and knowledge. All early years settings now use play as a way of teaching children and supporting their development, and it forms the basis of early years frameworks.

In this unit you will look at how early years settings use play to promote children's learning and development at different ages and stages, including babies, and the types of play opportunities that early years settings usually provide. You will find that play can be structured in broadly three ways: adult-led, adult-initiated and child-initiated play. Each way has its benefits, but also potential disadvantages, and early years settings use a combination of these structures to support children's play.

By the end of this unit, you will have learnt that play is complex, yet very important to children's learning and development.

This unit has synoptic assessment which will enable you to select and integrate knowledge, understanding and skills from across the qualification when structuring play to promote children's development in early years setting.

Learning aims

In this unit you will:

- A understand how play promotes children's development in early years settings
- B understand how different play opportunities promote children's development
- C understand how play is structured in early years settings to promote children's development.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand how play promotes children's development in early years settings</p> <p>Topic A.1 How children play at different ages/stages of development</p> <p>The nature of play is that it is enjoyable and motivating for children of all ages. It is used in early years settings to support children's development. Learners must be able to understand that children at different ages/stages of development have different play needs as this is essential in providing play that ensures that children are sufficiently challenged, are engaged, find play enjoyable and learn new skills.</p> <p>Play from birth up to two years:</p> <ul style="list-style-type: none"> • significant time spent playing with adults, e.g. playing close to familiar adults, watching other children playing • focus on moving and touching things, and until around eighteen months putting things in their mouths, e.g. exploring objects and their surrounding environment • games and actions are repeated and remain enjoyable, e.g. knocking down towers of blocks, jack in the box, pushing toy cars down a slope. <p>Play at two up to five years:</p> <ul style="list-style-type: none"> • increasing interest in being with others and from three years starting to actively play with others, e.g. playing alongside other children, starting to take turns in play and beginning to learn to share • play becomes more complex and requires greater gross and fine motor coordination, e.g. balancing on climbing equipment, throwing and kicking balls • talk becomes central to play, especially during construction and imaginative play, e.g. talking through their actions and their experiences during play • children may need adults to play with them and to provide supervision and support, e.g. wanting adult encouragement and reassurance. <p>Play at five up to eight years:</p> <ul style="list-style-type: none"> • begin to increasingly organise and structure their play with minimum adult support, e.g. making decisions about how they want to play and what resources they need • they may introduce their own rules, e.g. making games more challenging, choosing who can join in • play is complex and requires increasing levels of skill, e.g. involving physical challenge and a combination of skills.

What needs to be learnt**Topic A.2 How and why adults support children's play at different ages**

Learners must understand how and why adults in early years settings support children's play at different ages to promote development.

Birth up to two years:

- playing with children to help them learn that play with others is enjoyable, e.g. finger rhymes, Humpty Dumpty
- choosing items that are safe, e.g. identifying choking hazards, selecting items that are safe if put in the mouth
- holding out toys and resources to a child to encourage interest, e.g. rattles, puppets
- showing how toys are used to help children play with them, e.g. pop-up toys, stacking blocks, peg and hammer toys, shape sorter.

Two up to five years:

- encouraging children to select resources to develop independence, e.g. easy access, resources put at child's height, asking children to make choices
- supervising children to ensure safety, e.g. stopping boisterous behaviour, intervening when children become angry with each other
- joining in play with children to show how to take turns, share equipment and be cooperative
- setting up play opportunities attractively to encourage children to try them and so learn new skills, e.g. sensory materials, home corner, collage materials.

Five up to eight years:

- allowing children longer periods in which to play with minimum adult supervision in order for children to develop imagination, turn taking and confidence
- teaching children how to play games that require logic, or counting to support mathematical skills, e.g. noughts and crosses, board games, chess
- providing more challenging opportunities for physical play, e.g. greater height, balance, team games
- discussing with children how they might play safely to help them learn to manage risk, e.g. boundary setting, writing rules.

What needs to be learnt**Learning aim B: Understand how different play opportunities promote children's development****Topic B.1 Play opportunities and how they promote children's development**

The importance of providing a range of different play opportunities to ensure that children learn a range of skills across each of the areas of development (physical, cognitive, language and communication development, emotional and social). The importance of early years settings providing different play opportunities according to the age/stage of the child. Learners must be able to describe play opportunities to promote development in each of the age ranges (birth up to two years, two up to five years and five up to eight years). Learners must know how the play opportunities promote skills in the areas of development and how each play opportunity could promote more than one area of children's development.

Play opportunities from birth up to two years:

- physical play provision of equipment to promote fine and gross motor skills, e.g. rattles, baby gym, push and pull toys, stacking beakers
- heuristic play – play with collections of objects and everyday materials of different shapes, textures and sizes in a treasure basket for babies until mobile and in containers for toddlers, to promote concentration, imagination and learning about shape, size and texture
- games played with an adult – e.g. knocking down stacking beakers whereby babies learn to take turns and make eye contact, hiding toys under a cushion
- sensory play – e.g. water, shaving foam, dried pasta, gloop (mixture of cornflour and water) to help concentration, fine motor skills, learning about texture and promotion of confidence
- imaginative play with adults – e.g. toy telephones, puppets, toy kitchens
- construction play with adults (from nine months) – e.g. stacking beakers, using small wooden bricks, lift up puzzles.

Two up to five years:

- physical play to help children learn coordination and balance, and to develop gross motor movements and learn social skills, e.g. balls, climbing frames, hoops, tricycles
- heuristic play, e.g. play with collections of objects and everyday materials of different shapes, textures and sizes to encourage sorting skills and language, and to allow children to discover new objects
- simple board games (from three years) , e.g. picture lotto, snap, magnetic fish game to promote turn taking, counting, problem-solving
- sensory play, e.g. sand, water, dough to help concentration, fine motor skills, early writing movements, encouraging communication
- imaginative play, e.g. dressing-up clothes, home corner, toy cars, toy farm animals and people, in order for children to develop communication, social skills and imagination
- construction play, e.g. wooden blocks, building blocks to encourage turn taking and imagination, and for children to learn about textures, shapes and problem-solving.

What needs to be learnt**Play opportunities from five up to eight years:**

- physical play and games, e.g. climbing frames, scooters, football, skipping – to help children learn co-ordination and balance, and to develop gross motor movements and learn social skills
- heuristic play (loose part play), e.g. play with natural and synthetic objects left outdoors for children to find and discover their properties, to support children's cooperation, language, problem-solving and imagination games
- games, usually board games with rules, e.g. noughts and crosses, beetle drive, happy families, this promotes logic, counting, problem-solving and memory; word games e.g. I Spy, twenty questions to support communication, problem-solving and literacy
- sensory play, e.g. paint, provision of art and craft areas to help children develop imagination, fine motor movements and confidence
- imaginative play, e.g. dressing up, re-enacting films, television shows, plays to help children learn, explore ideas, develop confidence, support communication and literacy skills, express emotions and creativity
- construction play, e.g. building dens outdoors, technical kits to make models – to encourage children's imagination, problem-solving, creativity and physical skills.

What needs to be learnt**Learning aim C: Understand how play is structured in early years settings to promote children's development**

Play can be structured and organised in different ways. It is good practice and a curriculum requirement for early years settings to provide a combination of play experiences to promote children's development. Learners must be able to describe the different ways play is structured and organised, and the benefits of each structure to children's development.

Topic C.1 How play is structured in early years settings to promote development

Adult-led play in which the adult plans, organises and leads the children in a play activity, e.g. playing peek-a-boo with babies, cooking, gardening.

Potential benefits of adult-led play:

- enable children to carry out higher risk activities e.g. cooking, arts and crafts and learn how to use tools and equipment safely e.g. knives, scissors
- supports acquisition of specific skills and experiences, e.g. counting, visiting a zoo
- enhances language development, e.g. introducing new vocabulary, discussion.

Potential disadvantages of adult-led play:

- learning is not always effective, e.g. child may not be given enough time to solve problems, practice skills or develop their own ideas and concentration may be affected if adults are leading the play
- learning may be limited, e.g. no opportunity for child's own creativity, independence, asking questions.

Adult-initiated play in which the adult puts out resources and toys that prompts children to play in a certain way, e.g. hiding coins in a sand tray to support counting.

Potential benefits of adult-initiated play:

- encourages children to develop new concepts and practise skills, e.g. using equipment, counting
- effective learning may take place, e.g. perseverance, concentration, increased interaction.

Potential disadvantages of adult-initiated play:

- children may not learn expected skill or concept, e.g. ignore play opportunity, not understand what to do.

Child-initiated play in which children choose resources and how to play with them, e.g. making available a wide range of toys, equipment and sensory materials for children to self-serve without asking permission.

Potential benefits of child-initiated play:

- encourages children to develop and persist with own ideas, e.g. increased concentration, making models, creating dens
- opportunities for children to develop social skills, e.g. cooperation, turn taking.

Potential disadvantages of child-initiated play:

- children may develop or practise skills in just one area, e.g. play repetitively, choose limited range of resources
- learning may be limited, e.g. without adult help children may not learn concepts, know about numbers, be able to do complex tasks.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how play promotes children’s development in early years settings			
1A.1 Identify two ways in which children play at each age range.	2A.P1 Describe how children play at each age range, using appropriate examples. #	2A.M1 Explain the importance of the support provided by adults in early years settings for children’s play at each age range. #	2A.D1 Assess the suitability of the support provided by adults for children in an early years setting, using a case study. #
1A.2 Identify two ways in which adults in early years settings support the play of children in each age range.	2A.P2 Describe how adults in early years settings support children’s play at each age range, using appropriate examples. #		
Learning aim B: Understand how different play opportunities promote children’s development			
1B.3 Identify play opportunities for each age range and the development that will be promoted.	2B.P3 Describe play opportunities for each age range and how development will be promoted, using appropriate examples. *	2B.M2 Explain how two selected play opportunities for each age range promote different areas of child development. *	2B.D2 Assess the value of two selected play opportunities on all areas of a child’s development. *

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Understand how play is structured in early years settings to promote children's development			
1C.4 Outline how early years settings structure play in different ways to promote children's development.	2C.P4 Describe how early years settings structure play in different ways to promote children's development, using appropriate examples.	2C.M3 Discuss the extent to which the way play is structured in an early years setting may benefit children's development.	2C.D3 Assess the effect on a child's development of the way play is structured in an early years setting, using a case study.

#Opportunity to assess English skills

*Opportunity to assess mathematical skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

When learners undertake assessments, they need to be aware that assessment criteria are hierarchical. For example, within a learning aim, the Level 2 Merit and Distinction criteria directly build on and encompass the expected learning of the Level 2 Pass criteria. Where there are examples of comparison, review, analysis, discussion or in-depth evaluation of selected examples, these must build on the breadth of understanding required through the definition of topics in the content section.

This unit can be achieved either through one holistic assignment designed to assess all assessment criteria within a level, or through several smaller assignments. For example, learners could produce guidance for early years learners about how play is used in early years settings to support children's learning and development. Evidence could include written guidance.

This unit has synoptic assessment and allows learners to select and integrate learning from across the qualification to produce their assignment for this unit. Learners will be able to draw on and apply their knowledge and understanding gained in the other units when demonstrating their understanding of how to structure play to promote children's development in early years settings. For example, they will be able to:

- select and apply relevant knowledge and understanding of different areas of child development when considering the significance of play activities in promoting children's development
- select and apply relevant knowledge and understanding of the key person approach when demonstrating their understanding of the role of adult support in promoting children's development
- select and apply relevant knowledge and understanding of patterns of child development when assessing age-appropriate play opportunities in early years settingsselect and apply relevant principles of early years practice when demonstrating their understanding of different ways in which play may be structured in order to promote children's development.

Learning aim A

For 2A.P1: learners are expected to describe how children play at each age range (birth up to two years, two up to five years and five up to eight years). Learners must describe how children play at each age range and provide examples to illustrate the play behaviour described. Children's play changes as they develop within these age ranges and learners are expected to explore this in their descriptions, for example, children's play at four years is different from the play of a two-year-old as they are usually able to share and communicate with others at four years.

For 2A.P2: learners are expected to describe how adults in early years settings support children's play at each age range (birth up to two years, two up to five years and five up to eight years). This needs to include how adults encourage children's development in play, by providing an age-appropriate level of adult involvement, supervision, encouragement and challenge. Learners could begin by describing ways in which adults support children's play at birth up to two years and include examples of how this is achieved, using the unit content in topic A.2 as guidance. This should be repeated for two up to five years and five up to eight years.

For 2A.M1: learners need to explain the importance of the support provided by adults in early years settings for children's play at each age range (birth up to two years, two up to five years and five up to eight years). Learners are to link the differences in the way children play in each of the age ranges described in 2A.P1 to explain how and why these affect the various ways adults provide for children's play as described in 2A.P2. As an example, learners could explain that adults need to provide playthings that would not be choking hazards for babies up to eighteen months as they explore objects by putting them in their mouths to learn about textures: once children are not mouthing they can be offered smaller objects for sensory play. This needs to be covered for each of the age ranges.

For 2A.D1: learners need to assess the suitability of the support provided by adults for children in an early years setting. Learners could use a case study to make a judgement about the appropriateness of the adult's support in promoting children's development. This could include reference to age/stage appropriateness of support offered, provision of sufficient challenge, and ensuring children were safe and enjoyed their play, were not frustrated and were able to learn new skills.

For 1A.1: learners are expected to identify two ways children play at each age range (birth up to two years, two up to five years and five up to eight years).

For 1A.2: learners must identify two ways in which adults in early years settings support children's play in each age range, appropriate for the age/stage of development of the children.

Learning aim B

For 2B.P3: learners are to describe play opportunities for each age range and how development will be promoted. Learners need to use examples to describe play opportunities for each age range (birth up to two years, two up to five years and five up to eight years). Learners then need to show how each play opportunity will promote children's development. When describing play opportunities for children from two up to five years, for example, learners could describe an imaginative play opportunity such as dressing-up clothes and then show the development that would be promoted. Examples of play opportunities and how development is promoted would then be included for each of the age ranges. Examples of play opportunities are given in topic B.1. Learners must cover each play opportunity given in topic B.1 (physical, heuristic, games, sensory, imaginative, construction) at least once in their evidence for 2B.P3.

For 2B.M2: learners need to explain how two selected play opportunities (selected by the teacher) for each age range promote different areas of child development. Learners are to use the play opportunities they have described in 2B.P3. Learners are expected to show how each play opportunity may promote more than one area of development. As an example, a water activity filling and emptying beakers with a child of eighteen months provides a sensory experience which promotes cognitive development; physical development is developed as hand-eye coordination is needed; turn taking encourages social development. This needs to be covered for two play activities for each age range.

For 2B.D2: learners need to assess the value of two selected play opportunities on all areas of a child's development. Learners are to use two play opportunities for one age range explained in 2B.M2. Learners are expected to make a judgement about the extent to which all areas of a child's development (physical, cognitive, language, emotional, social) would be promoted in the play opportunities.

For 1B.3: learners need to identify play opportunities for each age range and development that will be promoted. This would include play opportunities for children from birth up to two years, two up to five years and five up to eight years. Learners need to identify the learning which each play opportunity would promote.

Learning aim C

For 2C.P4: learners need to describe how early years settings structure play in different ways to promote children's development. Learners could give examples of adult-led, adult-initiated and child-initiated play. Learners should then describe how each way of structuring play in an early years setting could benefit children's development. Learners need to refer to the potential disadvantages of each structure to children's development. When describing adult-led play, for example, learners would describe how this allows a child to be taught specific skills to further their development; however, a child may lose interest in adult-led play, meaning development may not be promoted. The potential benefits and potential disadvantages of the different ways early years settings structure play are given in topic C.1.

For 2C.M3: learners need to discuss the extent to which structuring play in an early years setting may benefit a child's development. Learners could use a case study to examine how a child's development would be affected both positively and negatively by adult-led, adult-initiated and child-initiated play in the early years setting.

For 2C.D3: learners need to make an assessment about the extent to which at least one way of structuring play affects a child's development positively and negatively, using a case study.

For 1C.4: learners are expected to outline how early years settings structure play in different ways to promote children's development. Reference must be made to adult-led, adult-initiated and child-initiated play.

Assignments do not have to be presented in written format. Learners could, for example, give a verbal presentation or engage in a class discussion observed by the teacher. Evidence presented verbally should be recorded. Detailed observation records/witness statements should be completed and retained for internal and external verification.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	How play and adult support enhance children's development	<p>You are about to start work in an early years setting and in preparation for this the manager has asked you to look at how children play at different ages and how adults support children's play at each age range. This will help you to provide age-appropriate play opportunities for children and know how to support them. You are to produce a leaflet or a chart.</p> <p>You need to:</p> <ul style="list-style-type: none"> • describe how children play at birth up to two, two up to five, and five up to eight years, with examples • describe how adults in early years settings support children's play at birth up to two, two up to five, and five up to eight years, with examples • explain the importance of the support provided by adults for children's play at each age range (birth up to two, two up to five, and five up to eight years) • assess the suitability of the support provided by adults for children in an early years setting. 	A report on the characteristics of children's play from birth to eight years and the significance of adult support in children's play.

Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 2B.P3, 2B.M2, 2B.D2	How play opportunities promote children's learning and development	<p>You have been asked by the manager of Footsteps Children's Centre to put together an information pack about play opportunities to promote the learning and development of children that staff will be able to refer to. The children who attend the centre are aged from birth up to eight years. You need to:</p> <ul style="list-style-type: none"> • use examples to describe play opportunities for children (aged from birth up to two, two up to five, and five up to eight years) • show how each of the examples of play opportunities for children (aged from birth up to two, two up to five, and five up to eight years) will promote their development • explain how two selected play opportunities for each age range promote different areas of child development • assess the value of two selected play opportunities on all areas of a child's development. 	An information pack showing appropriate understanding of how play opportunities promote different areas of child development.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.4, 2C.P4, 2C.M3, 2C.D3	How early years settings structure play to promote children's learning and development	<p>Some parents of children in the setting have been questioning staff about why children spend time playing without adult direction.</p> <p>You have been asked to help the staff prepare for an open evening to inform parents about why play is structured in different ways in the setting. You are to produce an information pack for parents for the open evening.</p> <p>You need to:</p> <ul style="list-style-type: none"> • use examples to describe how early years settings structure play in different ways to promote children's learning and development. In order to support your views, you should refer to different areas of child growth and development and the role of adults in play activities. • discuss the extent to which structuring play in an early years setting may benefit children's learning and development. In order to support your views, you should refer to relevant principles of early years practice and the role of adult support in play activities. • assess how structuring play in an early years setting may affect a child's learning and development, referring to characteristics of child development, links between areas of development and relevant principles of early years practice in support of your views. 	An information pack showing appropriate understanding of how early years settings structure play to promote children's learning and development.

Unit 3: The Principles of Early Years Practice

Level: **1 and 2**

Unit type: **Mandatory**

Guided learning hours: **60**

Assessment type: **Internal**

Unit introduction

There are some general principles that underpin work in early years settings. These principles shape the way settings are run and the ways in which adults in settings work with children and their families.

In this unit you will look at some of the key principles that are reflected in best practice in early years. You will learn about inclusive practice as a way of valuing children and ensuring that they can benefit from the opportunities within the setting. You will also explore how children are empowered to ensure that children learn to become independent and develop a strong self-image, as well as ways in which this is put into practice.

A further principle of working with children is the key person approach, which early years settings use to meet children's emotional and care needs. In this unit, you will learn why the key person approach is important to children's learning and development. If you wish to work in early years, it is important that you have a good understanding of the principles as you will need to incorporate them into your practice.

Learning aims

In this unit you will:

- A understand the importance of inclusive practice in early years
- B explore ways in which early years settings implement inclusive practice
- C understand how children are empowered in early years settings
- D understand the importance of the key person approach in supporting children's development.

Learning aims and unit content

What needs to be learnt
<p>Learning aim A: Understand the importance of inclusive practice in early years</p> <p>Topic A.1 How children benefit from inclusive practice</p> <p>Inclusive practice is the way in which children and their families are valued and support is given regardless of age, disability, race, background, gender or lifestyle in order that children and their families can benefit from the services and opportunities available. Learners must understand how children benefit from inclusive practice.</p> <p>The positive effects of inclusive practice on children's outcomes, including:</p> <ul style="list-style-type: none"> • development of a positive self-image affecting confidence, motivation and positive attitudes towards others • developmental benefits as any needs are identified and a wide range of opportunities is available and, if necessary, adapted to meet needs • opportunities to play and socialise with other children and thus gain social skills and learn to express feelings and emotions • development of self-efficacy, a 'can do' attitude, that gives children confidence to try out new activities or cope in unfamiliar situations • emotional wellbeing as a result of being accepted and cared about by others • positive benefits to health outcomes as physical needs are met through inclusive practice • development of enduring positive attitudes towards others as a result of observing how to value and support others regardless of their age, disability, race, background, gender or lifestyle. <p>Topic A.2 How non-inclusive practice may affect children's outcomes</p> <p>Learners must understand how children may be affected by non-inclusive practice.</p> <p>How outcomes for children may be affected by non-inclusive practice:</p> <ul style="list-style-type: none"> • poor self-image as a result of feeling unwanted, helpless or inferior • low self-efficacy as children may have 'learnt helplessness' or see themselves as victims • delayed development as a result of late identification of needs or needs not being met • poor health outcomes if physical care needs have not been attended to, e.g. individual dietary needs unmet • educational outcomes lower as a result of not being given the same opportunities to develop skills and knowledge because needs were not met.

What needs to be learnt**Learning aim B: Explore ways in which early years settings implement inclusive practice****Topic B.1 Ways in which early years settings implement inclusive practice**

Learners must understand how early years settings ensure that children and their families are respected and valued and how children's unique needs can be met, allowing all children to be included and supported.

Inclusive practice in early years settings, including:

- adopting a non-judgemental attitude, e.g. respecting individual differences, cultures and beliefs, uniqueness of each child
- implementing a welcoming environment, e.g. posters in different languages, greeting parents
- using or displaying resources that reflect children's lives and celebrate diversity, e.g. home corner, dressing-up clothes
- developing strong relationships with children and their families to ensure that children's individual needs are fully understood
- adapting provision to meet the individual needs of children
- keeping children safe
- establishing routines
- adults consistently acting as positive role models.

What needs to be learnt**Learning aim C: Understand how children are empowered in early years settings****Topic C.1 The importance of empowerment of children in early years settings**

Learners must understand reasons why early years settings seek to empower children and how empowerment contributes to children's learning and development.

Definition of empowerment: giving children involvement in decisions that affect them, appropriate to their age and level of understanding.

Why early years settings seek to empower children:

- children have a right to be informed, involved and consulted about all decisions that affect them
- to value children as their feelings and opinions are taken into account
- to show respect to children
- to help children to respect themselves and others
- to involve children in decision making, e.g. play opportunities, routines.

How empowerment benefits children, including:

- benefits to physical development, e.g. children gain confidence to try new challenges, more motivated to practise skills, helps children to make decisions about risk
- benefits to emotional development e.g. self-esteem encouraged from being given opportunities to be involved in decision-making processes, more likely to be able to manage own behaviour if they have had some input in decisions about appropriate behaviour, boundaries and expectations
- benefits to social development, e.g. children develop self-respect and learn to respect and value others and the feelings of others
- benefits to cognitive development, e.g. involvement in decision-making process encourages motivation, perseverance and concentration.

Topic C.2 How adults in early years settings empower children

Learners must understand how adults in early years settings empower children, and the importance of ensuring children are empowered in ways appropriate to their age/stage of development.

Ways adults in early years settings empower children appropriate to their age/stage of development, including:

- involving children in physical care routines and encouraging them to be involved in self-care to support independence, e.g. washing, dressing
- giving children appropriate control and privacy when dressing, e.g. half closing a door so that toddlers can use the toilet in private
- encouraging children to help themselves at meal and snack times
- supporting child-initiated play whereby children can make choices as to what and how they play, and with whom
- involving children in planning so that children feed back what they have enjoyed doing and can make suggestions as to what they wish to do next
- involving children in all aspects of preparing the environment, e.g. choosing equipment to put out, tidying away, preparing snacks.

What needs to be learnt**Learning aim D: Understand the importance of the key person approach in supporting children's development****Topic D.1 Why the key person approach is used in early years settings**

Learners need to understand that the key person approach is the way in which early years settings meet children's emotional and care needs through the development of a strong and consistent relationship with a child and their family.

- Definition of key person role as someone who develops a strong and consistent relationship with a child and their family to ensure emotional and care needs are met.
- Main roles of key person, e.g. developing a special bond with the child, sharing information with parents, supporting transition and observing the child.
- Key person approach is a requirement of early years education/care frameworks, e.g. Early Years Foundation Stage (England), Foundation Phase (Wales).
- Key person approach helps parents to effectively exchange and share information effectively to support children's physical care and development, e.g. dietary needs, allergies, health conditions, ensuring medical and physical needs are met.

Topic D.2 How the key person approach supports children's development

Learners must understand how the key person approach, in meeting children's emotional needs, enables children's development to be supported.

How the key person approach supports children's development:

- emotional development is supported as young children are prevented from becoming distressed when separated from parent/carer, e.g. key person understands children's individual emotional needs and ways to comfort them, children feel more secure
- language development is supported, e.g. children communicate more to people with whom they have a strong relationship, key person knows how best to communicate with child
- children's learning is supported, e.g. key person knows children's interests, children feel more confident to try new experiences and explore
- children's physical development is supported, e.g. key person is aware of the child's stage of development, recognises suitable equipment and resources
- children's social development is supported as children learn to make relationships beyond their family circle, e.g. key person approach helps children to develop relationships with others in the setting.

Assessment criteria

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the importance of inclusive practice in early years			
1A.1 Outline three benefits to children of inclusive practice in early years settings.	2A.P1 Describe how children benefit from inclusive practice in early years settings. #	2A.M1 Explain the potential impact on children of inclusive and non-inclusive practice in early years settings, using appropriate examples. #	2A.D1 Compare how inclusive and non-inclusive practice affects children in early years settings, using case studies. #
1A.2 Outline three ways in which children may be affected by non-inclusive practice in early years settings.	2A.P2 Describe ways in which children may be affected by non-inclusive practice in early years settings. #		
Learning aim B: Explore ways in which early years settings implement inclusive practice			
1B.3 Outline how inclusive practice is implemented in selected early years settings.	2B.P3 Describe how inclusive practice is implemented in selected early years settings.	2B.M2 Explain how inclusive practice is implemented in a selected early years setting.	2B.D2 Assess the extent to which inclusive practice is successfully implemented in a selected early years setting.

Level 1	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim C: Understand how children are empowered in early years settings			
1C.4 Outline why adults in early years settings seek to empower children.	2C.P4 Explain why adults in early years settings seek to empower children.	2C.M3 Explain how effective empowerment of children can benefit their development, using appropriate examples.	2C.D3 Assess the extent to which an early years setting is successful in empowering children, using a case study.
1C.5 Identify how adults in early years settings can empower children.	2C.P5 Describe how adults in early years settings can empower children.		
Learning aim D: Understand the importance of the key person approach in supporting children’s development			
1D.6 Identify two reasons why the key person approach is used in early years settings.	2D.P6 Explain why the key person approach is used in early years settings.	2D.M4 Explain how the key person approach supports children’s development, using appropriate examples.	2D.D4 Evaluate the contribution of the key person approach to a selected child’s development.
1D.7 Identify ways that children’s development is supported by the key person approach.	2D.P7 Describe how the key person approach supports all areas of children’s development.		

#Opportunity to assess English skills

Teacher guidance

Resources

There are no special resources needed for this unit.

Assessment guidance

This unit is assessed internally by the centre and externally verified by Pearson. Please read this guidance in conjunction with *Section 8 Internal assessment*.

When learners undertake assessments, they need to be aware that assessment criteria are hierarchical. For example, within a learning aim, the Level 2 Merit and Distinction criteria directly build on and encompass the expected learning of the Level 2 Pass criteria. Where there are examples of comparison, review, analysis, discussion or in-depth evaluation of selected examples, these must build on the breadth of understanding required through the definition of topics in the content section.

This unit can be achieved either through one holistic assignment designed to assess all assessment criteria within a level, or by several, smaller assignments. For example, the assignment can be set within a specific early years setting and explore how the principles of early years practice are applied within that setting.

Learning aim A

For 2A.P1: learners must describe how children benefit from inclusive practice in early years settings. They are expected to give examples of ways in which children may benefit from inclusive practice in early years settings. These could include examples that illustrate advantages to children's development, wellbeing and health, using the unit content in topic A.1. Learners' descriptions are expected to show understanding of the concept of inclusive practice.

For 2A.P2: learners must describe ways in which children may be affected by non-inclusive practice in early years settings. Learners could use examples that describe ways children may be affected if settings do not apply inclusive practice. For example, if a child is excluded from joining in a physical play opportunity with others as equipment is not suitable for their needs, they may feel inferior, resulting in a poor self-image. Learners should be able to describe at least three different ways in which children may be affected.

For 2A.M1: learners are asked to explain the potential impact on children of inclusive and non-inclusive practice in early years settings. Learners must use appropriate examples to explain the ways in which children's health, development and wellbeing and may be affected by inclusive and non-inclusive practice in early years settings, linking the unit content in topic A.1 and topic A.2. The examples or case studies must demonstrate accepted best inclusive practice and examples of non-inclusive practice in early years settings.

For 2A.D1: learners must compare how inclusive and non-inclusive practice affects children in early years settings, using case studies. Learners are expected to extend their piece of work to contrast both the long- and short-term outcomes to children's health, development and wellbeing of inclusive and non-inclusive practice in early years settings.

For 1A.1: learners are expected to outline three benefits to children of inclusive practice in early years settings.

For 1A.2: learners must outline three ways in which children may be affected by non-inclusive practice in early years settings.

Learning aim B

For 2B.P3: learners must describe how inclusive practice is implemented in selected early years settings. Learners could use examples from settings for children of different ages to describe approaches used by the settings to demonstrate inclusive practice. Learners are expected to explore the unit content for topic B.1 and show understanding of the concept of inclusive practice in meeting children's unique needs.

For 2B.M2: learners need to explain how inclusive practice is implemented in a selected early years setting. They could use examples of approaches, which may be case studies. Learners need to explain the approaches used by the setting to support inclusive practice – for example, how providing a florescent ball enables a child with visual impairment to play a ball game with other children shows that a setting has provision to meet individual needs and has included and supported the child.

For 2B.D2: learners need to assess the extent to which inclusive practice is successfully implemented in a selected early years setting. They are expected to extend their piece of work to make judgements about how successful the approaches used were in ensuring that children and their families were respected and valued, in meeting children's unique needs and in allowing all children to be included and supported. This could include suggestions for different approaches the settings could use.

For 1B.3: learners need to outline how inclusive practice is implemented in selected early years settings. Three different ways should be given.

Learning aim C

For 2C.P4: learners need to explain why adults in early years settings seek to empower children. Learners could use examples to support their explanation, which must include why settings seek to empower children and how children benefit from being empowered. Learners are expected to explore the content given for topic C.1 and show understanding of the concept of empowerment.

For 2C.P5: learners are expected to describe how adults in early years settings can empower children. They could use examples that show how adults empower children using the content given for topic C.2 – for example, how a snack time in a setting for children aged three years up to five years is organised by the adults to enable the children to prepare the food for snack, set the table, choose when they have their snack and offer choices of food. Learners could then describe how this supports empowerment by involving children, supporting decision making, encouraging choices and supporting independence and self-care. Learners are expected to use examples from settings for children of different ages.

For 2C.M3: learners need to explain how effective empowerment of children can benefit their development. They could use a case study to provide appropriate examples. Learners should be encouraged to link the unit content of topic C.2 to explain how the setting empowers children in ways appropriate to their age/stage of development.

For 2C.D3: Learners should select an appropriate early years setting that will allow them to study the topic in depth. Learners are expected to make a judgement about how successful the setting has been in empowering children and why their approaches have been successful in ensuring children are involved in decisions that affect them.

For 1C.4: learners need to outline why adults in early years settings seek to empower children.

For 1C.5: learners must identify how adults in early years settings can empower children, citing three different ways.

Learning aim D

For 2D.P6: learners must explain why the key person approach is used in early years settings. They could use examples from settings for children of different ages to support their explanations, using the content given for topic D.1. For example, the key person approach in a setting for children for two up to five years gives emotional support to children starting school as children may be anxious in this transition. Learners are expected to show understanding of how the key person approach in settings provides for the emotional and care needs of children aged from birth up to eight years through the development of a strong and consistent relationship with a child and their family.

For 2D.P7: learners are to describe how the key person approach supports all areas of children's development. Learners' descriptions must cover all areas of development (physical, cognitive, communication and language, social and emotional development, and social development). Examples of ways in which development may be supported are given in topic D.2.

For 2D.M4: learners need to explain how the key person approach supports children's learning and development. Learners need to use appropriate examples which could be case studies of children in different settings across the age ranges (birth up to two years, two years up to five years, five years up to eight years). Learners must use the examples to explain how having a key person approach in place helps to meet the emotional and care needs of the children, and how their development is supported, with reference to the unit content in topic D.1 and topic D.2.

For 2D.D4: learners are to evaluate the contribution of key person approach to a child's development. Learners need to use a case study and make a judgement about the value of the key person approach to all areas of the child's development. This could consider the impact on the child's development if the key person approach had not been effective in meeting the child's emotional and care needs.

For 1D.6: learners need to identify two reasons why the key person approach is used in early years settings.

For 1D.7: learners must identify ways that children's development is supported by the key person approach and include different areas of development.

Suggested assignment outlines

The table below shows a programme of suggested assignment outlines that cover the assessment criteria. This is guidance and it is recommended that centres either write their own assignments or adapt any assignments we provide to meet local needs and resources.

Criteria covered	Assignment	Scenario	Assessment evidence
1A.1, 1A.2, 2A.P1, 2A.P2, 2A.M1, 2A.D1	Why inclusive practice is important in early years settings	<p>As part of your preparation for work, the manager of the setting has asked you to look at inclusive practice. This will help you to understand why early years settings place great importance on ensuring all children and their families are valued and supported. You are to produce a report.</p> <p>You need to:</p> <ul style="list-style-type: none"> • describe how children benefit from inclusive practice in early years settings • describe how children may be affected by non-inclusive practice in a setting • use appropriate examples to explain the potential impact on children of inclusive and non-inclusive practice in early years settings • compare how inclusive and non-inclusive practice affects children in early years settings, using case studies. 	The report could be written or IT-produced.

Criteria covered	Assignment	Scenario	Assessment evidence
1B.3, 2B.P3, 2B.M2, 2B.D2	How early years settings implement inclusive practice	<p>The manager was impressed with your understanding of the importance of inclusive practice and has asked you to contribute to the handbook for students to help them to understand how the setting enables all children to be included and supported. You are to produce a chapter for the work experience book for early years students.</p> <p>You need to:</p> <ul style="list-style-type: none"> • describe how inclusive practice is implemented in selected early years settings • explain how a selected early years setting implements inclusive early years practice • assess the extent to which inclusive practice is successfully implemented in a selected early years setting. 	The handbook could be written/IT-produced accounts.

Criteria covered	Assignment	Scenario	Assessment evidence
1C.4, 1C.5, 2C.P4, 2C.P5, 2C.M3, 2C.D3	How children are empowered in early years settings	<p>Part of the induction process for new staff in the early years setting includes providing information about empowering children and how the adults in the setting work to involve children in decisions that affect them. Your manager has asked you to produce materials for induction. The setting provides for children from birth up to eight years so your information needs to be relevant for staff working with children across the whole age range. You are to produce a handout for new staff.</p> <p>You need to:</p> <ul style="list-style-type: none"> • explain why adults in early years settings seek to empower children • describe how adults in early years settings can empower children • use appropriate examples to explain how adults in an early years setting empower children • assess the extent to which an early years setting is successful in empowering children. 	The handout could include written/IT-produced accounts.

Criteria covered	Assignment	Scenario	Assessment evidence
1D.6, 1D.7, 2D.P6, 2D.P7, 2D.M4, 2D.D4	How the key person approach supports children	<p>Staff are planning an open evening for families whose children will shortly be starting in the setting. The children who are starting cover the age range for children from birth up to eight years. You have been asked to contribute by producing materials about the importance of the key person approach. You are to prepare a presentation.</p> <p>You need to:</p> <ul style="list-style-type: none"> • explain why the key person approach is used in early years settings • describe how the key person approach supports all areas of children's development (physical, cognitive, communication and language, emotional and social) • use appropriate examples to explain how the key person approach supports children's development • evaluate the contribution of the key person approach to a selected child's development. 	The presentation could include presentation slides, handouts, posters and articles.

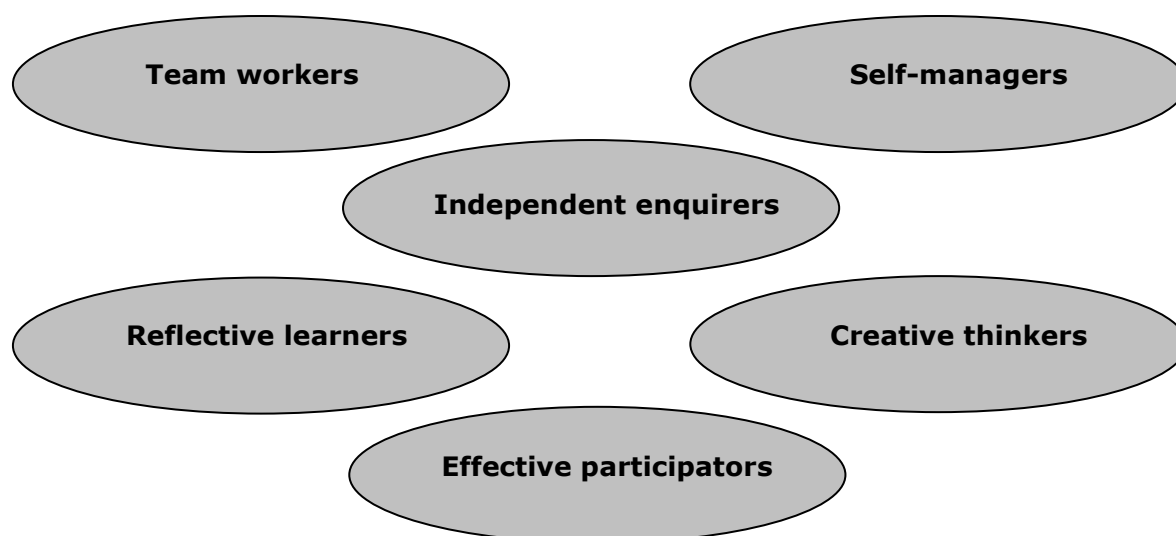
Annexe A

Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

The framework comprises six groups of skills that are essential to success in learning, life and work. In essence, the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group, there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also interconnected. Young people are likely to encounter skills from several groups in any one learning experience. For example, an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts.

The skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership roles
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

Summary of the PLTS coverage throughout the programme

This table shows where units support the development of personal, learning and thinking skills.

Key:

✓ indicates opportunities for development

a blank space indicates no opportunities for development

Unit	Personal, learning and thinking skills					
	Independent enquirers	Creative thinkers	Reflective learners	Team workers	Self-managers	Effective participants
1	✓					
2	✓	✓	✓	✓		✓
3	✓	✓	✓			✓

Annexe B

English knowledge and skills signposting

This table shows where an assessment criterion in a BTEC First unit can provide an opportunity to practise a subject content area from the GCSE English subject criteria (including functional elements).

Unit number and title	Learning aim	Assessment criterion reference	Subject content area from the GCSE subject criteria (details of the content area can be found below)
Unit 1: Patterns of Child Development	A, B, C	N/A	2, 3, 5, 15 (where learners use extended writing)
Unit 2: Promoting Children's Development Through Play	A	2A.P1, 2A.P2, 2A.M1, 2A.D1	2, 3, 4
Unit 3: The Principles of Early Years Practice	A	2A.P1, 2A.P2, 2A.M1, 2A.D1	1, 2, 3, 4

GCSE English subject content area

The topic areas below are drawn from the GCSE English subject criteria.

Learners should:

- 1 analyse spoken and written language, exploring impact and how it is achieved
- 2 express ideas and information clearly, precisely, accurately and appropriately in spoken and written communication
- 3 form independent views and challenge what is heard or read on the grounds of reason, evidence or argument
- 4 understand and use the conventions of written language, including grammar, spelling and punctuation
- 5 explore questions, solve problems and develop ideas
- 6 engage with and make fresh connections between ideas, texts and words
- 7 experiment with language to create effects to engage the audience
- 8 reflect and comment critically on their own and others' use of language.

In speaking and listening, learners should:

- 9 present and listen to information and ideas
- 10 respond appropriately to the questions and views of others
- 11 participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and audience and using standard English where appropriate
- 12 select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.

In reading, learners should:

- 13 understand how meaning is constructed through words, sentences and whole texts, recognising and responding to the effects of language variation
- 14 evaluate the ways in which texts may be interpreted differently according to the perspective of the reader.

In writing, learners should write accurately and fluently:

- 15 choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes
- 16 adapting form to a wide range of styles and genres.

Annexe C

Mathematics knowledge and skills signposting

This table shows where an assessment criterion in a BTEC First unit can provide an opportunity to practise a subject content area from the GCSE mathematics subject criteria (including functional elements).

Unit number and title	Learning aim	Assessment criterion reference	Subject content area from the GCSE subject criteria (details of the content area can be found below)
Unit 1: Patterns of Child Development	A	N/A	1, 2, 7, 10, 11, 12, 15, 16, 19
Unit 2: Promoting Children's Development Through Play	B	2B.P3, 2B.M2, 2B.D2	1, 3
Unit 3: The Principles of Early Years Practice	N/A	N/A	N/A

GCSE mathematics subject content area

The topic areas below are drawn from the GCSE mathematics subject criteria.

Learners should be able to:

- 1 understand number size and scale and the quantitative relationship between units
- 2 understand when and how to use estimation
- 3 carry out calculations involving $+$, $-$, \times , \div , either singly or in combination, decimals, fractions, percentages and positive whole number powers
- 4 understand and use number operations and the relationships between them, including inverse operations and the hierarchy of operations
- 5 provide answers to calculations to an appropriate degree of accuracy, including a given power of ten, number of decimal places and significant figures
- 6 understand and use the symbols $=$, $<$, $>$, \sim
- 7 understand and use direct proportion and simple ratios
- 8 calculate arithmetic means
- 9 understand and use common measures and simple compound measures such as speed
- 10 make sensible estimates of a range of measures in everyday settings and choose appropriate units for estimating or carrying out measurement
- 11 interpret scales on a range of measuring instruments, work out time intervals and recognise that measurements given to the nearest whole unit may be inaccurate by up to one half in either direction
- 12 plot and draw graphs (line graphs, bar charts, pie charts, scatter graphs, histograms) selecting appropriate scales for the axes
- 13 substitute numerical values into simple formulae and equations using appropriate units
- 14 translate information between graphical and numerical form
- 15 design and use data-collection sheets, including questionnaires, for grouped, discrete or continuous data, process, represent, interpret and discuss the data
- 16 extract and interpret information from charts, graphs and tables
- 17 understand the idea of probability
- 18 calculate area and perimeters of shapes made from triangles and rectangles
- 19 calculate volumes of right prisms and of shapes made from cubes and cuboids
- 20 use Pythagoras' theorem in 2-D
- 21 use calculators effectively and efficiently.

In addition, level 2 learners should be able to:

- 22 interpret, order and calculate with numbers written in standard form
- 23 carry out calculations involving negative powers (only -1 for rate of change)
- 24 change the subject of an equation
- 25 understand and use inverse proportion
- 26 understand and use percentiles and deciles
- 27 use Pythagoras' theorem in 2-D and 3-D
- 28 use trigonometric ratios to solve 2-D and 3-D problems.

Annexe D

Synoptic assessment

BTEC qualifications are designed to enable learners to connect their learning and to relate it to realistic situations. Learners should be encouraged to draw their learning together through use of practical assignments. The mandatory units provide the essential knowledge, understanding and skills required in health and social care, and underpin the content of the synoptic unit. For the Pearson BTEC Level 1/ Level 2 First Award in Children's Play, Learning and Development, the synoptic unit, *Unit 2: Promoting Children's Development Through Play*, should include activities and an assessed assignment that enables learners to demonstrate that they can select and apply their knowledge, understanding and skills from across their learning to the key vocational task of demonstrating understanding of how to structure play to promote children's development in early years settings.

The synoptic nature of this assignment is satisfied through learners:

- showing links and holistic understanding/approaches to units of study from the specification, for example understanding the key aspects of children's growth and development, the relationship between play and specific areas of children's growth and development and the importance of the key person approach in supporting children's development
- interrelating concepts and issues when demonstrating understanding of providing resources and activities that promote sensory play, heuristic play and child-initiated play
- applying understanding and skills from across different units to develop appropriate strategies for different early years contexts or situations when promoting the empowerment of children through structured play and appropriate adult support
- making connections to particular early years contexts or child development situations when developing knowledge and skills related to child development characteristics from birth to eight years, the provision of different types of play opportunities to facilitate all areas of child development and use of the key person approach to support specific areas of children's development through play
- applying and adapting a range of different methods and/or techniques when recommending a play activity to facilitate adult support of children's development in a specific area
- recommending or applying alternative effective approaches for early years contexts and situations in order to support the developmental needs of specific children through play activities
- demonstrating an appreciation of how different techniques, methods or approaches could be used or adapted to structure children's play in order to support children's development in specific or different areas
- selecting and using specialist terminology where appropriate.

Example:

Unit 1: Patterns of Child Development

Unit content: Growth and development; links between areas of development and how area may complement each other; characteristics of children's development from birth up to eight; how adults and early years settings support children's development.

Topics from the unit content underpin knowledge, understanding and skills across all of the units, for example:

- *Unit 2: Promoting Children's Development Through Play* – how child development is promoted through play
- *Unit 3: The Principles of Early Years Practice* – how non-inclusive and inclusive practice and the empowerment of children affects children's development and the importance of the key person approach in supporting children's development.

CHILDREN'S PLAY, LEARNING AND DEVELOPMENT **Specification**

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